



Opening
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Editorial

This Opening Writing Doors Journal issue, as usual, is released during the Congress of Foreign Language Undergraduate Researchers. Both the congress and the journal embrace the idea of providing foreign language learners with scholarly opportunities to share their

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research experiences as a way of promoting understanding of the role they should play as learners and future teachers.

The slogan of this congress depicts the essence of what the Group of Research in Foreign Languages (GRILEX) promotes: “We learn. We teach. We do research” In other words we all are learners. Of course some, myself included, have been in the game for a little longer. Therefore, we are sometimes seen as the *most capable peers* able to guide others through the intricacies of doing research.

This issue offers Opening Writing Doors Journal’s readers research reports and a literary review that, taken together, will contribute to a better understanding of the role we should play within a foreign language classroom.

Eulices Córdoba presents the benefits of fostering pair-work activities among high school students. In his case study, Córdoba found that students improved their communicative skills while they became the central figure within the class, self-monitored their class performance, and built self-esteem.

We are proud of Mayra Camacho, a SILEX member, for her timely paper reporting the findings on the factors that affect listening skills and their implications in the development of communicative competence.

We are also able to bring you three articles from Silex members written in French.



First is the article from Suleynis Gómez Ortiz and Maryan Díaz Ferrer on the use of web 2.0 technologies when learning French as a foreign language. The second study is presented by Liliana Yaneth Santos García and focuses on the use of authentic documents as a means to improve writing among B2 level French language learners. The third paper outlines the factors affecting writing comprehension among B1 level French language learners and was written by Leidy Viviana Gallardo Rico.

The final paper that completes this Jul-Dec issue is a literary review written by Prof. William Fernando Fernández. Here, Prof. Fernández proposes a didactic model to facilitate students' writing of poetic analyses.

Hopefully, by taking into consideration the findings from all these papers we will be able to improve upon our knowledge in the field of language learning and teaching, as well as implementing the techniques, methods and strategies outlined within.

Ph.D. Gabriel Cote Parra, Editor.



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