Editorial (ENG)

A review of the studies in teaching and learning of foreign languages in recent years inevitably identifies an interdisciplinary dialog naturally arising. It is clear that there is an innate relationship between history and linguistics, in particular applied linguistics in the field of pedagogy of foreign languages.

First, history provides theoretical principles useful for understanding the evolution of linguistics as a science. In recent years, the growth of linguistics, both in the number of researchers and in the spectrum of the research field, has led to an increase in linguists' interest in the development of their own discipline, in this case, a history of linguistics, which shows "a sign of the maturity of linguistics as an academic discipline" (Robins, 2001, p. viii).

Second, the two sciences have identified common issues and objects of study. From this relationship emerges, for example, historical linguistics, which describes the ways in which languages change or maintain its structures over a period of time.

The relationship between history and linguistics also identifies problems in the field of linguistics and applied linguistics in particular, especially for the understanding of the teaching-learning and acquisition of foreign languages processes. A clear example of this relationship is the emergence of corpus linguistics as a methodological tool for understanding the evolutionary processes of languages, for the identification of new perspectives in the field of diachronic linguistics and for the development of new approaches in the pedagogy of foreign languages, especially in the training of future language teachers. (Biber, Conrad, & Reppen, 1998).

In this relationship, **technology** emerges as an integrating element between the two disciplines. The substantial changes in technology in recent years have affected the teaching, evaluation, acquisition and pedagogy of foreign languages, especially in the training of future foreign language teachers. However, as Chapelle (2003) states, while technology has significantly changed professional practices, many of the questions related to technology in pedagogical processes remain the same. How do technology and educational practices relate to improve learning processes? How can research in second language acquisition have an impact on the design of technology-based learning models? How can language learning be evaluated through the use of technology?

These three, history, pedagogy and technology, are the focus of this issue of Matices en Lenguas Extranjeras.

The focus on history can be clearly seen in the articles by Louis-Jean Calvet, Hermogenes Perdiguero Villarreal and Priy Bharti. Calvet looks at the contemporary policy of Romance languages and masterfully relates it to the interests of globalization at a cultural and economic level. The author proposes "a viable solution from an educational point of view in order to improve the future of Romance linguistic geopolitics. Hermogenes Perdiguero Villarreal analyzes notary documents of the 17th-century Livorno (Italy) Hebrew community in order to identify interference from other languages in texts written in Spanish. The study brings together the historical contextual elements - the exodus of Spanish and Portuguese Jews - with a specific case of language contact between Spanish and Portuguese. Finally, Priy Bharti presents the current state and perspectives of teaching and research in the field of Spanish as a Foreign Language in the context of India. This presentation is a historical review of "the beginning, the development and the current and future situation of Spanish.

The focus on pedagogy in foreign languages specifically addresses the training of future teachers in this field. María Elena Llaven Nucamendi and Ismael Ignacio Chuc Piña look at autonomy in the context of learning a language in an English teacher training program at a Mexican public university. Their article describes a research project that explores aspects of student motivation, feelings of competence and personal relationships in the context of learning a language. Again, in the context of training future English teachers, but this time at a Colombian university, Jennifer Jaramillo Delgado and Erika Marcela Restrepo Bolívar demonstrate the relationship between the grammatical awareness of future English teachers and its impact on production of academic texts. "This research informs language teacher education and calls for action in order to enable future English teachers to develop grammatical awareness as part of their training in these programs to successfully attain academic writing." A final study in this focus on history demonstrates that the management of didactic discourse is one of the fundamental aspects in the training of future French teachers in a Mexican university. María Eugenia Olivos Pérez, Stéphanie Marie Brigitte Voisin and Carlos Alfredo Pazos Romero highlight that didactic discourse entails not only the scholarly knowledge necessary to legitimize teaching "but also some fundamental aspects such as the construction of interpersonal harmonic relations for the learning of the language and in consequence, motivation."

In the focus on technology, articles by Charles Elkabas and Damien Le Gal look at some questions outlined above. Elkabas highlights the inevitable and profound impact of Information and Communication Technologies (ICT), particularly the use of screens in the reader's brain and draws attention to the pedagogical implications for teaching and learning foreign languages. And Le Gal looks at technology more broadly and examines technological input in the current construction of the state of teaching English as a foreign language in Colombia. The author concludes that it is important to change current policies from a private to public orientation, from a "top-down" to "bottom-up" approach, to implement an approach to English as a foreign language based on the Colombian local context.

We hope that readers of this issue of Matices en Lenguas Extranjeras enjoy the articles and that these studies continue to open new dimensions of research for the development of this field in which the history and pedagogy of foreign languages are linked through technology.

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