

# Editorial

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

Most of the papers we want to share with you, in this edition, emerged from the reflective practices teacher researchers carry out based on their own teaching practices. 1“Reflective teaching is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences”. (Richards & Schmidt, 2002 pp. 451).

Thanks to them, this number presents the results of different research studies where dialogue journals, intercultural competence, critical pedagogy, students' reflections, among others are explored. Those areas or topics account for current trends in Language Teaching.

The sixth issue of ENLETAWA Journal has been organized around research reports including pedagogical experiences, reflections and creative papers. In that sense, you will find five research reports, a pedagogical experience, a literature review article and three critical reflective papers. At the end, some ongoing research papers and some essays from languages students based on academic writing are presented.

This number starts with a research report about the analysis of students' English writing development through dialogue journals. The following article shares with us the process and results of an a priori study focused on materials design throughout the implementation of some curricular units based on the development of intercultural dimensions. Then, two M.A Candidates report a study where they explore and analyze the characteristics of first graders language awareness.

In the next paper two university teachers report a small scale study that revealed the perceptions Technology and Industrial Administration students have about their English language learning. To close this session, a PhD candidate shares an overview about cooperative learning as another way of learning together in the English classes.

Next, a pedagogical experience reveal us that one of the possibilities in which the reality of a language is manifested, is through expressions used by native speakers to describe particular situations of the context.

The literature review, contained in the seventh article, compiles and discusses the most relevant issues in relation to the definition of critical pedagogy, education as reproduction, English language and critical pedagogy, critical pedagogy into practice, the role of the teacher, and the incorporation of critical pedagogy in the classroom.



Then we have two reflective papers. In the first one, the author proposes a reflection about the traditional and the alternative as two trends in the field of language teacher education. The author favors a humanist and critical approach to explain a vision of education as a social practice. The second one deals with the idea that being a teacher today embraces new challenges and possibilities for pre-service and in-service teachers as well as for prospective teachers and their contexts in order to enrich and/ or transform educational practices.

The last reflective paper provides some general considerations about language death. The author offers language teachers relevant issues about languages extinction and resurrection.

As you can observe, we have multiple and varied topics in this issue. This edition has been possible thanks to the Editorial Review Board and Scientific Committee for their cooperation and participation in the peer review process. Your help and support have been very important to maintain the quality of our journal. Thanks to your comments and suggestions, ENLETAWA Journal is on the road to achieve the profile scientific publications should have in order to accomplish the national and international standards.

Lastly, the sixth edition of the ENLETAWA Journal has been carefully prepared as all the previous editions. Undoubtedly our readers will enjoy and reflect upon all the 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.

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