

Editorial

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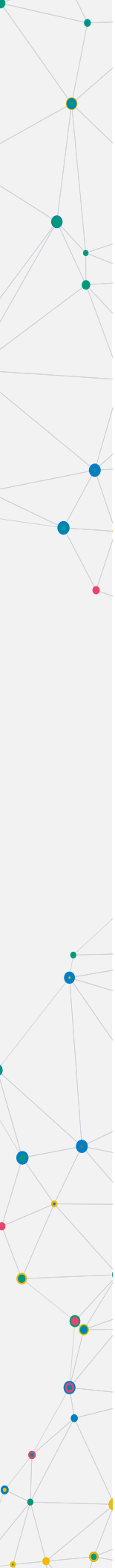
For the 12th edition of *Shimmering Words: Research and Pedagogy E-journal*, we are pleased to present a series of articles that reflect on current issues in the area of education and pedagogy, giving voice to the main actors of the educational act: the teacher and the student. Those who have the opportunity to read the journal in its entirety, may be inspired to apply in their educational niches, the proposals that the authors bring in the current edition.

Although the comprehension of what we read is an individual task, since it is a process that occurs internally in the individual, teachers can play an important role in improving this process, creating alternatives for students to overcome their learning barriers. In the article entitled “Reading Strategies Based on Online Graphic Organizers for 7th Graders’ Comprehension”, you as a reader will be able to identify the way in which the authors established the path to facilitate reading comprehension in their students, based on dynamic study techniques that involve the students, making them participants in their own learning process, which will make the teaching-learning action a meaningful act that we are sure will substantially improve the reading comprehension of the sample group.

The need to improve reading skills in students through different digital tools offered by the Internet, as well as reading strategies that will improve the quality of student learning through graphic organizers that synthesize information, presenting it in a more effective and efficient way so that students can better understand what they read, organizing the discourse, having an awareness of what is read.

Likewise, readers will find an article that exalts the teacher as a leading agent in the educational process. It is in the classroom where the teacher can deploy all his background, expertise and knowledge to generate a real transformation in the lives of his students. A reflective teacher, who investigates and is in tune with the changes and transformations that occur in the educational sector, especially in the teaching of English, but holistically forming the subject, delving into dimensions that allow him/her to face and solve real situations. Here, once again, we emphasize the need to master a foreign language such as English, the medium or vehicle of communication par excellence in international relations. Therefore, the essential work of the teachers and again, research as one of the articulating axes of these processes, since teachers are in constant reflection, rethinking and affirming strategies that allow them to improve their way of teaching English.

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On the other hand, you will have the opportunity to read an article that proposes to integrate several subjects in the construction of a comprehensive knowledge that includes science and technology where students have enough knowledge to perform satisfactorily in a globalized world that demands the ability to solve problems, where creativity and cooperation are fundamental tools for solving them. STEM education is proposed to address these current educational challenges.

One of the articles that reflects on the purpose of things is entitled “The Institutional Magazine for Written Production”. It proposes the Journal as the concretion of thought, of theorizing and again, investigating, linking a large part of the actors of the educational community, approaching in a critical way the texts at

hand, structuring thought reading and writing in educational institutions.

In the same way and no less important, readers will find an article that addresses to foster students’ oral production through academic videos and the way English teachers can implement new techniques and methodologies that really contributed to improve the English level.

Finally, I would like to invite you to publish with us in any area of education and pedagogy. Do not hesitate to contact us. I encourage you to share with our readers all those findings that arise in your educational institutions to make this journal a dynamic space that reflects the multidisciplinary nature of languages and thought.