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## Editorial

It has been a pleasure for us to edit this 12<sup>th</sup> volume and Special Issue of the *University of Sydney Papers in TESOL*, focusing on action research. We were delighted to receive such a strong response to our call for papers from teacher researchers in so many places and contexts, and on such a diversity of topics. We feel that the final papers within the volume reflect this diversity, including action research conducted in Australia, New Zealand and Poland and in various types of English language learning contexts.

This volume provides illustrations of how teacher-researchers can go about designing and conducting action research projects in different ways to explore their own pressing questions around teaching and learning, together with their students. We hope that other teachers might be inspired by these examples to investigate their own practices, and that the body of published teacher research continues to grow, both in Australia and internationally. The volume also further contributes to the theme of emerging research spaces for teachers and other stakeholders within the ELT sector in Australia, as introduced by the journal's 2016 Special Issue, edited by Patrick Pheasant and Lydia Dutcher.

In addition to the benefits of action research at the 'micro' (teacher, student and classroom) level, in Australia there now seems to be a developing culture of action research at the 'meso' level (within ELT institutions) as well as at the 'macro' (ELT sector) level more broadly. This development is evidenced by the two contributions from UTS:INSEARCH teachers in this Special Issue, and we strongly encourage the continuous development of such research cultures in ELT institutions. Part of the support required in these cultures is mentoring teachers in the process of writing up the research for academic publication, and we are very grateful to Brian Paltridge for sharing his expertise through two workshops for Sydney-based authors.

Alongside reports from teacher-researchers, we are proud to have contributions from two giants in the field of teacher research: Anne

Burns, who has provided a brief history of the development of action research together with an overview of the articles in this issue, and Simon Borg, who has offered an opportunity for reflection with some practical advice for all teacher-researchers.

We sincerely thank our seven contributors for their dedication to the writing and editing process, and also the peer reviewers, who came from all over the world, as experts in both action research and a range of TESOL topics. Our thanks also go to Brian Paltridge, Marie Stevenson and David Hirsh for their invitation to guest edit this Special Issue, and for their support, expert advice and guidance throughout the process.

Guest Editors  
**Emily Edwards**  
**Katherine Brandon**

## THE GUEST EDITORS

**Emily Edwards** is an ESL teacher and Lecturer in Education, and has just completed her PhD in Education (TESOL) from the University of New South Wales in Sydney, Australia. Her PhD study explored the impact of action research on the professional development and identities of experienced English language teachers in Australia. In 2012, she took part in the Action Research in ELICOS Program, and benefited greatly from the mentoring provided by Anne Burns and Katherine Brandon on the program. This experience inspired her PhD research, and her on-going interest in action research. Her recent work on action research has been published in *TESOL Quarterly*, *ELT Journal*, and *Innovation in Language Learning and Teaching*.

**Katherine Brandon** has more than 30 years' experience in teaching, teacher training and curriculum development in New Zealand, Australia, Japan and Egypt. In a former role as Professional Support & Development Officer at English Australia (an association of schools

teaching English to international students) Katherine developed and implemented the national Action Research in ELICOS Program with Anne Burns. In 2013 she, along with Anne Burns and Hanan Khalifa (Cambridge English Language Assessment), received the International Education Association of Australia's Excellence Award for Innovation for the Program. She is currently an ELT teacher and consultant in Sydney, Australia.

#### **ADDRESSES FOR CORRESPONDENCE**

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