

# PRESENTATION

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PRÉSENTATION

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Issue 19(2) presents three empirical studies, one methodological article, one theoretical article, and one book review. Contributions in this issue range from discussions about the artist as a character in traditional Colombian literature, and reformulation strategies used to analyze children's literature to the significant impact of study groups in teachers' critical thinking about teaching. A proposal of a manual for foreign students to take notes in a French-speaking universities is also presented, as well as a book review useful for translators and editors. As always, we hope our readers enjoy the articles, and use them in their research and studies.

**Wilson Andrés Cano Gallego**, author of *La Novela de Artista en La luz difícil de Tomás González: El Arte como Evasión de la Realidad*, proposes a critical analysis of *La luz difícil* by Colombian novelist Tomás González. Cano Gallego first examines some traditional categories in which artists have been placed as characters in different stories throughout history. Some of these categories include wildness and passion, isolation and creativity, writing and painting, and discussions about love. The artist is also seen as a person who constantly reflects on his or her occupation. The second part of Cano Gallego's analysis of the main character reveals how art isolates people from reality and helps them overcome suffering.

**Gustavo Adolfo Rivero Ortiz, Yeraldine Aldana Gutiérrez, and Mauro Jordan Baquero Rodríguez** authors of *The Construction of Facebook as an Affective Prosthesis*, present the results of a qualitative study that was carried out in a public school in Bogotá, Colombia. In the study, Professors Rivero, Aldana Gutiérrez, and Baquero Rodríguez depart from the question "what are the modes of interaction produced in Facebook as a mediatic device?" To answer the question, the authors analyze twelve students' Facebook Walls, and conduct interviews with them later. In conclusion, Rivero, Aldana Gutiérrez, and Baquero Rodríguez state that Facebook is an affective prosthesis since it allows users to express their emotions in a *Linguistic Market* context.

133

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*La Pedagogía Crítica en la Formación de Docentes de Inglés: La Experiencia de un Grupo de Estudio* is the third empirical study. Professors **Paula Andrea Echeverri-Sucerquia, Natalia Arias, and Isabel Cristina Gómez** present the findings of their study in which seven English and French teachers participated. The beginning of the articles explains how the study group was constituted as well as how its group dynamic was. Later, Professors Echeverri-Sucerquia, Arias, and Cristina Gómez explore literature about critical pedagogy, L2 teaching, and learning. They also discuss study groups as a strategy for teacher professional development. Their results show that teacher professional development experiences should not only focus on theory, but should also focus on developing teachers' critical awareness.

The methodological article *Estrategias de Reformulación en el Capítulo El Ankus del Rey de El Libro de la Selva de Rudyard Kipling* written by **María Carolina Zúñiga** presents the reformulation strategies used in an adapted version of

the chapter *El Ankus del Rey*. With the analysis, Zúñiga revises the practical use of the adapted text and does not pretend to highlight the differences among the two analyzed versions.

**Chloé Deswarte**, author of *Réflexion sur la Préparation à la Prise de Notes en Français Langue Seconde de Locuteurs Non-natifs Étudiant dans une Université Francophone* discusses the difficulties non-native French students face in regard to note-taking when pursuing specialized studies in French universities. After examining the difficulties of nonnative French speakers in taking notes, Deswarte presents a manual that could help provide international students with note taking strategies in French universities.

In the last section of this issue, **Juan Camilo Monsalve Vera** reviews the book *Manual de traducción literaria. Guía básica para traductores y editores*. Monsalve invites professional translators to have this manual in their bookshelves because it promotes reflections in the translation activity.