Editorial

Recently COLCIENCIAS, the governmental agency for the promotion of science and technology in Colombia, has shared its new policy for what they claim would be an improvement to the quality of national scientific journals and a new model to classify scientific national publications. The new model and policies are basically the adoption of international standards to evaluate and measure Colombian scientific journals. As the editor of ENLETAWA journal, I would like to start this editorial by expressing my concern regarding the future of many Colombian journals which have tried, as in the case of our publication, to become a space for the dissemination of academic work produced by individuals in our field. Our journal has been working for years to adopt COLCIENCIAS guidelines in order to gain this agency´s recognition as a quality publication. Unfortunately the adoption of new policies and standards, which are not grounded in the specific characteristics of the Colombian context and which deepen the imposition of models privileging and legitimizing the value of exact and applied sciences over human sciences, cannot been regarded as a measure designed to improve journals in the humanities.

As an editor who has seen journals in language teaching and learning emerging and rapidly increasing their quality in the last two decades in Colombia, it is unfortunate to see how COLCIENCIAS´ decontextualized measures are discouraging and endangering what we have been trying to accomplish in many university programs with our publications. In the last few years, these types of policies have been denounced by scholars in various Latin American countries. In 2015, a group of Latin American journal editors produced a declaration calling for evaluation and measuring models, different from quantitative and applied paradigms and which are attuned to the particularities of the human sciences[1]. In addition, the previous initiative also sought to generate awareness regarding the need to develop democratic processes which consider the ample participation of the academic community in the construction

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[1]   The complete document to read the declaration can be found at: file:///C:/Users/MAESTRIA%20IDIOMAS/Downloads/53261-261592-1-SM.pdf

of policies for the evaluation of journal quality. ENLETAWA journal aligns with the voices of these Latin American colleagues by supporting initiatives which seek to resist the imposition of these standardized evaluative models for our journals.

Concerning ENLETAWA´s new issue, we are pleased to announce that our journal has been indexed in CLASE (Citas Latinoamericanas en Ciencias Sociales y Humanidades) and is in the processes of being included in other data bases. Our regular readers will also notice that the journal´s appearance has slightly changed. There have been modifications to the journal´s size and to some of the details in the cover and presentation pages. These modifications have been the result of useful advice geared to make readers´ interaction with the journal increasingly more comfortable and informative. The following paragraphs delve into the content of the articles published in this issue. As usual, the team in charge of ENLETAWA´s journal edition is inspired by our readers´ commitment to the journal and is certain that our journal will thrive while facing new challenges.

Our latest issue features three articles based on research experiences. Using conversational analysis, Julieth Pineda examines the question-answer interaction between an English teacher and her students. Her study conducted with eigth graders in a private school in Tunja shares findings which offer meaningful implications in regards to classroom power relations. A second research article written by Fredy Dueñas, Xiomara Cardoso and Carlos Peña informs readers about a study with fourth grade students in a public school in Tunja. Targeting children´s development of speaking abilities, two prospective teachers guided by their practicum adviser designed an action research cycle to examine the effect of workshops in learners´ English oral performance. Cooperative and psychological dimensions in language learning emerge as two substantial topics within the findings in this study. Finally self-esteem coupled with self-image shape the perspective that Nayibe Siachoque takes when examining a group of adolescents' social literacy practices. By looking at eighth graders´ writing as a result of a task-based learning approach, this teacher-researcher reveals aspects of

students´ identity construction pertaining to the dichotomous behavior they exhibit as adolescents at school and at home.

Added to the aforementioned research-based articles, this second issue of volume eight includes three reflection papers. The first manuscript discusses the relationship between student teachers´ use of self-regulation metacognitive strategies and their language learning experience in an undergraduate program at a public university. By employing students´ voices, Fredy Salamanca identifies how student teachers involved self-regulation in their learning and concludes that time management abilities constitute a major challenge for this student population. Romina Cariaga, an Argentinean professor and researcher, is the author of the second reflective article. Her discussion gravitates towards the development of digital L2 literacy in a secondary school located in Carmen de Patagones, Argentina. This manuscript presents a valuable case to guide other teachers´ deliberation and practices concerning how project work as a pedagogical experience can enhance language learners´ development of new literacies. To close, rooted on tenets from critical pedagogy (Shor, 1996) and the post-method condition (Kumaravadivelu, 2006), Mariana Ibáñez and Gabriel Sandoval propose a five-stage reflection process designed to bolster teachers´ decolonization of their practices. Their reflection makes a strong argument regarding the need to undertake the development of ideological competence in language teacher education programs.

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