

EDITORS NOTE

We are glad to introduce volume 2 of Bridges for EFL Teaching Journal. This issue contains three main sections. In the first section, called Classroom Experiences, three essays were shared by teachers from different regions of Chile. They narrate their classroom practices in teaching the English language in different educational contexts.

In the second section, called Sharing Resources, you will find a methodological proposal related to the implementation of the methodology called Reader's Theatre, which promotes fluency in reading. This proposal is a contribution made by academics from the Department of Languages, Literature and Communication UFRO.

The third section, called Classroom Research, contains three papers related to problems faced by EFL teachers and learners nowadays. The first paper is an action research sent by a teacher from a school in the ninth region. The second and third papers are contributions made by 5th year students from the EFL Teaching Programme, and they were part of their degree seminary. They deal with topics like perception of students about learning vocabulary through listening, as well as the relationship between autonomous learning and students' attitude towards learning English.

We thank all the authors for submitting their works to this journal, as well as the members of the editorial team for their commitment to review the proposals.

In this way, we hope to continue contributing to teaching English in the region and nationwide.

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