

EDITOR'S NOTE

This fourth volume of our electronic magazine draws together reflective practice, research, and pedagogical innovation in the field of EFL. This issue opens with three reflective essays in which two in-service teachers and one teacher trainee critically examine their own classroom experiences, highlighting challenges, tensions, and professional growth within authentic teaching contexts.

The edition also includes two research articles that make empirical contributions to EFL studies. One explores the relationship between intercultural sensitivity and reading comprehension among first- and second-year high school students, while the other examines perceptions of vocabulary learning and gamification among fifth- and sixth-grade students, providing insights into both learner and teacher perspectives.

Finally, a pedagogical proposal presents a lesson plan focused on developing integrated skills through Task-Based Language Teaching, offering practical guidance for classroom implementation.

We trust that these contributions will inform, inspire, and support ongoing reflection and innovation in EFL teaching and learning.

Mg. Susana Pasten Martínez.

Editor-in-Chief.