25 YEARS OF *ELTED*

Richard Smith

English Language Teacher Education and Development (ELTED) Journal has been published now for 25 years and celebrates its Silver Jubilee in 2020. This provides me with an opportunity, in my twentieth year on the Editorial Board and as its Chair since 2009, to thank all those who've supported the journal over the years, as editors, editorial board members, reviewers, administrators, and, of course as contributors and readers! Particular thanks go to Judith Kennedy, who founded and led the journal until her retirement in 2009, and Natalie Sharpling, who has been the Chief Editor over the last decade. Alongside them, many other people have made the journal a success, including but not limited to the original Editorial Board members – Evdokia Karavas-Doukas (until 1998), Corony Edwards, Chris Kennedy and Julia Khan (all until 2004) – and their replacements over time: Ema Ushioda (since 2006), Steve Mann (from 2008), Peter Brown and Annamaria Pinter (since 2009), Darío Banegas (from 2014), and finally Jo Gakonga and Troy McConachy (from 2016). Warwick students Gosia Sky and Erkan Kulekci, and former colleague Tim Kelly, have also rendered service to the journal in the past, not least in its pioneering transition to Open Access online publication from the mid-2000s onwards.

The first volume of *ELTED* came out in spring 1995 and was edited by Judith Kennedy with Corony Edwards. As can be seen from the Appendix below, which provides an overview of editors and a means of easily browsing contents from all past issues, Judith and Corony were together the journal's prime-movers in its early years, Judith at the Centre for English Language Teacher Education (CELTE), University of Warwick, and Corony at the Centre for English Language Studies (CELS), University of Birmingham. Indeed, until Corony moved on in 2006, the journal was jointly published by CELTE and CELS, with full responsibility for publication being taken on by Warwick from then until the present. From the beginning, the journal was intended not to be UK-centric but international in scope, and in the early years this was often fulfilled by inviting former Birmingham and Warwick students from around the world to write articles based on worthy MA dissertations. Other articles were often commissioned from international experts known to the editors. From volume 10 (2007) onwards, the journal – having gone fully online – could be publicized more widely, for example via the British Council's ELTeCS network, and many more unsolicited contributions began to be received from around the world, necessitating more peer-reviewing. Even with this, however, mentoring potential contributions towards publication has remained a central editorial concern, as has opening up spaces for those who might not otherwise consider writing in an academic journal, for example under 'Action Research' or 'ELTED around the world' or by encouraging reflective reports by teachers and teacher educators.

ELTED continues to welcome contributions which are innovative in form and not necessarily academic in a conventional sense (see our special 20th issue (2016) for examples), so long as their focus is on some aspect of teacher education or teacher training and/or on teachers' professional development (this, of course, is *ELTED*'s remit – and it remains unique as an international peer-reviewed journal specifically devoted to research into ELT teacher education and development, even while welcoming reflective reports).

In a conversation about the journal in *ELTED* Volume 11 (2008) between Judith Kennedy, myself and Ema Ushioda, Judith noted the advantage *ELTED* has over publisher-owned journals in this area of freedom to innovate, although she also noted the difficulty of maintaining institutional support and academic legitimacy through the changes that have beset UK Higher Education over the years. One such change, since 2008, has been the transformation of CELTE into the Centre for – and now (from 2020) the Department – of Applied Linguistics. While ELT teacher education has at times had to take second place during this period, we have brought it through and it has survived well, indeed been strengthened. Now seems a good time, though, for us to think once more about broadening the *ELTED* editorial base and rejuvenating, too, to ensure the journal's future.

In the meantime, I invite you to peruse the past articles below and the articles in the present issue, which has been ably edited by Natalie Sharpling, with the assistance of Jason Anderson.

