

## EDITORIAL INTRODUCTION

*“There is a lot of writing already published from classroom teachers across the world; many topics have been covered beautifully by teachers in the past. But we wouldn’t be encouraging you if we didn’t know that most teachers do have something to contribute through writing and publishing”.<sup>1</sup>*

It is well-known that research is thought to be valuable if findings are made public. The same could be said of innovations. Publishing our projects allows other researchers and teachers to try to evaluate and replicate them. Thus, we deepen and refine our knowledge about the English language teaching field and the factors that influence it. This is the way professional development takes place.

As mentioned above, the main purpose of publishing is sharing knowledge. Researchers report what they have found and other people can examine the results and methods, and even carry out similar studies to confirm the results. If the new studies get different results, the results of both studies can be re-examined to find out the reason for the differences. Errors may be found, or the influence of other variables may be better understood. In this way, knowledge is developed.

This journal has as its main goal the dissemination of research and innovations carried out by teachers in the Colombian context. It is a pleasure to see that this attempt is shared by professionals from different parts of the world. As you will see in this number, PROFILE will spread issues in teachers’ professional development beyond our country. I am very glad to share with you papers sent by contributors from Brazil, India, Slovakia, and the Ukraine as well as from our country, whose contributors have been engaged in carrying out research and innovations in wide-ranging contexts. This, I am sure, will give us the chance to get in touch with a wider community so that we can examine our thoughts and local teaching conditions and contrast them with what happens elsewhere.

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<sup>1</sup> Hubbard, R. S. and Power, B. M. (1999). *Living the questions. A guide for teacher researchers*. York, Maine: Stenhouse Publishers, p. 183.

We begin this issue with five reports from teacher researchers. First, we have an empirical study that investigated whether the methodologies of implicit and explicit EFL instruction account for the improvement of university students on a performance test for two grammar topics. Then we find an experiment aimed at assessing the two most widely-used methods of correction for compositions, traditional teacher correction and peer marking, and their effect on the frequency of errors. After that, a case study shows that reforms, in classrooms where English is not the mother tongue and where age-old teaching methodologies are predominant, can be self-defeating if they are imposed without an attempt at a gradual, gentle and well-thought-out implementation. We continue with an ethnographic research project which tells us about the complex task of teaching English to children in public elementary schools in Colombia. This is shown in the analysis of class methodology in terms of activities, materials, and teacher and student roles. Following that, we can read a study of the reliability and validity of the English component of the 2002 Entrance Examination of the Federal University of Amazonas, in Brazil. Afterwards, we can get acquainted with a methodological innovation implemented in a beginner's English class at university level in Colombia, which aimed at exploring the role of reading aloud activities in the teaching of English and describing the narrative template students use when retelling a story via writing.

The section concerning issues from novice teacher researchers includes a report on a case study carried out by a pre-service teacher when doing his teaching practice in

a public high school in Colombia. It accounts for the students' views on English reading comprehension, their handling of strategies to develop reading competence in English, and their progress in the reading comprehension process.

The last section of this number includes reflections and innovations concerning ethnography, literacy processes in an adult English class, materials design, and the hidden curriculum. A description of ethnography, the various tasks of the ethnographer, and the values and limitations of this qualitative approach are presented in the first paper. The second article of this part of our publication deals with a Slovakian experience. It refers to the introduction of the CLIL (Content and Language Integrated Learning) -a newly invented and officially recommended method for the teaching of foreign languages in the European Union. The third article gathers fundamental aspects for the elaboration of materials to support the instructional design component of our English classes. Then, we can read about the framework that guided the design and implementation of a curricular unit for university students. Lastly, we can find some reflections regarding the hidden curriculum and its relevance in educational processes.

Once more, we hope that you will find the contents of this number relevant to your teaching context and cordially invite you to consider sharing your reflections, innovations, and research experiences through this publication.

**Melba Libia Cárdenas Beltrán**  
*Journal Editor*