

Editorial

The complex field of learning and teaching a second/foreign language is always presenting the challenge of theoretically going forwards and backwards in the search of the best chances for doing our job more effectively. People are different and so are settings; this is the main reason which opens the scope for languages teachers to reflect and propose alternatives for those varieties of learners learning in diverse spaces around the world.

This second issue of ENLETAWA JOURNAL offers an interesting contrast between different perceptions of Applied linguistics and language pedagogy from language teachers with also different backgrounds. On one side, Paul Seedhouse questions Brown and Hanlon's 1970 study dealing with negative evidence provided by parents to children under the lens of conversation analysis methodology. Sabria S. Jawhar critically analyses a Saudi University testing system in terms of lack of reliability, and proposes an alternative assessment. Additionally, Olcay Sert' paper informs on the strength of using TV series in 'English as an Additional Language' (EAL) Classrooms by employing the methods of Conversation Analysis (CA) and Corpus Linguistics (CL), with the purpose of enhance learners' international competence. On the other hand, some local authors, focus first, at discussing the concept of media literacy and its potential usefulness within the teenagers' world as EFL learners; then, Alberto Fajardo presents a relevant informed discussion, based on SLA principles, on the 'native speaker' model as a goal of language teaching in Colombia. Likewise, the paper by Dora López explores teenagers' attempts to build their personal identity by means of writing creative texts. She reports some findings when teenagers connect their inner world to a social world in a process mediated by the language. On the other hand, materials design principles are applied for devising a basic level unit for the learning of Spanish as a foreign language. In this paper, a team of Spanish speaking teachers, all of them part of the UPTC teaching staff, presents one practical endeavor, in terms of instruction, to the internalization of the Spanish language. Finally, a paper dealing with one of the most fashionable topics in Colombia -Bilingualism and its impact on language teachers and their institutions is also referred to. Some preliminary reflections grounded on early stages of research study are presented. Additionally, Yuranny Romero reports on an alternative to the teaching of EFL to kids based upon the advantages of magic and magic tricks. She attempts to establish links between magic and pedagogic purposes and consequently create a positive learning environment for children.

It is for the reader to cogitate about the likely similarities and differences here presented in an attempt to professionally exchange concepts and practices on teaching and learning English at very different environments which is currently making possible the break of world barriers.

From Tunja, Colombia, the Pedagogical and Technological University of Colombia (UPTC), and its Mater's in Foreign Language Teaching is striving for attaining higher standards in the domain of ELT in the country and hopefully, abroad.

Last, I hope that the articles in this issue enlighten the language teachers' everyday job to the end of both personal and professional development. I wish you all dear readers to have a peaceful and successful new year and do not doubt to submit your contributions for the next issue.

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