



ELT Classroom Research Journal



**Vol 2, Issue 1
May, 2025**

ELTCRJ.com

TIRF Kathleen M. Bailey Teacher-Research Award

Empowering English Language Educators Through Research



The TIRF Kathleen M. Bailey Teacher-Research Award honors Dr. Bailey's dedication to English language education by supporting teachers in conducting classroom-based research. The award aims to foster the creation of new knowledge about language teaching and learning and to develop research skills among educators.

KEY DETAILS



Award Amount: \$1,000

Application Deadline: Monday, June 9, 2025

Eligibility: Open to practicing teachers of English as a second, foreign, or additional language worldwide, including dual-language immersion teachers. Teachers at all levels of instruction and with varying degrees of teaching experience are encouraged to apply.

Use of Funds: Funds may be used for research-related expenses or professional development activities, such as conference registration fees, travel, and accommodations.

CONTACT US

Learn more by scanning the QR code or visiting www.tirfonline.org/bailey-award.

info@tirfonline.org



AWARD FEATURES

Mentorship: Awardees will receive mentoring services from TIRF to support their research endeavors.

Professional Growth: Engage in meaningful research that can inform and enhance your teaching practices.

Global Recognition: Join a community of educators dedicated to advancing English language education.



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 includes teachers of English as a second language, TESOL teachers, trainers, 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.

For electronic submission
and to read more, please visit
<https://eltcrj.com/>

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ISSN: 3059-054X



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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 second issue of the *ELT Classroom Research Journal* (Volume 2, Issue 1) has seen some of the growing pains of any new activity – after a fervent beginning, things become more difficult (sometimes called a “sophomore slump” in US-based sports).

Part of the challenge has been staying true to our calling, instead of accepting manuscripts further from our theme of “research reports that are accessible to teachers or reports about what themselves think about what they do” (Farrell, 2016, 352).

You will notice on the “inside cover” of this issue the invitation for applications for TIRF Kathleen M. Bailey Teacher-Research Award. We are very pleased to see this new grant for Teacher-Researchers, too often overlooked in the competitive battles for “scholar research grants.” As mentioned last issue, there are also few journals available that focus on “Action Research” or “Teacher Research” specific to ELT, and these rarely offer pragmatic investigations of the ELT classroom. The esteemed “gap in the literature” is the *raison-d’etre* of most scholarly research, rather than addressing immediate issues in teaching and learning.

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.

This issue of our journal features articles from across the English as a Foreign Language map, including Myanmar, Spain, Lithuania, Mexico, Korea, and Nepal. 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 issue of *ELT Classroom Research Journal*, share the publication with others, and we warmly 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>



