

Editorial

Dear all,

We are delighted to bring you the 2017 issue of *ELT Research*, which, as with recent issues, is characterized by a strong practitioner research element. Highlights, indeed, include a section of researchers' stories. These include accounts that focus on the research methods used in the carrying out of investigations, as well as examples of research being written up in highly creative and original ways. Other features of this issue include conference and workshop reports, and an in-depth interview with a leading figure in the practitioner research movement, Anne Burns.

The first section, following a note from the ReSIG coordinators, is entitled: **Researchers' stories**. These open with Bethany Miall's account of using auto-ethnography to reflect on her experience of the CELTA, which Bethany took while studying towards a Master's degree. Bethany reports that using this methodological approach was highly valuable as it led to deeper insights into her learning than she might otherwise have gained.

Next, Susan Dawson chronicles her experience of using exploratory practice with EAP learners while she was studying for a PhD. Her engaging narrative, fast-forwarding the reader through 10 hectic weeks, raises various issues, including those that relate to ethics, which she then reflects upon.

The following story by Marianna Goral also draws upon experience with exploratory practice. Working in an EAP context, Marianna reports on involving seven successive cohorts of undergraduate exchange students as 'learner-practitioners' becoming 'topic experts' and discussion board administrators' on her course; the learners seemed to embrace these new responsibilities and benefit from them.

Involving students in taking on new roles is also central to the next account. This is provided by Elena Ončevska Ager, who shares her experience of sensitizing pre-service teachers to research writing through engaging them in 'research storytelling', i.e. sharing someone else's completed research through a creative narrative; the learners generally seem to have valued this.

Creativity is also central to the next account, this provided by Loreto Aliaga-Salas, who explores innovative formats for research dissemination, specifically drawing upon visual representation. Invoking her own research journey, she considers photographs, diamond poems, posters and storytelling as ways of sharing research.

The next account is also centred on a research journey. Robert Cooper reflects on how academic studies that had focused in one module on English as a lingua franca had encouraged him to question his teaching practice and engage in practitioner research, this process helping him on his research path.

The final researcher's story in this section also focuses on the research process. Nikolina Vaić reflects on ethical issues relating to using social media for research purposes and considers the potential benefits for both participants (making friends) and researcher (access to wonderfully rich, dynamic data).

Following these researchers' stories, we present an **interview** with Anne Burns, conducted by Mark Wyatt. Anne reflects on transformative examples of action research she has been involved with, her experiences of mentoring action researchers and working with developing networks.

We then present a series of **conference and workshop reports**, these reflecting in part the geographical spread and range of activities of ReSIG and ReSIG-supported events: <http://resig.weebly.com/events.html>. This section commences with Laura Aza, Débora Izé Balsemão Oss and Richard Smith reflecting on a teacher-research conference that was held in Chile in March 2016, followed by Yasmin Dar's reflections on a similar event that was held in Istanbul in June 2016. Both of these conferences attracted large numbers of enthusiastic participants.

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Next are reports on one-day events. Mariana Roccia reflects on a Pecha Kucha event held at the University of Warwick in August 2016; Kenan Dikilitaş reports on the launch of a British Council publication in Ankara, Turkey, on the state of higher education in that country; Züleyha Ünlü recounts giving a workshop on grounded theory at a University of Warwick post-graduate conference in June 2016.

Continuing with a research methodology (and Warwick) theme, our final report in this section is of Steve Mann's ReSIG PCE event at the IATEFL conference in Birmingham in April 2016. This was entitled: 'Conversations with a purpose: Reflecting on interviewing in EFL research'. In their contribution to this issue, Christina Gkonou and Sian Etherington, the co-organizers of Steve Mann's PCE, reflect on it.

Our final article in this issue of *ELT Research*, under the section title **On the Internet** (and consistent with our story theme), is 'TESOLacademic.org - our ever changing story' by Huw Jarvis. Huw describes the development and growth of his website www.TESOLacademic.org as a space for making research more accessible through different channels.

We would like to conclude this editorial by thanking all those who have contributed to this issue and by extending our hopes that you enjoy reading it. We would also like to thank Sandie Mourão, who co-edited *ELT Research* 31 (with Ana Inés Salvi and Mark Wyatt), before stepping down. Harry Kuchah Kuchah has joined us in her place to co-edit issue 32.

Looking to the future, we would like to remind you that if you would like to contribute to *ELT Research*, please get in touch – resigeditors@gmail.com. The deadline for Issue 33 is the end of June 2017. We do welcome diverse contributions representing a wide range of methodological standpoints, not just those represented in this or previous issues. So if you have an idea for a contribution that you think might be of interest to IATEFL ReSIG members, please do share it with us.

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