HOW

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In Colombia, English language teaching (ELT) presents various classroom alternatives. Studying how ELT happens brings opportunities and challenges, especially in regional and institutional contexts where various socio-political and cultural issues influence educational methods and approaches. The articles presented in this current issue offer useful information about how new ideas might transform conventional teaching practices about professional development and critical pedagogies. Besides, the articles suggest alternatives to incorporate students' activism, abilities, creativity, and language into the ELT process.

The emphasis on appreciating students' creativity and inner speech in the language learning process is a recurring theme in research. The research by Angie Marroquin and Anna Carolina Peñaloza on kids' spiritual activism in an EFL classroom emphasizes the necessity of avoiding hegemonic and conventional teaching approaches. By integrating feminist pedagogy and asset-based approaches in ELT during the pandemic, they demonstrate how students' spiritual activism may function as a powerful instrument for managing difficulties and cultivating a feeling of fairness and optimism. The authors encourage ELT teachers to establish more inclusive and supportive classroom environments that acknowledge and nurture students' spiritual and emotional elements.

Similarly, Francy Lorena García and Edgar Willian Jurado Soto's research on inner speech and speed reading provides important insights into the cognitive mechanisms underpinning language development. Their research emphasizes the significance of comprehending how students internalize written information through inner voice series indicating that this process can greatly improve reading abilities. This result is consistent with the larger trend in ELT toward developing more efficient and cognitively aware teaching strategies that meet students' various demands.

Using technological tools to improve reading comprehension is another example of innovation in ELT, as Flora Isabel Mandiola Villalobos, Maria Angelica Inostroza Macaya,

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and Danisa Salinas Carvajal show with the StoryboardThat platform initiative. This educational experience with pre-service teachers in Chile exemplifies how reading activities using similar platforms can encourage more positive attitudes toward reading. Incorporating technology and creativity gives ELT educators useful resources for their careers. In addition, this digital tool trains educators to apply comparable strategies in the classroom, fostering a more vibrant and stimulating learning environment.

Hernán Gabriel Pérez Buelvas highlights the significance of scaffolding and organized instructional design in reading skill improvement. Through an eighth-grade public school A1-level course's systematic use of graphic organizers and visualization, this study demonstrates how focused interventions can result in quantifiable gains in reading comprehension. The participating students improved in the literal and evaluative level questions but slightly declined in inferential level questions. The study emphasizes the necessity of considering outside variables, such as time restraints and resource availability, that may affect how effective the organizers can be.

Collocations and prepositions play an important part in developing writing skills, as demonstrated by Leonardo Alba-López's study on applying a corpus-based strategy in essay writing. Using a corpus, high-school students could self-correct and improve their writing, demonstrating the potential of data-driven learning tools to promote autonomy and improve language awareness. However, the author emphasizes how important having a well-organized instructional design is, mostly to help students navigate English language learning challenges with a corpus.

The last study in this issue is Vahid Rahmani Doqaruni's work. His research is on the effect of teachers' age on their beliefs about action research. The discovery that younger educators are more open to professional development, pre-service teacher programs, and augmented reality than their more senior colleagues raises the possibility that generational disparities in viewpoints on professional growth and instructional strategies may impact the uptake of cutting-edge teaching strategies. The study emphasizes how age gaps must be more unified, and thoughtful teaching communities must be fostered through cooperative projects and institutional support for designing collaborative action research projects.

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Contributing to reflection on ELT, Angela Patricia Velásquez-Hoyos and Luis Herney Villegas López talk about how ELT communities must keep considering and implementing critical viewpoints into their teaching practices during the post-pandemic age. By integrating students' cultural aspects, identities, and more dynamic bilingual practices, ELT settings can be more inclusive, socially just, and transformative while promoting inclusive and multilingual language learning environments. Teachers, educators, and researchers must collaborate and pursue ongoing professional development to integrate these strategies successfully

and guarantee that ELT continues to be responsive to students' changing requirements in Colombia and abroad.

The evolving panorama of ELT in Colombia, as presented in the articles in this issue, emphasizes the necessity to include cutting-edge, student-centered methods to improve teaching practices. The articles presented demonstrate the ongoing need to embrace innovation, technology, and inclusive pedagogies to meet actual students' complex needs. These ideas demonstrate how modern ELT practices can improve engagement and efficacy, students' skills, digital tools, and data-driven approaches. Furthermore, there is a constant need to create collaborative and flexible teaching communities, especially to bridge generational divides and support further professional development. HOW journal, and ASOCOPI, still work hard to make this possible.

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