

Letter from the Editor

We have maintained our interest 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. ASOCOPI believes, by publishing their works, in the contributions that experienced and pre-service teachers can make to our profession and to the English language teaching (ELT) area.

I am very pleased to share with our readership the nine papers included in this volume. As you will read, they deal with the areas of conversation analysis, instructional processes, reading skills, citizenship and ELT, drama in ELT, writing errors, children's narratives, inquiry-based learning, and evaluation of English textbooks.

This new issue starts with a research report about conversation analysis (CA) in a primary school setting. Based on the examination of the talk produced in some primary school classrooms, Alberto Fajardo provides recommendations and implications for initial and in-service teacher education in Colombia.

The following article accounts for an investigation at university level. José Aldemar Álvarez tells us about the instructional sequences of six teachers of a teacher education programme after having examined information through observations, teachers' logs and interviews. The results evidence that the well-known stages –practice, presentation, production, evaluation and homework check– guide teachers' practices. Surely, this paper will promote reflection on the way practitioners articulate instructional sequences.

We continue with an article by Tatiana Mikhailova, who informs about a small-scale action research project on the use of Warming-up for Reading (WFR) activities. In this paper we can find how specific pre-reading materials and activities can be used in an EFL classroom in order to increase and improve learners' pre-reading and reading skills.

The fourth article focuses on ELT and citizenship. Javier Rojas Serrano explores the concept of citizenship in connection with the teaching of English as a supporting

means for fostering social awareness and understanding among teachers and students. The definitions and principles for developing citizenship awareness and ELT instruction can contribute to the examination of this humanistic issue that has always worried educators and societies in general.

Then, we can find another paper based on an action research report. Sandra Camelo, Andrea Sánchez and Milena Yanes based their study on a drama contest which showed it can be considered a didactic alternative to teach English in a non-bilingual secondary class for it integrated reading comprehension, writing production, vocabulary exercises and phonetics practice. Results also showed that the drama activities carried out in the English class made the students more eager to participate in the class activities and to communicate with their peers.

The next article deals with the treatment of ESL (English as a Second Language) writing errors. María Cristina Giraldo de Londoño and Ronald Alan Perry present important reflections on the conflict between the goals of encouraging students' communicative use of L2 and that of promoting formal correctness. The authors remark that errors can be handled more carefully by using appropriate techniques which, in turn, can promote habits of self monitoring, revision, and autonomy among learners.

Children's narrative as a means of mirroring children's social sensitivity is the topic of Yudy Constanza Paola Quevedo's article. The author presents the theoretical background that guided her while developing a research project at a private school. She also claims that we need to bridge the gap between the traditional teaching practices of writing with a socio-critical dimension of this skill, with the exploration of children's social views and their life experiences.

Afterwards, we have a paper by Claudia Janneth Parada Moreno who reports on a qualitative case study which focused on the implementation of an inquiry-based approach for the teaching of English in three different settings in Boyacá, Colombia. The use of the Authoring Cycle Method allowed the author to describe how students related their inquiries in the English language to their programmes from a personal and social dimension.

The theme of cultural representations has also captured the attention of Colombian teachers, as can be seen in recent publications and conferences. We close this edition with Ximena Bonilla Medina's paper which concentrates on how culture has been represented in an English textbook. On the basis of material evaluation, the author analyses the way conceptions of culture may build students' perceptions about English speaking countries and stereotyped visions of culture.

Lastly, on behalf of ASOCOPI and its Board of Directors, I want to thank the Editorial Advisory Board for their sustained collaboration along the editing of this publication. Their participation in the peer-reviewing process has been vital in our attempt to meet the standards of academic and scientific publications and to encourage teachers and researchers to make their work more visible by getting their papers published.

So, welcome to the fourteenth edition of our journal. I hope you find it interesting and also accept ASOCOPI's invitation to submit your articles for the coming issues.

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Guest Editor