

TEFL Practices

Scenarios for Research and Reflection

Compilation by
Yomaira Angélica Herreño-Contreras



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Herreño Contreras, Yomaira Angélica

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Carrera 9 n.º 51-11

Teléfono: (601) 587 8797, ext. 2991

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Carrera 22 con calle 1 vía Puerto López

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Foreword

When does research in English language teaching have the greatest impact? Perhaps when it is thoroughly implemented in the classroom, or when it changes the teaching practices of several educators, or simply at all times when research is carried out in any given classroom setting. Some educators may argue that such impact is rather immeasurable, therefore only time will tell. And the legacy of those who dedicated years of their lives to observe, collect data, read, write, and publish their insights will most likely be unknown, at least in this lifetime.

However, I am a firm believer of the power of reading to change lives, and this is precisely why this book has the potential to shift the lives of many. None of the authors here decided to write just to be published and have a copy of this book in their shelves, neither the editor nor me had that sort of idea in mind when this publication was envisioned. The impact of research in English language teaching is greater when the insights are effectively read by more and more readers, after all in fiction and non-fiction the purpose of writing is to be read. In other words, authors do their hard work to reach out to those unknown friends they might never get to meet, also known as readers.

In the academic world, the number of books that go into the shelves of prestigious university libraries is tremendously vast and overwhelming, but unfortunately not all those books find their readers. I know for a fact that Yomaira Herreño, my dear colleague and editor in chief, made every endeavor to offer a reading experience for any person who would have the opportunity to lay hands on the final version of this project, actions that go beyond collecting articles for the edition of a new research book. Consequently, what the readers are about to find here is a selection of collaborative works. It should be celebrated as well that the role of women in this process was predominant, not because the purpose of this volume was a feminist one, but because the circumstances created this convenient gathering of female researchers whose ideas are bound to start a wider conversation about ELT.

In the inside of this book, the readers will find the voices of female researchers from Colombia, Mexico and Ecuador. All from different backgrounds, with different systems of beliefs, but all of them with a passion for sharing their ideas. I had the delightful opportunity of working with some of them, and I commend the work they put into their lessons. As the only male voice in this publication, I have nothing but respect and the greatest admiration for all of them. I do feel honored to have been invited to do my bit in the foreword.

In conclusion, I would like to encourage all readers to enjoy the fascinating insights and reflections given by the authors on varied topics, such as: the effects of the pandemic on autonomous learning, and the role of digital tools in education, critical thinking, and vocabulary acquisition. Undoubtedly, this book TEFL practices: scenarios for research and reflection means that a conversation is about to start, a much needed one in

education, and getting these collected articles published is merely the beginning of a long journey. Where will this quest take us? Only time will tell.

ANDERSON ALEXANDER AVELLANEDA BARRETO

Villavicencio, June 1st, 2021