

PRESENTATION

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This new issue of *Íkala* marks four years of my tenure as the journal director. During this period, I have had the opportunity to edit seven regular and four special issues on audiovisual translation into English (vol. 28, issue 2), decoloniality in ELT (vol. 27, issue 3), the role of technology in language teaching and learning (vol. 26, issue 3), and applicable linguistics in language education (vol. 26, issue 1), as well as a dossier on research in Colombian school classrooms (in vol. 27, issue 2). I have also been able to work with an incredible team at the Office of the Vice President for Research and at the School of Languages and to take on the challenges imposed by an unexpected pandemic, among many other challenges.

In addition, I have been sometimes the artificer and sometimes a mere witness to how the journal has improved its international ranking, modernized its platform, and updated its policies and processes for editing and publishing articles, always maintaining its essence as a forum for researchers interested in the field of languages and cultures around the world.

Finally, I have eagerly participated in the creation of the Colombian Language Journals Network, to which I wish great success in their quest to lead collaborative initiatives between journals, the inclusion of other ways of representing knowledge, and a change in the way journals are classified and funded in Colombia. It has been an honor for me to witness and lead all these changes, and I can only hope that *Íkala* continues its upward path and its positioning as one of the leading journals in the field.

Today, it is also a pleasure for me to present to you this third issue of September-December 2023, the last to be published under my direction. The issue contains a great variety of articles, among which are eight in Spanish, one in French and four in English. They are written by authors from various countries, namely Spain (4), Italy (1), Mexico (1), Chile (4), and Colombia (3), and are grouped into four categories: empirical studies (5), case studies (6), methodological articles (1), and book reviews (1). Regarding the context of the studies, this is also very diverse: professional programs (1), university programs at the undergraduate and postgraduate level (3), extracurricular programs (1) and border contexts (1).

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The empirical studies section, for example, begins with three research projects done at universities. The first article, by Sara Pistola and Iria da Cunha, examines the textual genres used in the field of administration, both in the professional and university contexts. In it, the authors describe not only the text genres that are most frequently used by practicing professionals and by university students but also the ones that present the greatest difficulty to them. The article also provides an account of the most common writing difficulties for both groups. The second article, by Diego Ubaque, is a narrative study carried out with two English teachers at a Colombian public university. The article explores how the teachers used translanguaging as a methodology in their classes with prospective English teachers to counter discourses that favor monolingualism in the teaching of this article. The third article, by Elizabeth Narváez, explores the connection between writing and formative experiences in real environments, such as internships and practices, in four academic programs at a Colombian university, and makes us see how writing is one of those most relevant and reusable learnings in these programs.

The section continues with two studies that cross the boundaries of the university and public schools. The first of these studies, by Miaomiao Zhang, explores the development of cosmopolitanism in an after-school program in Catalonia. In it, the author demonstrates how cosmopolitanism is built through intercultural mediation and how this, in turn, is constructed collaboratively in the relationship between different modes, languages, and material objects. The second investigation, by Juan Carlos Mamani, places us at the Tripartite Fair, an event held weekly on the border between Chile, Peru and Bolivia in which Spanish and Aymara interact. In his analysis, from the ethnography of communication, the author illustrates how Spanish “structurally affects the use of the Aymara language”.

On the other hand, in the case studies section, the analysis focuses on school texts and on texts obtained from open access pages and forums, the Colombian press, and Chilean periodicals. This section can be divided into three parts. The first two articles analyze two types of academic texts in Spanish: application letters for acceptance into a university and history textbooks. Their aim is to show us, at a macro level, the rhetorical moves used in the construction of application letters (Carolina Urizar-Ocampo and Eva Velásquez-Upegui); and at the micro level, how the connection system interacts with the interpersonal subsystems of COMMITMENT and GRADATION for the construction of causality in Chilean history textbooks (Natalia Leiva and Teresa Oteiza).

The following two articles focus on the analysis of two open access databases: the PRESEEA corpus from Chile and a corpus of interactions compiled through an online site for translators called Proz.com. The first (by Consuelo Gajardo, Silvana Guerrero, Javier González and Daniela

Ibarra) analyzes the expressions of doubt with a mitigating function that are found in the corpus to discover how Chilean speakers express their points of view and configure their role as speakers. The second, by Cristina Plaza-Lara, analyzes the interventions of the forum participants to reveal the main concerns of trainee translators in relation to their professional skills.

The last two case studies focus on the written press, in Colombia and Chile. In the first, Nathalia Lamprea-Abril analyzes the way in which Francophony is represented in the Colombian written press and uncovers how this representation is linked to the conception of French as a language that allows social and economic mobility. In the second, by Carolina Zúñiga, the author investigates the translations made by women in two magazines published by the Chilean press in the 19th century and calls our attention on the way in which these magazines were “used by women to deploy their social agency and insert themselves in the intellectual field.”

The methodological section is comprised of a single article, by María Lax López, and locates us in the field of churches. In it, the author invites us to consider the audio-descriptive texts that are used in ecclesiastical buildings and gives us some guidelines not only on how to carry out a semiotic analysis of these but also on how to prepare the audio-descriptive texts that they offer.

Finally, the book reviews section brings us a detailed description of the book entitled *The Challenge of Subtitling Offensive and Taboo Language into Spanish: A Theoretical and Practical Guide* by renowned author José Javier Ávila Cabrera. In it, Martínez-Sierra recounts the book, highlights its analytical and practical nature, and recommends its reading not only to subtitlers but also to all those people interested in the area of translation, whether they are researchers, teachers, students, or professionals in the area.

I want to thank the university administration, the School of Languages, the associate editors, the colleagues on the scientific and editorial committees, the assistants and work-study assistants in our editorial team, the authors, the reviewers, and the readers for all the support they offer to me during these four years. I hope you enjoy, as much as I did, this latest issue that I am presenting to you today, and that we can continue discussing the issues that are presented here in other forums and settings.