

*Kronos The Language Teaching Journal*, an academic publication of the Central University of Ecuador, has established itself as a scholarly platform dedicated to the dissemination of research, reflection, and innovation in language teaching and learning. In its Volume 6, Number 2, the journal brings together a set of studies that address contemporary issues in the field of English as a Foreign Language (EFL) education from pedagogical, technological, inclusive, and sociocultural perspectives. This issue highlights the diversity of methodological approaches and the growing need to respond to educational challenges in both local and global contexts.

The first group of studies focuses on teacher professional development and the conditions of English language teaching. The article on professional development in Cañar Province reveals a positive attitude among teachers toward ongoing training, although it also highlights significant limitations in access to professional development opportunities, pointing to the need for stronger institutional support policies. In a similar line of pedagogical innovation, another study examines the use of sitcoms as a teaching tool, emphasizing their potential to enhance language skills, expand vocabulary, and strengthen intercultural competence through exposure to authentic and contextualized language.

In the area of educational innovation, this volume includes research exploring the impact of emerging technologies in education. One study examines the use of software such as Blender and Unity for the creation of 3D instructional materials, highlighting the potential of virtual reality in teacher education, while also pointing out technological infrastructure limitations. In a complementary study, the interaction with artificial intelligence chatbots is analyzed in relation to the development of strategic competence in B1-level students, demonstrating significant improvements in autonomy, self-regulation, and communicative fluency, thereby reinforcing the role of AI as an emerging pedagogical resource.

The dimension of inclusive education is addressed in the case study on Attention Deficit Hyperactivity Disorder (ADHD) in the EFL classroom, which shows that, through appropriate methodological adaptations, it is possible to improve the participation and performance of students with specific educational needs. This contribution underscores the importance of teaching practices that are sensitive to learner diversity and oriented toward equity in language learning.

Regarding active methodologies, the volume includes studies that highlight the importance of learner-centered strategies. The research on educational games in vocabulary learning shows that, although their implementation remains limited, their use significantly increases student motivation and engagement. Similarly, the study on routine-based activities with young learners demonstrates notable improvements in vocabulary retention, pronunciation, and confidence, reinforcing the effectiveness of repetitive and structured approaches in early language education.

Finally, the volume incorporates critical reflections on English learning trajectories and educational inequalities. The autobiographical study on private tutoring in Cuenca reveals that such tutoring not only serves as academic support but also as a space for emotional recovery and identity reconstruction for learners, highlighting gaps in the formal education system and the need for more empathetic and inclusive pedagogical practices.

Overall, the eight articles in this issue reflect the richness and complexity of English language teaching in Ecuador and beyond. From teacher education to artificial intelligence,

including inclusion, motivation, and methodological innovation, this issue of *Kronos The Language Teaching Journal* makes a significant contribution to contemporary academic debate. It also invites readers to rethink educational practices from a critical, contextualized, and improvement-oriented perspective.

The editorial team expresses its gratitude to the authors for their valuable contributions and to the reviewers for their academic rigor. We hope this volume serves as a reference for researchers, teachers, and students interested in English language teaching and the transformation of language education in diverse contexts.

#### *EDITORIAL COMMITTEE*