

## Letter from the Editor

Welcome to the eleventh edition of our journal. As you might know, our journal is interested in promoting the publication of teaching experiences, theoretical issues, research results, and projects led by Colombian teachers as well as by peers from other countries.

This number starts with a research report about the interactive role of critical thinking skills and authentic materials in a school in Bogotá. The following article describes the experience of two university teachers as they involved their students attending a Basic English course and ELT (English Language Teaching) methodology classes in the evaluation of course aims. Then, a couple of undergraduate students share with us some insights about pupils' reading engagements through literature circles and the way those circles can be implemented in the classrooms. In the same vein, the fourth article describes the pedagogical experiences of two in-service teachers developing literacy practices with their undergraduate students in EFL classes.

The critical literature review on additive ESL/Bilingual Education in Urban Schools in the United States contained in the fifth article, offers some considerations to improve the quality of instruction in ESL classrooms.

The next two papers deal with assessment. First, we can find the results of an investigation into the effectiveness of students' self-assessment analysis as a diagnostic technique to obtain students' learning perceptions and its role in improving the effectiveness of learning in an ESP oral communication program. After that, a paper draws our attention towards alternatives for assessing undergraduate students' progress and their teachers' work in academic writing.

Then, we can find important suggestions and classroom materials to facilitate debates in the classroom. It should be pointed out that Vivian Chu, the author of this paper, has been a promoter of peace education.

Finally, we include an article based on a research project about the effective use of multimedia. It explores to what extent the computer becomes the dominant interactional partner and reports the benefits of pair work around the computer.

As you might remember, ASOCOPI is interested in reviving the SIGs (Special Interest Groups), namely: Colombian Network of Universities with TEFL (Teaching English as a Foreign Language) Programs, RUAL Network of Language Program Administrators, Colombian Association of University Language Students, Teaching Young Learners, Socio-Political Concerns, Computer Assisted Language Learning, and Teaching English for Academic Purposes. In our 39<sup>th</sup> Conference, held in Santa Martha in October 2004, we had enthusiastic group meetings which identified common concerns and drew up action plans. We would like to invite you to join the SIG(s) you would prefer to work on or to hear from and, what is more important, to contribute to the SIGs' knowledge base by sending your articles based on reflections, innovations, research or teaching practices.

Lastly, on behalf of ASOCOPI and its Board of Directors, I want to thank Universidad de Nariño and Edmundo Mora for having led the edition of our Journal during the previous years. Their support and academic leadership were vital in keeping our publication alive. Our Association is determined to follow the path they paved to publish a journal with the highest academic standards to reach our ELT community.