

# Editorial

Dear all,

Welcome to the latest issue of *ELT Research*! We are pleased to bring you another high quality issue packed with interesting articles, and characterized by a strong practitioner research element.

After a note from the ReSIG coordinators, the first four contributions portray different forms of teacher/practitioner research, namely, action research, exploratory practice, and lesson study. These include Emily Edwards, who highlights how engaging in action research can support English language teachers' long-term professional development. Emily draws on data provided by participants of an English Australia Action Research program that has run since 2010 and has already clearly had a very beneficial impact in encouraging sustained development in participants once the course has finished. Next, Judith Hanks and colleagues reflect on an exploratory practice event held at Leeds in May 2015. This brought together over 45 participants from around the world, with considerable input in particular from Brazil; the event was characterized by a discussion of how shared principles and key values can be put into practice. In the third article, drawing on her own experience of doing exploratory practice, Susan Dawson explores what it means to other practitioners and concludes that exploratory practice can contribute positively to continuing professional development. Another form of practitioner research is the subject of our fourth article, for in this Seyit Omer Gok reports on engaging English language teachers in lesson study in Turkey. Lesson study, an approach which originated in Japan, involves the collaborative planning, teaching, reflecting upon and analysing of research lessons.

The next three articles focus on innovation in different ways. In an interview based on his plenary at the 'Self in Language Learning' conference in Turkey 2015, Hayo Reinders talks with Ana Inés Salvi about learning beyond the classroom, arguing that we are at an exciting time in the history of education, with all sorts of opportunities for less formal learning facilitated by technology opening up. With regard to research methodology, our next article features Volha Arkhipenka reflecting on using narrative inquiry in her research with in-service teachers. She considers how it can support professional development, for both the researcher and the participating teachers. Next, Mehvish Saleem and her colleagues argue that research training courses should promote creativity. After making links between creativity and research, they raise implications for practice. In the eighth article in the volume, Andrea Kulmhofer reviews Brown and Clarke's book *'Successful qualitative research: A practical guide*

*for beginners'*. She discusses the book critically section by section, identifying its value to potential readers.

In the last four articles, our contributors share research experiences from East and West Asia, Africa, South-East Europe and the Middle East. First, reporting on empirical research in Taiwan, Yi-Mei Chen examines learners' attitudes (so often unfortunately neglected) towards communicative activities. Then, in an interview based on his plenary at IATEFL 2015, Harry Kuchah Kuchah talks with Mark Wyatt about addressing the challenges of teaching English in difficult circumstances, with particular reference to Cameroon. Next, Fauzia Shamim, a researcher who also has considerable experience of helping teachers in difficult circumstances, reflects on supporting action research in two different contexts, Pakistan and Saudi Arabia. She highlights implications for future projects that relate to teacher motivation and creating facilitative conditions for research. Our final article, by Simon Munford, who is based in Turkey, a national context where there has been considerable interest of late in teacher research, writes about why this kind of practitioner research should be published and how this process can be facilitated.

We would like to thank all those who have contributed to this issue and hope you enjoy reading it. As a new co-editing team we would also like to thank Richard Smith and Gosia Sky for their invaluable work as co-editors (with Ana Ines Salvi) of *ELT Research* for issues 26 to 30. We wish them all the best.

Don't forget, if you would like to contribute to *ELT Research*, please get in touch – [resigeditors@gmail.com](mailto:resigeditors@gmail.com). The deadline for Issue 32 is 15 June 2016.

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*ELT Research* Issue 31 editors' meeting  
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