Appendix: 25 years of *ELTED* volumes

Vol.	Date / Editors	Contents
1	1995 (spring) Corony Edwards & Judith Kennedy	**Articles** • Understanding the gap between teachers' theories and their classroom practices: An investigation of teachers' attitudes towards error correction and their classroom error correcting behaviour - Evdokia Karavas-Doukas • Problems and solutions for trainee teachers reading academic articles in English - Yang Ruiying and Corony Edwards • Developing a distance education in-service programme in Namibia -Lorraine Lawrence • Learning from the marginal teacher - Judith Kennedy **Action research** • Investigating the potential uses of teacher initiated research in improving the professional situation of part-time teachers - Rachael Roberts • "This is my portfolio" - Portfolios in EFL teaching in Finnish upper secondary schools - Pirjo Pollari
2	1996 (autumn) Corony Edwards & Judith Kennedy	**Articles** • Roles for Trainers and Trainees in Computer - Mediated Courses - Hilary Nesi • Some Implications for Overseas Centres of the Revised RSA/UCLES CTEFLA Syllabus - Fiona Copland • Do Teachers Modify their Speech according to the Proficiency of their Students? - David Owen • The Role of the Foreign Teacher as Agent of Change and Implications for Teacher Education Programmes in Chinese Teacher Training Colleges - David Kennedy • Language Awareness Workshop : a Teacher Training Programme Component in the Project of Special English for Romania (PROSPER) - Sorin Baciu and Elena Savu • Teacher Roles in Curriculum Reform - Chris Kennedy **Action research** • Modifying Pairwork Activities to Encourage the Use of English and Communication Strategies: an Action Research Project William R. Pellowe **ELTED around the world** • Content Teaching in English as an Inset Programme for Afrikaans Speaking Teachers in Gauteng Rinelle Evans
3	1997 (autumn) Corony Edwards & Judith Kennedy	**Articles** • Perceived needs and wants of teachers and trainers in INSET provision in St. Petersburg, Russia. Maria Ilyushina • Long-distance Observations: Using video to assess classroom competence in distance-learning TEFL/TESL candidates. Lori E. O'Rorke • Modern Foreign Languages in Primary Schools - A comparison of four national schemes. Anastasia Sissy Gika • The Evaluation of Teachers' guides - design and application. Michael Hemsley • Research Methods as part of English Language Teacher Education? Steven McDonough **ELTED Around the world** • The Korean National Project for the introduction of ELT to Primary State Schools. Hyun-Ok Lee
4	1998 (autumn) Corony Edwards & Judith Kennedy	**Articles** • Language Awareness: Practices and Progress. Phillip Kerr • Hard Minds and Soft Hearts: The Assessment of Teaching Practice. Judith Kennedy • "Friend is Treasure". An account of a pilot keypal project for Korean children. Jachee Choi and Hilary Nesi • Staff Appraisal in Education: Perceptions and Practices across Cultures. Saima A. Asghar • The Impact of Social Context on the Development of Teaching Skills and Self-Growth: Two Cases. Paul Rouamba

5	2000 (summer) Corony Edwards & Judith Kennedy	**Articles** • Towards collaborative action research in writing academic English - Andrew Barfield • Cross-cultural awareness raising in TEFL pre-service preparation courses - Pei-Lin Lee • Fluency, conformity and accuracy: a three way distinction - Dave Willis • The attitudes of teachers towards the role of accent and intelligibility in pronunciation teaching in Taiwan - Chuan-Yang Lee
6	2002 (summer) Richard Smith	**Articles** • Supervising Reflective Teacher Development Practices. Flávia Vieira and Isabel Marques • A Study of Teachers' Concerns When Implementing an Innovation in Taiwan. Chia-Chen Wu • Improving Motivation in Oral Communication Classrooms in Japan: an Action Research Project. Christine Kuramoto • Error Identification by Korean Teachers of English. C. Craig Bartlett • Learning to Teach English for Academic Purposes: Some Current Training and Development Issues. Gerard Paul Sharpling
7	2002 (winter) Judith Kennedy	**Articles** • Teacher Guided Reporting in a Primary Literacy Context: The Stepping Stones of Mode and Interaction. Sheena Gardner • Exploring CertTESOL Tutors' Beliefs on Effective Teaching. Catherine Rosenberg • Developing Intuition in Marginal Trainees on Teaching Practice. Judith Kennedy • What Should go into a MA TEFL Programme? Teachers' Evaluations of the Taught Components of a Sample Programme. Corony Edwards and Charles Owen • Investigation into Awareness-Raising Effect of Rythmical Clap Activity used in Pronunciation Teaching to Young Learners. Yusuru Miyamoto • Primary School English Teaching in China – New Developments. Wang Qiang
8	2004 (autumn) 'Cross-cultural concerns in English Language Teacher Education and Development' Gerard Sharpling & Richard Smith	**Articles** • Introduction - Gerard Sharpling and Richard Smith • Intercultural Experience and Teachers' Professional Development - Qing Gu • Gender Issues in Teacher Development: Career Choice and Commitment in Oman - Auhoud Albelushi • Global Issues and Global Values in Foreign Language Education: Selection and Awareness-raising - Nadezhda Yakovchuk • Teacher Differences in Perception of Student Error - Ilana Salem • Inter-cultural Issues in Testing Chinese Students' Writing - Gerard Sharpling • Lionel Billows (1909 – 2004): In memoriam - Richard Smith, with Alan Maley
9	2006 (winter) Richard Smith	**Articles** • School as a Learning Community: Professional and Personal Growth of Teachers through Mentoring - Ayşegül Daloğlu • The Personal and Social Meaning of Becoming a Qualified Teacher: Participants' Voices - Jon Roberts • Tracing the After-life of Teacher Development Programmes: Reopening Closed Chapters - Rama Mathew • Different Perceptions of Pre-service English Teachers' Strengths and Weaknesses in the Practicum: A Case Study in Turkey - Nurdan Gürbüz • 'Only "Real" Teachers Attend': Some Suggestions for Pre-service Engagement in Professional Development - Kate Mastruserio Reynolds and Kelly Conroy **ELTED around the World** • Professionalism in English Language Education in Japan - Kizuka Masataka
10	2007 (winter) Annamaria Pinter & Gerard Sharpling	**Articles** • Allowing for Learning: A Critical Issue for TESOL Certificate Course Tutors - Caroline Brandt • Teachers' Needs: An Important Factor for Longer-term Sustainability of Crosscultural INSET Programmes - Chunmei Yan • Exploring Five Mexican English Language Teachers' Perceptions of their Professional

