

Editorial

Juana Mahissa Reyes Muñoz

Director- Editor in Chief

In this 5th issue of Matices Electronic Journal, which after some ups and downs finally sees the light, we are honored to present articles from various parts of the globe: Chile, Mexico, Cuba and Brazil, and very interesting contributions of professors and translators from Colombia. Besides the diverse origin of these papers, the proposals of our authors are of a diverse nature as well, from the field of teaching English and Spanish as foreign languages, to the specialized terminology and use of tools for translators, going through the use of technology in the teaching of languages to studies related to the use of translation in language learning.

In this issue, our readers will also find articles focused on teacher educators from two different countries in Latin America, as well as one paper presenting the translation of a classic text, which enriches the analysis of conjugation in German language, interesting source for students and researchers of this language. In sum, this number allows us to see how different matters of concern to the study of foreign languages intersect and complement each other, but always come by to bring a new light, a new twist on issues and developments that are evolving day by day in our field of study.

I want to thank the efforts of reviewers, authors, editorial assistants and monitors that have brought the best of them in each of the different stages of this process. Now that this achievement is met their invaluable work makes sense through the echo of their silent voices, and the energy to continue this effort and achieve new goals are renewed.

Our first article *English learning and the use of ICT: secondary students and teachers perceptions*, written by Professors Claudio Diaz and Bruce Lilian Jansson, presents an analysis of the perceptions of teachers and students on the use of technology in the teaching and learning of English. The data collection instrument was applied between teachers of technical and vocational schools, and high school students in schools assigned to the *Corporación de Estudio*

de la Cámara de Producción y de Comercio in the city of Concepcion, Chile. The results of this study highlight the importance of the interactive role of technology in learning and learning styles, as well as the diversification of teaching strategies that can be applied in the classroom.

The second article, *Concepts of learning and teaching in FLT trainers: The case of a public University in Mexico*, proposed by Professors Elizabeth Alvarado and Maria Guadalupe Rodriguez, makes an approach to the social representations of the concepts of teaching and learning in a group of teacher educators in English language at *Universidad Autonoma de Nuevo Leon* (UANL) in Mexico. Following an interesting methodology, this paper leads to evidence a transition from a traditional model, to one oriented to new proposals for teaching and learning.

Critical Literacy and Communicative Teaching: gaps and intersections, complements our group of papers regarding language teaching. Written by Andrea de Almeida Mattos and Katia Modesto Valerio, this article presents a serious reflection on the contact points and the differences between the Communicative Teaching and the Critical Literacy, widely addressed by the education system at secondary level in Brazil. This study presents an overview of the theoretical underpinnings of each approach and their own characteristics, concluding that despite marked differences, both may become appropriate complement each other.

The study of Spanish as a foreign language is approached by Shirley Duque in her article *Extra-curricular Scenarios Aimed at Learning Spanish as a Foreign Language*. From an exploratory study of extra-curricular spaces oriented to learning Spanish as a foreign language at the National University of Colombia in Bogota, the author stresses the importance that such spaces provide to students from other countries taking Spanish lessons in the capital city of Colombia.

In addition, in the article *Results of a survey about translation use in an English Language Major at the University of Quintana Roo, Mexico*, Professor Alessandro Zanier shares the results of an interesting survey that is of outstanding relevance when considering the issue of translation and its role within foreign languages teaching.

Next in the list of documents, we have a contribution by two Cuban authors, Alain Escarrá and Ismaris Diaz Rivas, who present the paper entitled *Cardiocor, a corpus for use by medical*

translators, building up a link between the use of new technologies and specialized translation tools.

Last but not least, *Über das Conjugationssystem der Sanskritsprache in Vergleichung mit jenem der griechischen, lateinischen, persischen und germanischen Sprache. Frankfurt am Main, in der Andresischen Buchhandlung*, makes us know about a text from 1886 where similarities of the verb "essen" in different languages are compared, offering a comprehensive documentary record of a translated document from German into Spanish.

This selection of texts is now available, and we hope the study of foreign language teaching, didactics and translation reach us through the different authors, who made up this new issue of Matices journal, which certainly leads us to go much further, thanks to reflections and contributions of those who share the blessings that have been expressed to them through their writings.