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Editorial

The number 2 of volume 5 that closes the year 2021 presents, as usual, an amalgam of research that responds to different realities and enriches the international panorama. The first block includes studies related to students and teachers, beginning with the one on neurosciences in university teacher training in the context of the Autonomous University of Chihuahua (UACH). It consists of a mixed type study with exploratory and correlational pre-test, intervention course, and post-test. The findings showed that the previous knowledge that teachers have allows them a greater appropriation of the thematic contents. The most relevant result found is that they accept and consider important to include neuroscience topics in their training.

In a similar vein, the training of teachers and counselors analyzed from their competencies in oral communication is registered. The research, developed in the Faculty of Education of the University of León, carried out a training action in the Degree in Primary Education and in the Master's Degree in Educational Guidance in order to develop and evaluate the mastery of oral communication through the simulation of interviews with family members.

Similarly, the relationship between academic stress and performance in university students is analyzed. In this case, it is a review of primary sources (articles and doctoral theses) from a positivist position of inquiry and measurement of scientific production. Five traces are identified that verify the binding relationship between stress and academic performance at the university mediated by academic goals and learning strategies.

A second block of articles is structured around language and texts. The first one is linked to the previous perspective, dealing with the perception of competences in the professional practices and labor insertion of the Text Writing Technician. The existence of few differences is confirmed, and a proposal is made for a program of continuous training of competences adjusted to the changes detected at work and indispensable for the labor insertion of the graduate text writer.

Need as a factor in learning a second language is the study that examines the need to learn English as a second language and its impact on motivation and performance of students at the Kuala Lumpur International School in Malaysia. The findings found in this study are relevant and have implications not only for a student body similar to these characteristics but for all second language classes as well.

In another line, the article on data-based learning and lexical combinations is structured. This is about a didactic proposal with near synonyms that aims to show how certain activities with linguistic corpora integrated in a didactic unit can help to deepen the lexical-semantic knowledge of lexical units. The results show, after the implementation of the didactic unit, satisfactory perceptions of the different activities carried out and a positive attitude of the students towards the designed tool at the same time.

Likewise, the development of oral production and the use of technological tools in English language virtual environments in the Department of Languages of the National Autonomous University of Honduras is analyzed. The study verifies how digital resources and tools are being used to work on oral production in the virtual teaching of English. It is concluded that although the teachers were not prepared for virtual teaching and had no experience, they had a generative pedagogical resilience in the face of the crisis that the global emergency generated by the pandemic of the COVID-19 virus has necessitated.

The last article of the issue focuses on trust as empowerment of human development in the Mexican federal police. Its objective was to determine the confidence as empowerment of human development of the Mexican National Guard, knowing their personal and professional needs and concerns. For this, surveys and casual talks were conducted, reaching the conclusion of the need for a comprehensive human development that generates confidence within the institution and an integral curriculum with the capacity to respect job profiles and functions.

Antonio Pantoja Vallejo
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