

Editorial

ENLETAWA JOURNAL seeks to disseminate different experiences that have emerged from a diversity of teaching and learning contexts. Publishing is an outstanding opportunity to share knowledge and communicate one's own experiences and thoughts to others, and ENLETAWA JOURNAL provides that space for first-time authors, as well as experienced ones.

In this issue, we are pleased to present five papers that primarily deal with cultural identity, identity construction, feedback, Mobile Assisted Language Learning (MALL), and Student-Centered Learning (SCL).

This edition opens up with a topic review provided by **Enrique Vez López**, who carefully studies and analyzes how Information and Communication Technologies (ICT) and globalization have somehow lead to cultural standardization, as well as affecting people's own identities and native languages.

Afterwards, **Mónica Yohanna Lara Páez** reports on her own research experience. Through an action research study, Monica describes how a group of teenagers shape or reshape their identity when analyzing different advertisements in the Foreign Language classroom.

Then comes another research report written by **David Felipe Espinosa Torres, Iván Camilo González Bejarano, and Juliana Moreno Restrepo**. They tell us about the results found in a case study with the purpose of identifying the role different factors, such as the environment, negotiation procedures, and attitudes, have on language development and giving feedback.

In the next article, **Angélica María Carvajal Téllez and Yolanda Duarte Medina** share with us their pedagogical experience about the use of technology in English Language Teaching (ELT). By integrating a mobile learning application in their distance education tutoring sessions, the results showed an increase in active participation, collaborative learning, and the enhancement of digital skills among their students.

The last contribution, authored by **Sulma Patricia Fonseca Cely and Leidy Girleza Cano García**, is a reflection meant to

help readers better understand their personal experience in using student-centered learning in the language classroom, while trying to meet the Colombian National Standards for Bilingual Education. The authors also analyze and reflect on the drawbacks, as well as the strengths, of utilizing student-centered learning.

As you will notice, this new edition of ENLETAWA JOURNAL is full of diverse topics that we hope you find valuable, enthralling, and most importantly, that can contribute to further reflection and research. To conclude, we encourage everyone immersed in different teaching and learning language contexts to submit their papers, either research or pedagogical experiences or reflections and reviews. In this manner, the continuous process of sharing knowledge will not only enrich the readers, but the authors themselves.

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Journal Editor

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