

EDITOR'S NOTE

It is with great honor that we welcome you to the third volume of *Bridges for ELF Teaching*. We are proud to present a carefully curated selection of two research papers, a sharing resource proposal and three classroom experiences. All of these are authored by teachers of English from various contexts.

Before we proceed with the exciting content featured in this issue, we would like to take a moment to extend our sincere appreciation to our dear colleague, Mg. Sandra Gacitúa Matus, who has been the mind and heart behind this project and has served as Director of Bridges for ELF Teaching since its foundation in 2022. Under her distinguished leadership, the publication has been consolidating as a friendly habitat for teachers of English publications. Sandra's dedication and commitment to fostering meaningful dialogues within the English teaching community have had an indelible impact on this journal and its readership. Her legacy will continue to inspire us as we build upon the strong foundations she established.

This issue comprises three insightful reflections of teachers about the implementation of innovative classroom strategies in the Classroom Experiences section. The Research section explores interesting approaches to classroom research, regarding with topics such as the relation between the levels of Foreign Language Anxiety (FLA) and oral corrective feedback strategies, and the use of comic strips to teach vocabulary. A pedagogical proposal on combined skills to promote intercultural competence can be found in the Sharing Resources section. This proposal complies with the current standards established by the Ministry of Education.

As always, we are grateful for the authors' submissions of their work to our magazine, and we also recognize the accurate work of reviewers and the editorial team.

Finally, we encourage our readers to engage deeply with these ideas and consider the broader consequences of innovation for both present and future generations.

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