EDITORIAL LETTER

The scientific journal *Kronos*: *The Language Teaching Journal* presents to its readers volume five, number two, in digital format. This edition features eight articles focused on strategies and techniques for enhancing English language learning, along with research yielding positive outcomes in the educational field. These studies encourage reflection on the teaching of a second language.

In the first article «**Storytelling effect on reading comprehension skills of EFL learners in upper basic education**» the author presents a study that evaluated the impact of storytelling on the reading comprehension of eighth grade students. Using a mixed approach that applied pre- and post-intervention tests showing a moderate improvement in reading comprehension after the implementation of the technique, achieving positive perceptions of the use of storytelling in English classes.

In the second article «**The Influence of Peer-Assessment in Improving Speaking Skills in B1 learners**» the authors investigate how peer assessment improves the oral skills of B1 level English learners through a four-week analysis with university students using a pre- and post-test, which visualizes an improvement in factors such as grammar and pronunciation, concluding in their results that peer assessment significantly influences students' oral development.

The third article «**Lesson Study as a Catalyst for Innovation in Ecuadorian English Classrooms: Teacher Experiences and Challenges**» examines the use of Lesson Study (LS) as an innovative approach in Ecuadorian education, through interviews with English teachers who participated in an LS workshop, analyzing how this collaborative methodology promotes teamwork and shared learning, highlighting as findings that innovation can be achieved not only with technology, but also with new teaching approaches.

In their fourth article «**Factors that affect the learning of English as a foreign language in Superior Basic Education**» the authors analyze the factors affecting the learning of English as a foreign language in higher basic education by using a mixed approach the results indicate that, although most students enjoy learning English, various factors hinder effective learning.

In the fifth article «**Error analysis of written production at university level**», the authors study the difficulties of Language Pedagogy students when writing their Knowledge Integrating Projects. Based on the analysis of 25 papers, identifying errors in paragraph organization, punctuation, word choice, use of APA Style and counter-argumentation. The findings highlight the importance of strengthening strategies to improve argumentative writing in the academic environment.

The sixth article «**The use of Escape Rooms to promote collaboration in English Language Learning among seventh graders**», examines the way in which the strategy promotes collaboration and participation in English language learning and through the use of tests, surveys and observations, it was shown that Escape Rooms increase motivation, facilitating language practice in real contexts and strengthen teamwork.

In the seventh article «**Teaching Phonics Effectively to Young Adult EFL Learners**», the authors analyze the impact of phonics instruction on pronunciation, reading and listening comprehension of university students in Ecuador. Through a quasi-experimental approach with A2.2 students, showing that pronunciation improved significantly after

seven weeks of workshops, highlighting the importance of integrating phonetics into the curriculum to strengthen language proficiency.

The eighth article, «**Improving English Speaking Skills using the SmallTalk2Me Artificial Intelligence-Based Tool: An Innovative Approach in Secondary Education**», analyzes how this technology boosts fluency and pronunciation in A2 level students. After its use, students showed greater confidence and participation in oral activities, generating more dynamic learning. The study highlights the potential of AI to optimize the teaching of English in an effective and immersive way.