

Editorial

Classroom research is the consequence of reflective teaching. To this respect, Richards and Lockhart (1994,¹ in Bailey, Curtis and Nunan, 2001) say that “teachers and student teachers collect data about teaching, examine their attitudes, beliefs assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching” (p.p 37).¹

Every single day we teachers are immersed in a permanent wondering and consequently in an engaged process of making teaching decisions. What makes research outstanding is the possibility to systematize those decisions and make them public. When one decides to develop research, one becomes aware that every single activity we prepare for our classes is a matter of quest. Our job is a worthy experience and by doing research we have the possibility to make innovations, improve and foster our knowledge as well as to be updated and aware of current pedagogical trends. Being in a process of professional development allows us to establish connections by means of networking, conferences and writing.

ENLETAWA Journal is a space in which pre-service and in-service teachers as well as researchers and novice researchers share their pedagogical, research and reflective experiences in regards to English and Spanish teaching and learning concerns. These issues have been the center of their wondering in different Colombian Contexts.

The ENLETAWA Journal 5 was possible in part thanks to the support provided by Terry Demzuk, a professor from the School of Languages at Universidad Pedagógica y Tecnológica de Colombia, who contributed with the technical revision of all the academic products included in this issue. The engaged efforts of the Academic Committee allowed us to enrich our issue.

The fifth issue of ENLETAWA Journal has been organized in three sections: research reports including pedagogical experiences, reflections and creative papers. In that sense, the reader will be presented with six research reports, three pedagogical experiences, a reflective critical paper and two creative stories.

The first research report by Nancy Carvajal an assistant teacher at the Pedagogical and Technological University of Colombia and a Fulbright PhD scholar 2013, in Washington , Fabian Poveda, an English teacher at Presentación School in Duitama and Angie Carolina Rojas Modern a Languages English- Spanish graduated at UPTC, presents the results of a qualitative research project which was focused on critical thinking skills development and English language level improvement through the implementation of a didactic unit. The investigators conducted at an NGO with displaced children of elementary English language level. Findings report that when teachers design contextualized didactic material by considering a critical perspective, they may increase students' motivation, and create a more participatory learning environment.

Bertha Ramos Holguin an associate professor at UPTC and Noraida Vargas Espejo a Master Candidate from the Master in Language Teaching Program at UPTC, present us the results of a study in which they share some English teachers' voices regarding the effects of the National Bilingualism Plan in Boyacá. Those voices were collected through interviews and a survey. Researchers' initial analysis report that, on the one hand, teachers acknowledge the regional interest to join efforts to improve their English competence as well as the empowerment they have had in their academic community. On the other hand, teachers mentioned their passive role in the formulation of public policies related to foreign languages.

The third article by Daniel Arias and Gladys Saavedra both MA students of the Master Program at the UPTC, reports the results of a mini-scale research project related to the importance of the cultural awareness in the EFL students in order to provide conditions to allow students reflect upon their own culture. In order to collect data the following instruments were used: questionnaires, and video recordings. The findings revealed that cultural

¹ Kathleen M. Bailey, Andy Curtis and David Nunan (2001).Pursuing Professional Development: The Self as Source. Boston, Massachusetts: Heinle and Heinle.



awareness is not only related to identity and communication but also to the dispositions that students deploy when learning a language in terms of valuing their own background, beliefs, and contexts among others.

The next article by Alberto Ramírez and Lucimaver González is a research study aimed at exploring the principles of construct and content validity presented in the tests of the textbook English Unlimited in a private university, the relation with the students' learning goals in an ESP course, as well as the teachers' and students' reaction/understanding in relation to these two types of validity. Their findings reveal that there is a mismatch in both content validity and construct validity.

The fifth article by Sandra Patricia Quintana addresses some interpretations made from raw data obtained through a semi structured interview applied to five EFL teachers as an initial inquiry interest about cultural aspects within teaching practices. The interview she addressed had the purpose to gather information about addressing culture within the teaching practice and to identify perceptions teachers have about this issue.

In the same line of thought Mauricio Barrera presents us an explorative report which documents four EFL teachers' perceptions concerning the concept of bilingualism development in a private school. Phenomenological interviews were conducted. Findings suggest that teachers have specific perceptions about how bilingualism is taking an important place in their professional development and community.

The seventh article by Jenny Monsalve is based on a pedagogical experience of the learning of English as a Foreign Language (EFL). It describes how task-based language learning (TBLL) influenced the interaction in English of a group of eighth-graders in a public school through activities based on familiar customs in their traditional celebrations.

Then Ruth Villeiba Carvajal a Master Candidate from the Master in Language Teaching Program at UPTC shares with us a pedagogical experience which have two purposes: first to present the results of this pedagogical experience through a survey based on the students' perceptions from the textbook they follow in the English class, and second to provide answer to her research question: how do students see themselves represented in this textbook?. The reported results were classified under the next categories: English textbooks are seen as an important tool in the learning process, textbooks show a North American stereotype, and content is not seen as a contextualized one and discrimination.

The ninth and final research report by Sergio Nicolás Sánchez addresses the idea that the development of English speaking activities where students can communicate can be a challenging endeavor. Two communicative tasks were designed and applied to a group of eleven children at the International Language Institute at the UPTC. Their understanding of the rules, attitude, and speaking performance were observed. For the researcher it was possible to find that, through these activities, students were able to use only English to communicate.

In the second section, reflections, Blanca Bernarda Arias shares with the audience a theoretical discussion about how local and foreign cultures take part in a critical learning process. At the beginning she shows a theoretical review of critical pedagogy history. After, she presents a revision of some research studies to see the different fields of critical pedagogy application. Then, she provides some ideas about how local and foreign cultures facilitate the English learning and social consciousness development.

The third and final section contains a couple of stories by two teachers from the UPTC.

The first story by Fredy Salamanca an M.A. student at the Master Program at UPTC is "Somewhere" which is a compilation of diaries that were written during one year living in the United States.

The second story by Fredy Dueñas an M.A. graduate student at the UPTC, is a life experience based on a hard chapter in his life, in which he had to spend some time without being able to see her daughter.

The fifth edition of the ENLETAWA Journal has been carefully prepared as all the previous editions. I expect our readers to enjoy and reflect upon all these pedagogical practices presented in this issue. I invite all pre-service, in-service teachers, researchers and novice researchers to continue participating with your products in the coming editions.

María Teresa Esteban Núñez
In charge Journal Editor

