

Letter from the Editor

This HOW Journal issue number 12 collects papers that the Editorial Committee and the Editorial Advisory Board felt were of high quality. There were difficulties in receiving enough contributions on time to put the issue together. It was originally planned for the first semester of 2006, but it comes to light in October on the occasion of the 41st ASOCOPI Conference.

In addition to the resources invested in the journal, the Board of Directors agreed that the edition of the journal shall follow a process of quality, visibility, use and circulation. Along those lines international and national scholars carried out a blind review and evaluated the proposals, their validity, their relevance as well as the applicability of the results announced in the texts. As for use and circulation, the BOD has put the journal in the hands of its membership--of libraries and schools as well as maintained a low cost in order to reach more readers.

The HOW Journal constitutes one of the means of fulfilling the mission of the Association, which is to:

- improve the practice of English language teaching
- promote the exchange of ideas, resources, information, and experiences among language teachers on a national level as well as international level and
- encourage research in the area of foreign language teaching and learning

I would like to acknowledge the collaborators who have donated their time and put their best effort in this issue of HOW. Special recognition goes to the evaluators whose rigorous judgment contributed greatly to the quality of this publication.

This issue expects to reflect those areas worth discussing and researching in the field of applied linguistics to the teaching of English. The authors herein present and discuss diverse pedagogical perspectives. The breadth and scope of topics show

a preoccupation of the writers as regards topics of sociolinguistics that examine power relationships expressed in classes, in supervision or in materials. Also, approaches to teaching deserved a space in this issue in order to revisit project work, both task-based and technology-based, assessment, and autonomous learning. The editor is sure that the authors who appear in this issue will inspire many other teachers. The authors must be praised for they represent a leadership that has given serious thought to how it might take their work to higher standards and improve their teaching to benefit their learners as well as to enlighten their colleagues.

Rigoberto Castillo,
Guest Editor