

PRESENTATION

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For the second issue of 2013, *Íkala* has indeed interesting articles that in editorial terms have always been welcomed and that make part of its mission: linguistics, literary criticism, translation and second language learning and teaching.

In the line of linguistics, Luz Mary Rincón in “**Variabilidad de los marcadores del discurso en el habla de Bucaramanga, Colombia**” studies three markers that are permanent in oral discourse from Bucaramanga: *o sea* (that is), *pues* (well) and *entonces* (then). The use of these markers across ages in the population and time becomes evident. While in 2002 *entonces* was used only by older people, almost a decade later it is part of young people’s speech, leading Rincon to consider language as a living, every changing entity.

In Sergio Lopera’s article, “**Reflexiones sobre el uso del acto del habla de los cumplidos**”, the use of how university students use compliments in Medellín, Colombia is explored. Lopera acknowledges that a great deal of culture is implied in the way participants use language in a specific culture to compliment each other. The importance of the linguistic and functional aspects that compliments involve is also outlined.

For her part, Rebeca Bataller compares service encounter interactions collected via two methods: naturalistic conversations that were audio recorded, and role-play interactions. Findings suggest that even though there were similarities between the data collected by both methods, some relevant differences were also found according to the type of collection method. All of this is explained in her article “**Role-plays vs. natural data: asking for a drink at a cafeteria in peninsular Spanish**”.

Elena Alcalde and Ana Gregorio Cano in “**Implicaciones didácticas en la traducción especializada: los anglicismos y su (NO) traducción en el ámbito profesional del desarrollo de softwares**” reflect on the creation of new terms in English and their subsequent translation into Spanish. The authors analyze why experts tend to use the new terms in English, and they reflect on the necessity for translators to use the appropriate Spanish equivalents from the very early stage of their training.

Do teachers act according to their beliefs? In the article, “**Stated vs. enacted beliefs: looking at pre-service teachers’ pedagogical beliefs through classroom interaction**”, Alberto Fajardo discusses two Colombian primary school teachers’ experiences in the final stage of their training program as part of a case study.

How does online interaction in Foreign Language Learning take place when written texts are reviewed by peers? In Martha Isabel Espitia and Carolina Cruz's article, "**Peer-Feedback and Online interaction: a case study**", factors such as awareness and nurturing bonds are reported to emerge when peer-reviewing is implicit in the writing process.

Maybe one of the most interesting questions of recent times is the relationship between history and fiction. Are they different? Do they operate with different tools? Or maybe do they merge and sometimes we cannot differentiate which is which? While these questions could be answered, others may emerge when reading Manuel Silva Rodríguez' article, "**Avatares de la distinción histórica entre la escritura de la historia y la escritura de ficciones**".

In the same line of fiction, Edwin Carvajal and Juan Fernando Taborda in "**Edición crítica de textos: análisis de las ediciones de *Toá* de César Uribe Piedrahita**" analyze different versions of the novel *Toá. Narraciones de Caucherías* written by the Colombian, César Uribe Piedrahita. The authors chose the first edition of the novel which was then contrasted with subsequent editions. One of their justifications is that the first edition is said to be closer to the "will" of the writer. What this critical edition tried to do was to correct various inconsistencies among the five editions of the novel.

And finally, I have to say that this is my last issue as Director/Editor of *Íkala*.

In recent years, I have tried to continue with the outstanding work done by the previous director of the journal, **Sergi Casals**, and others before him.

While many people were involved with the editorial process of *Íkala*, I would like to thank specially the following people for their continuous help during these past three years:

John Jairo Giraldo, Director of Escuela de Idiomas, for his support and acceptance of new ideas which greatly improved the journal, **Judy Sharkey** for helping me a lot with modelling the mission of the journal (and to write it in proper English!), **Jonathan Deyrson Orrego** for his editorial assistance, **Leonardo Pérez** of Open Journal System for his technical support, **Anna Lerversee** for her copy editing in English, **Carlos Villa** for his enormous patience when doing the challenging task of printing, **Andrés Quintero** for his good job at converting files for Scielo which will lead the way to becoming classified in Scopus in the near future, and to all illustrators who helped to create a scientific journal, which is not only committed with spreading new knowledge, but also at making it "bonita" as many people pointed out.

I wish *Íkala* all the best in the future.