

Editorial

We are very pleased to present this new issue of the ENLETAWA JOURNAL. Our journal has always been focused on publishing articles that expound on a variety of topics which have been found enriching and thought-provoking by most of our readers. Furthermore, ENLETAWA JOURNAL seeks to enrich and enable our readers to underpin their own points of view, based on a critical reflection and theoretical support. This volume is not an exception. It is divided into three sections: Research report, reflective paper and theme review. It can be observed that the five articles included in this edition deal mainly with issues regarding students' life stories, strategies for fostering the foreign language learning processes, and Colombian policies on bilingualism and inclusive education.

We begin with the article by **Josefina Peñaloza Villamizar**, who conducted her study in the heart of Magdalena Medio, in Cimitarra- Santander, and whose purpose was to allow the participants to share and unveil what was behind their life experiences in a context surrounded by violence. This study permitted both the participants and the researcher to better comprehend behaviors, attitudes and feelings of students, and empower them to take actions in order to overcome difficult situations of the past and dream about a better future. In terms of language, even though it was not the core purpose of this research, the author expressed that English was, somehow, the means for the research and discovery of these life stories and for writing them.

The following contribution, authored by **Diana Pahola Galvis Pinzón** and **Linda Lucia Callejas Afanador** describe an action research study that intended to investigate how the creation of multimodal texts impacted the way participants perceived texts, collaborative learning, ICT for language learning, their roles when creating audiobooks, in addition to the teachers' role when ICT is incorporated in classes.

In the third article, **Francisco Javier Suesca Torres** and **Andrés Mauricio Torres Pérez** carried out an exploratory

study which aimed at analyzing the language learning strategies used by a group of high school students in rural areas of Cundinamarca and Boyacá. It was evidenced that participants frequently used more cognitive and affective strategies than meta-cognitive ones. The strategy choice was influenced by factors like the age of the participants, the type of the task, the teachers' methodology, and the context of students.

Dayra Piedad Ochoa Alpala reflects upon inclusive education and its Colombian policies. The readers can contrast regulations concerning inclusive education and bilingual policies in Colombia, and the challenges that some EFL teachers have to face when involving students with different abilities- also called students with disabilities- in regular learning contexts without the appropriate facilities, knowledge or training. Despite some efforts of the Ministry of Education, there are some changes that still need to be done in terms of material resources, in addition to a transformation of attitudes that promote mutual respect and understanding.

This edition is closed with the review made by **Sandra Liliana Martínez Rincón**, who presents what is understood by bilingualism, the evolution of different Colombian policies in relation to this topic, the position some teachers have based on the Colombian realities, the impact that those policies have had on higher education institutions and the decisions they have made. The author also discusses how bilingual education has been implemented at different levels of education and their effects on higher education based on theory, research and personal reflections. Finally, Sandra Liliana presents some insights and suggestions of bilingual education in Colombia for teachers as well as for higher education institutions.

At ENLETAWA JOURNAL, we hope that the articles presented in this issue are of your areas of interest, and that they provide you with valuable insight that might lead to further reflection or research. Finally, we encourage you -

students, student-teachers, pre-service teachers, in-service teachers, professors, researchers, directives and individuals involved in languages teaching and learning- to contribute with research or pedagogical experiences, reflections, and review articles in order to continue enriching our field of study.

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Journal Editor

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