

Editorial

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This eleventh edition of *Shimmering Words: Research and Pedagogy E-journal* brings a variety of issues from two countries: Mexico and Colombia. As you can perceive in the contents, every work included in this journal is the result of meaningful experiences and research processes achieved by teachers in their academic contexts. We find issues related to bilingual literacy, reading and its connection to motivation and social issues, adjectives and adverbs essential for English as a foreign language learner, curriculum for research training, speaking skills, English for Specific Purposes, MOOC in French courses, listening skills and the language, in sight of building knowledge and discourse legitimization. The Editorial Team at *Shimmering Words* hopes readers, teachers and researchers at all levels of education enjoy and find motivation with the studies reported for this issue.

We gathered nine articles, two in Spanish, one in French and six in English. There are interesting studies about the way academic community faced the COVID-19 pandemic such as Bernal and Monsalve investigated the implementation of Maria Montessori's principles in children's bilingual literacy before and during confinement caused by the pandemic. Acevedo, Alcalá, Gaviria, Orrego and Suescún lead us strategies about how to increase reading skills in our students through social features of real context.

We can also find some contributions about a pedagogical experience aimed at sharing the findings emerged from the development of the literacy competence to create writing workshops. Guerrero, Carvajal and Vega confirmed the necessity to promote the appropriation of research-innovation capacities, through training, immersion and practical processes to consolidate students' profile discipline and critical-scientific thinking. Peña and López report the findings of a pedagogical intervention, which implemented communication strategies to foster university learners' speaking skills. Rivera, Rodríguez and Flores explored the needs of including English for Specific Purposes (ESP) in university students and the positively impact it has for their professional development.

Another recent interest, generated by the pandemic, is the experience of creation of MOOC courses in French as a foreign language for an academic community as an answer to the teaching difficulties emerged from the COVID-19 pandemic directed by Ruiz. Besides, there is an interesting study related to the impact of metacognitive strategies on the listening comprehension skill at a private language institute conducted by Valdés and López. Last of all, in their article, Vargas and Vázquez stated two great inquiries: how does language construct the knowledge? and how language constructs the human being?

We inspire our community in general to continue sharing their research papers and contribute with new knowledge. Thank you for all your support.

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