

**Editorial**

**Presentación del Dossier:**

## **Real Issues in Real English Classrooms**

*Problemáticas reales en aulas reales de enseñanza del Inglés*

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English Language Teaching (ELT) has been at the intersection of theory and practice. Nowadays, English teachers need a set of knowledge, competencies and skills that help them face the realities of classrooms. The variety of contexts where English is taught complicate the application of traditional pedagogical models. As Abdallah (2024) argues, ELT is constantly evolving under the pressures of globalization, technological innovation, and shifting educational paradigms, yet teachers continue to grapple with persistent challenges such as contextualized learning, literacy practices, and professional development. These challenges remind us that *real classrooms* are not the perfect spaces for idealized methods but dynamic spaces where teachers and learners negotiate meaning under innovations and emerging contexts, such as online teaching or specific contexts such as the connection between Physical Education and ELT.

Chotijah et al. (2025) identified a strong connection between 21st-century competencies and the SDGs by UNESCO, which, in the end, will lead classroom efforts to improve the quality of global education. Topics such as translanguaging and the integration of technology in digital platforms or applications make this collection a blend between the new and traditional ELT classrooms and realities around the world.

Recent research has emphasized the importance of examining local contexts and teacher agency to integrate them into the global community. For instance, Herreño-Contreras (2025) highlights how Latin American teachers confront inequities and limitations yet innovate through practice-based solutions that respond to their students' realities. This special issue brings together contributions from Latin America, but also realities from Africa and the USA. At the same time, the collection addresses some of these challenges in contemporary ELT:

- Equity and inclusion.
- Teachers' collaboration and their new roles in the English classroom.
- Technology and digital resources in English teaching

- Emotional and affective factors in ELT
- Emerging and innovative English teaching spaces

By presenting these issues within both global debates and local realities, this special issue might serve to bridge the gap between research and practice in new realities. We invite readers to explore the articles that expose classroom constraints and how classroom experiences can reshape theory and introduce innovations to improve English teaching. This collection confirms that ELT is not only about language teaching and learning but also about navigating the social, cultural, and institutional complexities of ELT in the 21st century.

Finally, we want to thank the authors who have trusted the Ñemityra Journal and the editors of this Special Issue and submitted their valuable research and work.

## References

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