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The year 2025 will be remembered for many news items, but especially for the consolidation of artificial intelligence, which has gradually gained weight among us. The study on the perception, use and usefulness of artificial intelligence in the training of future foreign language teachers addresses the subject in a specific way, highlighting how these specialists perceive and use AI in their training, as well as identifying the most widely known and used tools. Likewise, ICT as an agent of change for the redesign of learning environments and didactic resources in reading and writing are addressed. As a result of this research, it is recommended to make proposals to the institutions so that they take measures regarding the implementation of didactic units to strengthen reading and writing and provide students with collaborative learning environments where there are the necessary resources to achieve significant learning. On the other hand, another study addresses the implementation of Moodle on Amazon EC2 to improve competency-based learning in an educational institution in Peru. The results obtained allow us to argue that the integration of Moodle in the Amazon EC2 cloud provides a scalable and efficient technological solution, providing quality education and strengthening the capabilities of students. Finally, the first block of articles is completed with the one dedicated to how the use of ICTs contributes to a new type of learning called reflective pedagogy, which is based on seven digital potentialities: ubiquitous learning, active knowledge creation, multimodal meaning, recursive feedback, collaborative intelligence, metacognition and differentiated learning. The results are relevant in the field of educational technologies worldwide, highlighting their impact on student learning.

A second block of articles focuses on different aspects surrounding learning. In the first of these, the educational community is offered a design of a proposal for action in the natural sciences curriculum, which involved learning the concept of energy through gamification. The results provide the educational community with an innovative learning strategy to teach the concept of energy through gamification, generating significant changes in the curriculum. At the same time, another study proposes to analyze the relationship between academic performance and learning strategies. The findings provide a solid basis for developing effective and personalized pedagogical strategies that promote better school performance in students, as well as evidence of the importance of implementing appropriate learning techniques focused on enhancing students' academic performance, providing relevant information that can be used to improve teaching and learning processes. Third, collective mathematical errors at the primary level in a bilingual system are addressed. The reason for this is the inadequate knowledge that bilingual students at the elementary level have of the errors they can and do make while learning mathematics. As a result, it stands out that at a collective level, students make mistakes in the thinking processes for the resolution of problems that require algebraic thinking skills, which, according to teachers, is largely due to the low level of understanding of English as a second language that is implemented as an educational requirement of the educational center.

In a different line, there are works related to teaching and learning. Thus, we can find a study on the development of oral language and its relationship with the acquisition of reading in students of a high mountain school, a peculiar learning environment. The

main conclusion is that a child's learning to read depends both on the way he or she is taught and on the nature and existence of the links between school and home in a context marked by the characteristics of the social, cultural and geographical environment. On the other hand, the analysis of the written pedagogical discourse of inclusion teachers in primary education stands out, in which it is concluded that it is a generative act of teaching where the inclusion student must establish a relationship with the procedures and contents proposed by the teacher, in order to seek a contextualized social practice. In another sense, but with a strong teaching component, is the review study on the curricular model of active methodologies in Ecuador. The articles analyzed highlight the implementation of new strategies such as project-based learning (PBL-projects), problem-based learning (PBL-problem), and flipped classroom learning.

This issue of MLSER closes with two very different articles. The first one addresses the validity, reliability and threats to validity in the evaluations of the virtual English I class of the Department of Foreign Languages of the National Autonomous University of Honduras, in which it is concluded that they do not have the validity or security to reflect the acquisition of linguistic competencies achieved by the students according to the CEFR corresponding to 56 hours. Finally, a study is presented on the demotivating factors of some employees of the Ministry of Land Administration in Angola and their impact on the lives of citizens, in which it is concluded that there are a series of factors, such as, for example, the lack of incentives from employers to subordinates, mistreatment among equals, the spirit of superiority, among others, which are the bases of demotivation.

Antonio Pantoja Vallejo
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