

After having published two consecutive monographic volumes (Bilingual Education and the EHEA), in its 17th volume, *GRETA Journal* recovers once more the miscellaneous character which it used to have in its origins. Talking about the initial stages of the Journal, we want to make a special reference in this volume to the person who was most strongly attached to its birth: our dearest **Carmen Pérez Basanta**. Her upcoming retirement from the English Department at the University of Granada touches us very deeply, since GRETA history is indebted to her to a very large extent. The name of Carmen Pérez Basanta will always be remembered in connection with GRETA, not only because she was one of the founding members of the Teachers' Association, but also because she was the very first editor of its Journal. Last but not least, we are extremely grateful for her recurrent and altruistic participation in the *Jornadas* throughout their entire history.

In due gratitude for the enterprise we have inherited from Carmen Pérez Basanta, it is a great pleasure for us to initiate the 17th volume of *GRETA Journal* and its **Interview** section reading Carmen's own account of her own professional experience in different fields. The insightful interview conducted by her friend, **Tony Harris**, allows us to witness not only the first stages of the GRETA Association and Journal but also Carmen's own professional and personal views on some of the most important educational changes that have taken place recently and their implications for language teaching.

As Tony Harris' interview reveals, after so many years of teaching experience in secondary school, Carmen's academic work at University constitutes an invaluable example of how research must be conceived and undertaken in response to real social demands. In other words, Carmen represents the perfect combination between idealism and pragmatism that makes changes possible and positive for the surrounding world. This symbiosis, along with all her human qualities and her commitment to the students' needs, makes those of us who have had the opportunity of attending her lessons and enlightening talks feel truly privileged. She will always be an indispensable point of reference for us all both as a teacher and as a researcher and, without doubt, her academic legacy will stay with us for years on end.

In line with the foregoing Interview section and also in relation to the other parts of the Journal, we would also like to express our gratitude to **Manuel Jiménez Raya** for his two contributions on the understanding of Task-based Language Teaching, a topic which occupies a central place in this volume. TBLT has been considered one of the latest developments of Communicative Language Teaching; nonetheless, its practice has not become yet as extensive as that of its antecedent, which increases the relevance of further explanations on the issue. On the one hand, in **An Essential Glossary for the Teacher**, Manuel Jiménez Raya deals with all the key terms for the understanding of this methodology. And, on the other, in an insightful interview with **Rod Ellis**, and through an elaborate and exhaustive questioning process, he manages to create an appropriate line of discourse to encourage this highly reputed expert in Applied Linguistics to shed light on some of the most intricate aspects of the implementation of TBLT.

Apart from Task-based Language Teaching, other relevant topics are revisited throughout the Journal. In the **English Classroom** section presents a topic that is widely applicable to any language teaching context: the analysis of Teacher Talking Time with the aim of developing teachers' awareness of the quality and effectiveness of their speech in the classroom. **Betsabé Navarro Romero** expounds on the role of the teacher in favoring student-centered learning and carries out an enlightening discourse analysis of teacher talk within an adult education context, underscoring its assets and pitfalls, as well as the effects it exerts on student language acquisition.

In the **Primary Classroom** section, the readership will encounter two contributions. In the first of them, **Ana María Pérez Cabello** focuses on the need to develop teaching and learning strategies to improve the acquisition of phonetic and phonological aspects of the second language, illustrating her discussion with some practical proposals developed for this aim. In the second contribution, **María Isabel García Garrido** explores learner autonomy, one of the key generic competencies which, at present, must be developed and evaluated across all educational levels. She does so in a very practical lesson proposal which fosters self-assessment and Multiple Intelligence Theory in the Primary classroom.

In the following section of articles, dealing with the teaching and learning of English at University, **Beatriz Cortina Pérez** and **María Basilia Moreno Jaén** set forth a well-grounded proposal for teaching specialized vocabulary through a virtual learning environment. The experience, framed within the broader *ADELEX* research project, presents practical illustrations of original lexical activities based on corpus linguistics and a careful organization of the lexical items into semantic fields. As the authors aptly foreground, the model they present is easily applicable across diverse domains.

Together with the latter contribution, there are other articles in this volume related to computer assisted language learning. For instance, in the **Internet Site and CALL** section, **Carmen Valero Garcés**, **Raquel Lázaro Gutiérrez** and **Bianca Vitalaru** describe the experience of supplementing two post-graduate courses on interpretation techniques with on-line practice activities implemented through a virtual platform. In turn, in the **Net Ideas** section, one of our regular contributors, **Pablo Quesada Ruiz**, proceeds to describe what he considers the most important applications of the so-called Web 2.0 utilities.

Within the **Culture and Literature** section, there is a special contribution by **M^a del Carmen Rodríguez Martín** and **Jesús Vera López**, who offer the description of a cross-curricular project implemented at secondary school with the aim of fostering Plurilingualism and the students' interest in the English language and literature. We must thank **María Elena Rodríguez Martín** and **Gerardo Rodríguez Salas** for dealing with the 2009 Obituaries and Successes.

As usual, in the last section of the Journal we can find **reviews** of some of the most recently published language teaching materials: the **Oxford Living Grammar** series, reviewed by Francisco Rubio Cuenca, **Cheeky Monkey** (Macmillan), reviewed by M^a Dolores Martos Garrido, and **Voices** (Macmillan), reviewed by Juan Ignacio Gámez Martínez.

In sum, in this volume we hope to offer a great variety of ideas and materials to cater for the interests of English teachers at different levels. Let's add then what always constitutes our first and ultimate wish: enjoy your reading! Our next volume will again be monographically organized, in this case around the topic of ICT and English Language Teaching. We are looking forward to all your contributions on this topic.

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