

# PRESENTATION

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## PRÉSENTATION

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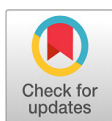
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*Íkala* team would like to give a special thanks to all those who contributed to this volume 27 issue 1 of 2022, in spite of all the pain and suffering that continues to touch so many families across the globe. The pandemic is not over. On the contrary, it is more widespread than ever. Still, authors, evaluators, associate editors, committee members, and staff never stopped their judicious work on the volume, making it possible to present to you a really enjoyable and compelling collection of articles on various topics related to language and culture.

The collection includes 12 articles, 7 in Spanish and 5 in English, among which we can find six empirical studies, three case studies, two literature reviews, and one theoretical article. The articles report on research conducted in countries as diverse as Chile, Colombia, Spain, and the United States, and in a wide range of settings: primary and secondary schools, universities, and natural settings.

Coincidentally, all the empirical studies deal with issues of literacy. The first two, for example, analyze texts written and translated by students who are users of Colombian Sign Language and Spanish Sign Language. Through interviews and textual analysis using systemic functional linguistics, the first author, Valencia, discovers some interesting facts about linguistic variations in the texts produced by four deaf students at a secondary school in Colombia. Similarly, through an analysis of translations made from video and audio recordings, the second author, González, makes important findings about paraphrasing, the structure most widely used by deaf students at a university in Spain.

The next three empirical studies explore other three literacy-related topics: the writing of Heritage Spanish Speakers (HSS) in the United States, the reading comprehension of academic digital texts by students from a university in Chile, and the multimodal communication that takes place among children in a bilingual second-grade classroom, also in the United States. In the first of these three research reports, Lozano and Carando analyze the essays written by 80 HSS during



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both face to face and online tutoring sessions, uncovering fascinating details about lexical density, sophistication and variation of these in each of these modalities. In the second report, Ramírez et al. examine the ocular movements made by students from the psychology department at a university in Chile while reading. From this examination, they draw major conclusions regarding how to improve students' reading comprehension of digital texts. In the third article, Escobar-Alméciga and Brutt-Griffler scrutinize the audio recordings of four literacy events taking place in a second-grade classroom to determine the link between learning and multimodal communication.

Covering another very crucial aspect in regard to literacy development, the last empirical study, by García et al., focuses on issues related to the teaching of literacy in EFL settings. Specifically, it explores the contradictions one Colombian pre-service teacher experiences when planning her digital literacy lessons and carrying out the activities in her ten-grade classroom.

Of the three case studies that follow, two make a contrast between two languages and one superposes techniques employed in movies and printed literature. The study by Restrepo-Ramos, for instance, contrasts Creole and Spanish from San Andres Island in Colombia to find out the effect of language contact in this archipelago. The study by Viloría et al., on the other hand, compares the use of pronouns in Wayuunaiki and Spanish to derive the differences and similarities between the grammatical systems of the two languages. Finally, the study by Garcia-Pedreira and Reis explores children and family movies along with printed literature to discover the animation techniques used in those movies to rewrite the stories in the books.

As for the two literature review articles, these paint a detailed picture of two very current topics in the area of applied linguistics: radical books and academic writing. The first article, by Véliz, delves into aspects as varied as the use that radical books have been given in educational contexts, the research that has been produced on the topic, and the way that these help to construct meaning. The second article, by Chaverra et al., focuses on the multiple lines of research that have been explored in terms of academic writing, and the main epistemological, pedagogical and methodological postulates on which this research is based.

Drawing on critical linguistic and decolonial theories, the last article, by Bettney, presents a discussion of the ideologies, policies and practices that characterize bilingual education in Colombia. Although, for the most part, these seem to be all hegemonic and colonial, the author highlights the fact that they seem to be coexisting with promising approaches that “support diverse linguistic identities and practices.”

Congratulations to all the authors for this amazing work and our deepest sympathy, thanks, and admiration for carrying on with your academic work in spite of the harsh circumstances.