

## EDITORIAL

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First of all, we, the editors, need to apologize for the delay in this year's publication. The editorial team this year has been fighting against a number of issues and we want to express our sorrow to those all over the world who have lost those most beloved ones in this COVID-19 Pandemia. Let's hope that this year will be better. In relation to this volume, we had a large amount of rejections since our interest is to improve the quality of the journal in just about two years including a much earlier publication date. Thus, this year we will be accepting papers until June 30. We understand this may limit the number of incoming papers, but we definitely will jump further into a higher quality journal that puts Encuentro Journal in the international place that it really deserves.

Six articles published in this issue cover three main areas of interest: first, language learning and methodology are in focus; next, new approaches to improve English writing and oral skills. Finally, the last section concentrates on the attitudes and perception of teachers about the English lessons in foreign education systems and on translation studies.

First section begins with the article "*El aprendizaje cooperativo como procedimiento para desarrollar la competencia comunicativa en inglés en el sistema educativo cubano*", where **Eduardo Escalona Pardo**, **Yusimí Frías Reyes** and **M<sup>a</sup> Eugenia Fonseca Calderón** remark that cooperative learning increases each student's opportunities to implement their communicative competence, because the way it is organized and implemented allows students to interact in different communicative contexts. To assess the effectiveness of the cooperative learning techniques developed, a pre-experiment was applied which demonstrated that the suggested cooperative learning techniques were effective for the development of communicative competence in English classes.

**José Luis Estrada Chichón**, in "*Posibilidad de aplicación de técnicas de corrección no intervencionista para errores orales a la enseñanza de idiomas*", details the results obtained after the application of three research tools (classroom observation, questionnaires and interviews) in a Higher Education context in order to prove that the absence of pedagogical intervention is a possible error correction technique *per se* for oral errors in foreign language teaching.

The second section focuses on the new approaches to enhance speaking and writing skills in secondary and university students.

In this regard, **María Fernández Cozar**, **Juana M<sup>a</sup> Anguita Acero** and **Francisco Javier Sánchez-Verdejo Pérez** in their article, “*The challenge of the skill of speaking in monolingual secondary education centres of Andalusia*”, highlight the importance of the mastering of speaking skills in English today. The authors conducted a study in three monolingual secondary education centres in Andalusia, addressed to 114 students of the 4th year of Compulsory Secondary Education to prove that the low English level that students have is not due to the lack of interest or low ability but to the way they learn this foreign language, totally linked to the teachers and the teaching methodology they use in their practices. In order to avoid this situation, the authors suggest a change in the teaching methodologies and some educational interventions.

Then, **Beatriz Oria**, in her article “*Edmodo como herramienta de aprendizaje telecolaborativo online en el aula de inglés*” presents a pilot experience based on the use of the social network “Edmodo” as a resource to create a space for telecollaborative learning between 85 students from two different universities and nationalities. Through a task-based learning methodology, the interaction between Spanish and Polish students has had its main objective to increase the motivation of participants when it comes to using language and improving their written skills in an environment of real and motivating social interaction. In general, the considerable satisfaction of students with the activity suggests that it has helped to increase their motivation. The project has also contributed to the development of the participants' writing skills and, above all, to fostering self-reflection on their own writing processes.

In the third section, **Sevim Gunes**, in her article “*The perceptions of English teachers about the English lessons in the current education system of Turkey*”, sheds some light on the perceptions of 35 state and private school English teachers in terms of the English lessons in the current education system of Turkey. The results reveal opposing perceptions of the two groups being the teachers of private schools more in favor of the education system. Considering the results, the author suggests some improvement measures over the negative perceptions regarding the class size, the class hours for English lessons, the schools' physical structures and the extra time to do additional activities, among others.

The volume ends with the study “*Ways and methods of overcoming the difficulties of translating Ukrainian expressions into Russian*” from **Aygun Amirova**, who presents a qualitative study on the difficulties of the translation of Ukrainian stable expressions into Russian. The author offers a detailed study of the specific features that influence on the translation of these terms. They comprise a wide range of topics from working life, struggle, friendship, love, mutual assistance and many others. They can also express kinship, all sorts of shades of feelings and moods of people.

As the editors, we hope you enjoy this volume and we keep on counting as an avid reader. Given the dates and the current situation in the world, we do not want to close this issue without hoping you, your friends and family keep healthy and safe.