

Editorial

Research and reflection are key concepts in education. Regarding reflection, Korthagen (2001, p. 53) states that “reflection is the instrument by which experiences are translated into dynamic knowledge” when we reflect or read others’ reflections, we are constantly transforming knowledge. The current issue of ENLETAWA JOURNAL contains different research reports and reflections that will encourage the readers to start or continue different research studies and reflections.

This issue of our journal is divided into two main sections. In the first section, you can find two research reports. The first article was written by **Daniel Antonio Arias Casas** whose purpose is to share his research experience on how critical thinking could be developed when integrating problem based activities. The results revealed the role of the teacher, the contexts and the kind of activities as key findings of this study.

Furthermore, **Lina Paola Pinto Pérez** carried out a qualitative study to analyze the effects of integrating feelings to foster story writing in eight grade students in a public school. The researcher developed ten workshops whose purpose was to recall memories and use them to foster writing through some guiding questions. The findings of this research bring to light the importance of a positive classroom environment for emotion management and to promote an engagement towards language learning.

In the second section, there are four reflective papers about different themes including interculturality, teacher resistance and resilience, theories and approaches in the English as a Foreign Language (EFL) classroom, and use of technology for language learning in rural areas.

Bertha Ramos Holguín, Jahir Aguirre Morales, and Nancy María Torres Cepeda present a reflection on how the concept of interculturality is perceived in the training of foreign language pre-service teachers in four different countries. There is a revision of different terms regarding interculturality; reflection and analysis of different research are then presented, and finally there are some conclusions done by the authors regarding a need to generate a curriculum where negotiation, in terms of interculturality, is key for the training of future language teachers.

For this issue of our journal, it was possible to obtain expressed permission to republish **Hayo Reinders'** reflections on a change from teachers' resistance to teachers' resilience. In this article, different concerns teachers have can be found, as well as how to address those struggles by empowering teachers to leadership roles.

Next, we have an article written by **Angie Milena Caro Ávila** whose main purpose was to reflect on how theory and practice connect or disconnect when planning and developing lessons in a private language institute. The conclusions exemplified the different methods and approaches that are claimed to be used and the reality in terms of application. Finally, the author makes some remarks on her teaching experiences when connecting theory and practice.

The last contribution is authored by **Yehison Andrés Rojas Rojas** who makes a reflection on the current situation and drawbacks when integrating ICT tools for the foreign language class in rural areas of Colombia, especially in Santander and Boyacá. He reflects that the efforts done by the Ministry of ICT and the Ministry of Education are not enough and there are still different actions to be done in terms of policies and actual plans.

To conclude, ENLETAWA JOURNAL seeks to continuously disseminate and share results of research experiences carried out in the academic, educational and cultural domains. Furthermore, we encourage students, teachers, professors, administrative staff and people immersed in the languages fields of study to continue reflecting, researching and sharing their experiences.

Yuranny Marcela Romero Archila
Journal Editor

References

Korthagen, F. (2001) *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Mahawah, NJ: Lawrence Erlbaum Associates.

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