		Development and its Relation to Autonomy - Diana Pena Munoz • Shanghai in the Spring Time: A Personal Reflection on the Shanghai English Language Teacher Improvement Project (SETIP). - Rose Woodford (with Nely Wang) • Exploring 'Teacher Stress' in Non-native and Native Teachers of EFL. - Elham Sadat Mousavi • Is Teacher Education Making an Impact on TESL Teacher Trainers' Beliefs and Practices of Grammar Teaching? - Su Hie-Ting **ELTED around the World** • Sharing Examples of Existing Successful Practice in ELT Associations in East Africa. - Fredrick Odhiambo and Daniel Oloo Nganyi **Book Review** • Teacher Cognition and Language Education: Research and Practice by Simon Borg. - Hugo Santiago Sanchez
11	2008 (winter) Judith Kennedy & Ema Ushioda	**Articles** • Towards a pedagogy for empowerment: The case of 'impostor syndrome' among pre-service non-native speaker teachers in TESOL - Eva Bernat • Pre-service ESL teachers' instructional discourse during one-on-one tutoring - Vicky Giouroukakis, Andrea Honigsfeld, Jacqueline Endres-Nenchin and Lisa Peluso • Class participation in a teacher training college: What is it and what factors influence it? - Dafne Green • Studying discourse analysis: Does it have an impact on trainee English language teachers? - Ramona Tang • Process versus product? Personal reflection and experimentation in task-based learning with the Hiroshima Teacher Trainees 2008 - Clari Searle • Changing approaches to teaching grammar - Sheena Gardner • Evolving academic journal editorial systems - John Adamson and Theron Muller • Taking stock of *ELTED* (A conversation) - Judith Kennedy, Richard Smith and Ema Ushioda
12	2009 (winter) Steve Mann, Peter Brown & Gerard Sharpling	**Articles** • Building up literary reading responses in foreign language classrooms. - Hugo Santiago Sanchez • Reflecting in and on post-observation feedback in initial teacher training on certificate courses - Fiona Copland, Georgina Ma and Steve Mann • Writers' groups for MA TESOL students: Collaboratively constructing a model of the writing process - Sarah Haas • From the bottom up: A case study of teacher training in a Thai school in North-Eastern Thailand - Steven Graham • Content knowledge in teacher education: Where professionalisation lies - Dario Luis Banegas • From liberal ostrichism to transformative intellectuals: An alternative role for Iranian critical pedagogies - Sima Sadeghi and Saeed Ketabi • Directing learner attention to language knowledge and language use in the EFL classroom: The voice of an expert teacher - Wendy Lam **Book Review** • Novice language teachers: insights and perspectives for the first year, edited by Thomas S.C.Farrell. - Elaine Hau Hing Tan
13	2010 (winter) Special issue: 'Teacher development, testing and assessment' Gerard Sharpling & Gosia Sky	**Articles** • Introduction to special issue: Teacher development, testing and assessment - Gerard Sharpling and Gosia Sky • Evaluating the testing course in an MA in ELT - Mike Orr • In-service teacher portfolios: Participant views on assessment - Ravinarayan Chakrakodi • The purpose of English language teacher assessment in the English-speaking primary school in Cameroon - Achu Charles Tante • Summative evaluation of an English language testing and evaluation course for future English language teachers in Turkey - Çiler Hatipoğlu

