

ELT Classroom Research Journal



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ELT Classroom Research Journal (ELTCRJ) is for teachers and language educators, devoted to discussions and research on classroom English language teaching and development, especially as it relates to the global spread of English language teaching and learning.

Our global readership will include teachers of English as a second language, TESOL teachers, linguists, educators and anyone with an interest in English language teaching research in global contexts.

This journal is a refereed publication that aims at providing free online access to our readership on advances and research into the classroom teaching of English to speakers of other languages.

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We further wish to thank our anonymous peer-reviewers, without whose scholarly collaborations and collegial insights we could not have realized this publication.

Foreword

This inaugural issue of the *ELT Classroom Research Journal* has been long-awaited by many classroom English language teachers, particularly those in “library-poor settings.” The *Journal* aims to address the issue that Farrell (2016, 352) identifies as follows:

from the teachers’ perspective, what is missing from the literature are research reports that are accessible to teachers or reports about what language teachers themselves think about what they do: research *with* teachers, *by* teachers, and *for* teachers

(emphasis in the original).

There are a few journals available that incorporate terms such as “Action Research” or “Teacher Research” in the title, but these rarely offer pragmatic investigations of the ELT classroom and so generally are of limited benefit to the TESOL (Teaching English to Speakers of Other Languages) community. The esteemed “gap in the literature” is the *raison-d’etre* of most scholarly journals, rather than addressing immediate issues in teaching and learning. Similarly, deep-drill statistical analysis and meta-analysis of previous studies have their place in the research scholarship, but are of limited interest to most classroom teachers.

A particular focus for the *Journal* is grounding in the classroom. There are plenty of journals open to scholars writing their studies *about* language learning, but few are ready to accept papers from language learning classroom teachers *focusing on* the issues teachers face *with their* learners. Teachers often lack research funding, time, and experience with scholarly research methodologies. Requirements for extensive literature reviews, formulaic writing models, and high desk rejection rates do not help teachers share their classroom understandings. Instead *ELTCRJ* offers a mentoring model for submissions, assisting teachers to move beyond poster displays to journal publication.

We are very pleased that this founding issue of our journal features articles from across the English as a Foreign Language map, including Cambodia, Egypt, India, Nepal, Sri Lanka, Thailand, and Tunisia. Special thanks go to Erzsébet Ágnes Békés and the team at MenTRnet for connecting us with teacher-researchers they mentor, some of whom have contributed to this issue. We look forward to future collaborations, and in the interest of encouraging teachers to mentor others in research, offer this brief introduction of that group here:

MenTRnet (<https://mentrnet.net/>) is an international free-to-join community of practice/network for mentors of teacher-research in the field of TESOL which has grown up organically since 2020 and now numbers 260+ members. MenTRnet organizes monthly online support group meetings, yearly introductory workshops and an annual ‘Teachers Research!’ conference in association with IATEFL Research SIG.

We hope you enjoy reading this first issue of *ELT Classroom Research Journal*, and invite you to consider sharing your own classroom investigations with our readers.

References

Farrell, T.S.C. (2016). Teacher-Researchers in action. *ELT Journal*, 70(3), 352-355.
<https://doi.org/10.1093/elt/ccw034>

