

# editorial

Enletawa Journal is a biannual and peer-reviewed academic publication interested in the dissemination of academic work related to the teaching of languages. Since the journal has been published, it has undergone several transformations. This time, we have initiated a campaign to promote an environmentally friendly journal. In doing so, we ask you to join us in this change and read our journal in its online format. From this issue on, our Enletawa Journal will only be available in electronic format. Online articles will be accessible in PDF format, which means that they will have the same typography, content, pagination, and layout as the journal in print format.

Another interesting innovation in the journal is that it has opened a bigger space for novice writers to express their voice through creative writing. At Enletawa Journal, we understand that creative writing is one of the first steps to writing academically. In fact, at Enletawa Journal, we believe that writing is a social and cultural practice that links language to what we, as human beings, do (Lillis, 2001). It is what allows us to express ourselves and develop our own writer's voice. In this sense, writing may impact who we are. Our words make us visible. Writing generates a space that belongs to the unsayable. Because of this, our Enletawa Journal is an invitation for all to comprehend the possibilities of writing as a way to reflect and research.

Our journal begins with an article by **Anna Carolina Peñaloza** and **Ana Olga Rallón**, who carried out a study between medical students from a public university in Tunja, Colombia and rural elementary school girls in Oicatá, Colombia. Their study demonstrates how two distinct communities can come together

through pen-pal letters, and how each group can positively influence the other beyond learning a language.

The second article is titled “English Language Teachers’ Voices: A Narrative Study Related to Teachers Experiences with Inclusive Education” written by **Nidia Yadria Fajardo Salamanca**. In this article, the author explored the concept of Inclusion Education as lived by two teachers. This narrative study used introspective practices, which permitted the teachers to reconstruct their lived experiences with inclusion at a private school in Tunja, Colombia.

In the third article, Professor **César Augusto Romero Farfán** shares a pedagogical experience titled “Sesión de Retórica: Espacio de Encodificación”. In this experience, the teacher-researcher presents a pedagogical strategy to strengthen analysis, memorization, documentation, oral and written abilities, and persuasion among future language teachers.

In our Reflective Papers section, **Alexander Córdoba Mosquera** provides us with a mixed-method study on the current situation faced by primary school teachers from Chocó when teaching English as a Foreign Language. The author includes the results of a questionnaire and interview to understand the social, cultural, political, and academic factors that exist in this region of Colombia.

Finally, we would like to introduce our creative writers. **Jenny Paola Ángel Sánchez**, an eighth grade student, shares a poem titled “Amor Verdadero”. **Andrés Camilo Acosta Sánchez**, a music undergraduate, and **Erika Giseth Cristancho Sáñez**, a Modern Languages undergraduate, team up to write a love story

with a surprising twist titled “Feeling with the Soul”. **Daniel Alejandro Álvarez Contreras**, a Modern Languages student, provides us with an imaginative story of three characters, Umbra, Ayse, and the narrator. **C.M. Barbosa**, gives us a narrative on a spiritual experience that marked her life. Each of these stories is unique in its own way, and they show us that through writing we can express the unimaginable.

Additionally, we would like to introduce the creative talent of **María Camila Vargas Arevalo**, who drew the artwork found throughout the journal. The front cover was designed by our assistant editor, **Anna Carolina Peñaloza**.

The editors, editorial and scientific committees, and review board of Enletawa Journal proudly welcome you to this new issue, 11.2.

**Yuranny Marcela Romero Archila, Bertha Ramos Holguín,  
and Anna Carolina Peñaloza**

Journal editors and assistant to the editor

## **References**

Lillis, T. M. (2001). *Student writing: Access, regulation, desire*. New York: Routledge.

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