

Editorial

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In this 28th issue of *GiST Education and Learning Research Journal*, we explore the intersection of innovative teaching practices, the integration of technology, the impact of community and context, and the well-being of educators and learners. Across the contributions from scholars in Thailand, Ethiopia, Turkey, and Colombia, a recurring theme emerges: the importance of leveraging diverse pedagogical strategies to address the evolving needs of students and teachers in a globalized and challenging educational landscape.

One of the key threads running through this issue is the focus on active, collaborative, and contextualized learning and the role of innovation in improving learning outcomes. The article by **Ruijuan Li, Sarit Srikhao, and Nirat Jantharajit** highlights how combining collaborative and active learning strategies can significantly enhance academic achievement and self-motivation among vocational students. This finding aligns closely with the work of **Johanna Marcela Sabogal Bedoya** and **Norma Constanza Durán Narváez**, who demonstrate the potential of community-based pedagogies when paired with visual literacies to improve writing skills in high school students. Both studies emphasize the transformative power of creating meaningful, contextually relevant learning experiences that engage students actively in their development.

The flipped classroom approach, explored by **Javier Rojas**, echoes this focus on active learning by shifting the traditional classroom dynamics. His findings reveal that flipping grammar instruction enables adult EFL learners to maximize their speaking practice during class, leading to increased confidence and grammatical accuracy. When juxtaposed with the study on mind mapping by **Hümeýra Uysal** and **Sabri Sidekli**, we see a shared emphasis on tools and strategies that empower students to take ownership of their learning. While flipped learning redefines how class time is used, mind mapping provides a scaffold for students to organize and develop their ideas, enhancing creative expression and writing skills.

Technology emerges as a common element in many of these studies, particularly in integrating digital tools to support student engagement and learning. **Mitiku Tasisa Dinsa** and **Essayas Teshome Taddese** examine how social media platforms like Facebook and YouTube can serve as valuable tools for improving speaking proficiency among EFL learners. Their study not only highlights a gap in students' purposeful use of these platforms but also underscores the exciting potential of social media to bridge the gap between formal and informal learning. Similarly, the flipped classroom study leverages audiovisual materials to extend learning beyond the classroom, offering an exciting perspective on how technology can enrich language learning experiences.

As we reflect on the insights offered in this issue, we are reminded of the importance of addressing the human dimension of education—particularly the well-being of educators. **Teshale Ayalew**, **Getachew Seyoum Woldemariam**, and **Adege Alemu** explore the factors contributing to job burnout among EFL teachers in Ethiopia, shedding light on educators' challenges in maintaining engagement and effectiveness. Their findings resonate with the broader emphasis on creating supportive and motivating learning environments, not just for students but for teachers as well.

The articles in this issue form a cohesive narrative about the interconnectedness of pedagogical innovation, contextual relevance, and the well-being of all stakeholders in education.

We thank the authors and peer reviewers whose contributions make this issue possible. Their dedication and expertise enrich our understanding of the dynamic field of English language teaching and learning. We invite scholars from around the world to continue contributing to GiST Journal, whether by submitting articles, participating as reviewers, or offering book reviews. Your support is invaluable to us, and we hope you enjoy this issue as much as we enjoyed creating it.