

## EDITORS NOTE

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The pandemic brought a great change into our personal and professional lives which meant staying away from our place of work and far from our relatives, colleagues and students. In spite of the hard times, we all went through, many of us took the time to reflect and create. Thus, Bridges for English Language Teaching journal was born as an idea to link with other teachers in the educational environment.

Bridges for EFL Teaching is a journal published annually by an Applied Linguistics academic group that belongs to the Language, Literature and Communication Department, at Universidad de La Frontera. The journal provides new insights into subjects like classroom experiences, pedagogical resources and classroom research, topics that emerge in every EFL classroom and are of ongoing interest, but may not be published in indexed publications.

The aim of this journal is linking, disseminating and exchanging these subjects within the in-service, pre-service teachers in the Teaching of English as a Foreign Language in La Araucanía region and nationwide, who are cordially invited to publish with us.

In this first edition we feel proud that all the articles are from teachers of English trained at Universidad de la Frontera. We greatly appreciate their commitment, perseverance and enthusiasm to participate in this first issue.

The first section presents three essays concerning classroom experiences during pandemic, shared by teachers who faced a new paradigm and difficulties for teaching English under different circumstances.

The second section, Sharing Resources, proposes a methodological approach to teach English in relationship with intercultural contents, where the procedures and resources are shared for free use.

The last section is a compilation of papers based on research about English teaching and learning matters, carried out in different schools in the region by pre-service teachers during their formative time in the English Teaching Program at the university.

On behalf of the Editors-in-chief, we would like to recognize to the Editorial Review Panel and Technical Team, for all their contribution in reviewing, editing and designing this first volumen of the journal. Likewise, we would like to acknowledge the Editorial Advisory Board for their valuable guidance.

Finally, our deepest gratitude to the Language, Literature and Communication Department, for its constant support on helping us to make this dream come true.

We hope this first volume will be of great interest to our readers and we look forward to receiving submissions for publication in subsequent issues.

**Sandra Gacitúa Matus**

**Director**

**Bridges for EFL Teaching Journal**