

## Letter from the Editor

ASOCOPI believes in the roles scientific publications play in motivating teachers to dialogue with colleagues in different settings and is pleased to publish this new issue of our periodical journal. HOW is a journal we sustain for new and experienced teachers of English as well as a forum with which we seek to make their work visible.

We open this number with a paper about values, a common concern in today's life. Odilia Ramírez Contreras begins by presenting an investigation on how values were incorporated into a public school English classroom. She provides samples of activities she used along a given period of time and makes us think about the role teachers play in such attempt.

We continue with an article by Esperanza Martínez Rojas in which she reports on an action-research project with senior students of a private high school. The study, which aimed at selecting actions of competence in order to examine how these could contribute to broadening higher order thinking skills and high performance in standardized test taking, gives us the chance to learn about pedagogical implications that can be considered in different school settings.

The third article reports on a qualitative action research study that focuses on Waldorf Pedagogy. This exploratory investigation of children's peer relationships, through verbal and non-verbal communication by Aida Milena Montenegro Mantilla, is also an invitation to recognize children's capacity to construct their own rules in peer relationships and to be aware of the development of children's creativity to communicate and modify norms.

The next article deals with the use of literature in English language teaching. Eliana Garzón Duarte tells us about the role literary texts play in fostering critical thinking skills, particularly when inquiry processes are carried out in a foreign language classroom.

Then, John Jairo Viáfara González and María Eugenia López Hurtado focus on a project carried out with a group of public school teachers in an in-service program. Based on information drawn from interviews, reports and surveys, the authors tell us

how school teachers perceived their students' performances and attitudes towards cooperative experiences.

Afterwards, we have Luz Mary Rincón and Caren Smith Fielder's paper, which draws our attention towards the preliminary results of a mentoring program developed in a school district in the state of Texas (USA) with the purpose of improving low-achieving students' results on the math and reading state mandated tests.

The article by Mónica Castiblanco, Yisel Vivian Díaz and Nancy Lulieth Laverde presents some students' reflections on values when they implemented storied lessons based on students' life experiences. The design of the pedagogical intervention illustrates how the teacher-researchers incorporated some students' life stories. It also shows the values promoted by the school and the English topic for each class.

Technology applied to English language teaching is then addressed by Javier Rojas. Based on his experience at a language center, he highlights practical uses we can employ as regards technological tools to enhance English teaching programs. Samples of forms and procedures are also presented as a means to illustrate the theoretical issues presented along the paper.

We close this number with a paper by Mayra Liliana Barrera Mora and Sandra Milena Cantor Trujillo, who refer to socio-cultural stereotypes. They inform us about a study developed with tenth graders in order to find out students' perceptions on gender, race and social class while taking part in a class project they designed.

The papers contained in this edition clearly evidence the teachers and teacher-researchers' commitment to sharing their work and to dialoguing with colleagues in different contexts through publishing. They are also the result of critical and constructive insights from the evaluators who have devoted precious time to read and re-read the papers submitted for publication in our journal. I wish to thank all the reviewers once more and to give a warm welcome to the new members of our Advisory Board: Aaron Rogers, Aleida Ariza, Ana Clara Sánchez, Ana Patricia Muñoz, Bertha Ramos, Cheryl Roberts, Enrique Basabe, Fanny Hernández, José Aldemar Álvarez, Judith Castellanos, Oscar Zuluaga, Pedro Luis Luchini and Sonia Jerez.

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Finally, the HOW Journal regrets that we missed Rigoberto Castillo on the list of members of the Advisory Board of our issue number 13, published in 2006. *We apologize* for this *unintentional omission* and thank him for his valuable contribution to our publication.

I hope you enjoy this issue and feel encouraged to send your contributions to the coming issues.

*Melba Libia Cárdenas B.*  
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Guest Editor