

Letter from the Editor

Welcome to the thirteenth edition of our journal. As highlighted in our action plan, ASOCOPI's Board of Directors is fully committed to strengthening our publication by ensuring quality of articles as well as the incorporation of standards that characterize professional journals. In addition, we have moved forward to register in Colciencias-Publindex, the Colombian agency that monitors scientific journals in our country.

We open this edition with a research report by Jorge Benavides, who aimed to determine the effects of the application of multimedia technology -Computer Assisted Language Learning (CALL)- in the development of five language skills using "English Discoveries". It is followed by a paper related to the functions of code-switching. Jorge Enrique Muñoz and Yadira Fernanda Mora tell us which teacher's and second graders' discourse functions took place when using code-switching in English classes and invite us to consider the use of the L1 as a means of learning and communicating rather than an obstacle in the teaching learning process.

The third paper, written by two Iranian professors -Firooz Sadighi & Nasrin Kukabi-, reports on the relationship between the use of language learning strategies and the teaching methods used by EFL teachers in their classrooms. Then, we can find José Manuel Franco's reflections concerning leadership skills and teaching. It includes explanations of leadership practices and some implications and recommendations for teachers and other educational community members.

The next two papers deal with reading and listening in the English classroom. The former, by Eduardo Di Ridolfo and Harold Murillo, accounts for a study on university students' perceptions of the interrelation among the context, reading materials, and themselves as readers. It also reveals how an academic context shapes students' self-perceptions as readers and their engagement in reading activities. The latter refers to an action research study that explored listening through the use of authentic materials at a technological institution. Ana Milena Beltrán and Adriana

Morales describe how the selection and implementation of given materials are a path to reaching a higher listening proficiency in adult students.

Argentinian profesor Pedro Luchini shares with us the results from research aimed at evaluating the implications of using collaborative assessment in an English language course with a pronunciation component at an English/Spanish translator program. Findings shed light on how we can enhance learners' motivation and concern for improving their pronunciation.

We close this issue with two articles about intercultural communication. Jorge Turizo and Pablo Gómez' paper gathers notions about how language and culture relate. It also presents details on the implementation of some notions through a reading and writing activity in an undergraduate EFL course and some implications to incorporate language and culture into EFL courses. In the same vein, Diana Jánica, Lourdes Rey and Nayibe Rosado describe the characteristics that multimedia material should have in order to promote the development of intercultural competence in undergraduate students.

As you can see, we've rounded up a variety of articles for this issue. This has been possible thanks to all the members of the editorial committee and the advisory board whose suggestions and evaluations have made articles take the shape scientific publications should have in order to reach national and international educational communities.

We hope you enjoy reading this issue and feel motivated to send your contributions to upcoming issues. In doing so, we can contribute to strengthening English proficiency at all educational levels and to examine how we teach English, in which circumstances, and for what real purposes.

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Guest Editor