HOW

Editorial

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Autonomy has been of interest to scholars in the Colombian field of English language education over the last two decades. A constant work on understanding what it is, how to foster it in local language students by varied alternatives, or to examine it in homegrown language teachers has been paramount in published research reports and articles of reflection in Colombia. Different possibilities are at hand, possibilities that account for contextual factors as well as local teachers' and students' backgrounds and variables.

In this second issue of 2019, we present two research reports that contribute to the understanding of fostering autonomy in the field of English language education in Colombia. In the first, Luis Ignacio Herrera Bohórquez, José David Largo Rodríguez, and John Jairo Viáfara González present a qualitative study that examines how a group of tutees' exposure to an online-based peer-tutoring model shapes their autonomy. From questionnaires, a focus group interview, tutees' logs, and records of their engagement with the implemented model, they identified a change in participants' conceptualization of autonomous learning and an impact on their self-directed practices rooted in immediacy, accessibility, comfort and availability of resources that the online peer-tutoring model favors.

In the second research report, Imelda Zorro Rojas presents a research study on the promotion of self-regulation of instructors and students. Her research report looks into studying how eight instructors interact with 18 students of a Bachelor of Arts program in English language teaching in Bogotá. The pedagogical intervention of this study generated four principles that worked positively in the promotion of self-regulation of the participants: addressing needs, interests and beliefs; setting goals; scaffolding learning; and providing quality feedback.

7

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As relevant as autonomy, reflection on teaching practices has also been paramount in the field of English language education, both in Colombia and other countries of South America. Corresponding scholars interested in studying how this reflection occurs have highlighted aspects to consider in the manner in which this reflection occurs, what aspects of language teaching count for, and what implications it brings in English language teaching practices. Participants have been multiple i.e. school or university teachers, language academy instructors, teacher educators, and researchers. What becomes common in these studies is the fact that teaching practices, as similar as the understanding of autonomy, are context-situated and culturally created or adapted.

In this second issue of 2019, we also present two research reports and an article of revision of themes on the reflection on teaching practices in the field of English language education in Colombia and elsewhere in South America. In the first research report, Enrique Alejandro Basabe offers a reflective account on his own praxis when adopting a critical pedagogy to teach literature in the English language teacher education program at the National University of La Pampa in Argentina. He shows a constant questioning of his practice and a persistent wariness about the appropriateness of maintaining a critical position in his teaching context.

In the second research report on reflection on teaching practices, Nataly Telles Quezada, María Jesús Inostroza Araos, and Maritza Rosas Maldonado present an action research study that explores the contribution of the use of points of improvement as a reflective strategy to support eleven Chilean EFL pre-service teachers' ability to plan communicative-oriented lessons. The findings of this study show that the participants' perceptions towards the use of points of improvement display more awareness of communicative-oriented lessons in the classroom, narrowing the gap between their pedagogical and disciplinary knowledge.

As an article of reflection and revision of themes of teaching practices, Frank Giraldo looks to raise awareness of how poor design of language assessments may have detrimental effects in test design. His reflection and revision suggest a set of guidelines for three purposes: to illustrate the level of complexity in test design, to offer a point of reference to evaluate sample assessments, and to discuss how institutional school policies in Colombia can influence language assessment.

8

Reflection on teaching practices may not be possible if these are not shared with the community of English language education locally and worldwide. In this second issue of 2019, we present two articles for this purpose. In the first, Marco Sandro Antonio Ugarte Olea presents a set of reactions that the implementation of the Lingua Franca Core has prompted in scholars in the area of teaching English language pronunciation in Chile. He also discusses a series of issues that could facilitate the teacher's and learner's workload on pronunciation in terms of both time and teaching materials.

Equally, as a teaching practice, Sandra Cecilia Hernández Urrego describes in her article the influence of a Virtual Learning Object (VLO) in the promotion of reading strategies in a class of ESP for the majors of Social Communication and Journalism at a private institution of higher education in Bogota, Colombia. She demonstrates that the VLO proposed in the design of the course promotes the participants' appropriation of reading strategies and higher reading comprehension.

We hope that these seven articles continue contributing to the promotion and sharing of local and global insights of educational and research experiences. Let these seven articles also pose another opportunity for the dissemination and understanding of knowledge resulting from educational and research practices that concern English language teaching issues in our contexts