		Book Review • *The TKT Course,* by Mary Spratt, Alan Pulverness and Melanie Williams - Darío Luis Banegas
14	2011 (winter) Gerard Sharpling & Gosia Sky	**Articles** • Collaborative video enquiry in MA TESOL coursework: "Working together to improve ourselves" - Laura Baecher • Mandatory in-service training for Japanese teachers of English: A case study - Gregory Birch • Action research on feedback on EAP writing: teacher-student oral conferencing in a higher education context in Turkey - Wayne Trotman • Reflection on the use of poetry in developing reading comprehension in an EFL classroom - Salma Ainy • Personal reflection on the impact of researching children on my own professional development - Samaneh Zandian
15	2012 (winter) Gerard Sharpling & Gosia Sky	**Articles** • English language teacher education and contrastive rhetoric - Laura M. Colombo • A study of the trainer-collaborator role in collaborative interaction between teacher trainers and trainee teachers: The case of English language teacher education in Vietnam- Ta Thanh Binh • L2 writing feedback: Alignment of instructional planning and implementation - Hazlina Abdullah & Harison Mohd. Sidek • Positive attitudes towards non-native speaker teachers of English - Jane Jenvey • Teacher talk and managing social relations in Philippine university classrooms - Mabelle Victoria • Exploring in-service English language teacher trainees' and trainers' practice and beliefs in Northern Cyprus - Gülşen Musayeva Vefalı & Çiğdem Tuncergil • The impact of mentoring on primary language teacher development during the practicum - Stella Kourieos • Language anxiety, motivation to learn and pedagogical preferences: The case of Malaysian pre-service teachers of English - Mary Siew-Lian Wong
16	2014 (spring) Gerard Sharpling & Gosia Sky	**Articles** • "Seeing" second language pre-service teacher learning through the conceptual metaphor of teaching and learning in teaching practicum dialogic blogs - Ekaterina Arshavskaya • The authenticity continuum: Empowering international voices - Richard Pinner • A case study of narrative inquiry within EFL teacher education in Argentina - Maria Cristina Sarasa • Are you sure you don't have any questions? Dialogic teaching as a way to promote students' questions - Reem Doukmak • Musicians in the language classroom: The transference of musical skills to teach "speech mode of communication" - Kim Rockell & Merissa Ocampo
17	2015 (winter) Gerard Sharpling	**Articles** • (How) Should we inform learners of lesson and activity aims? An action research project conducted with young adults studying for an English studies degree in a German university - Clare Fielder • Assessment *of* or *for* learning? Developing a new approach to assessment as a teacher-researcher: A guide for in-service teacher training programmes - Saeedeh Haghi • Exploring team teaching and team teachers in Korean primary schools - Jaeyeon Heo & Steve Mann • Publish and be damned: Institutional pressure to conduct research and be published in Thailand - Steve Graham • A reflection on the use of advertisements in enabling language learning in the EFL classroom - Maria Stamatelou
18	2015 Gerard Sharpling	**Articles** • Developing teacher language awareness via in-service training: trainers' beliefs - Daniel Xerri • Becoming a better teacher in the writing class: a case study of a writing tutor in a university in China - Fu Bei

		• Transnational English language teaching: opportunities for teacher learning and development - Sarina Chugani Molina • Counting the words that count – using a lexical analysis tool to explore feedback to student teachers - Doreen Spiteri • The facilitation of reactive teaching during pre-service teacher education - Mike Chick • Why and how to include textbook analysis in language teacher education programs - Eva Waltermann & Claire Forel
19	2016 Gerard Sharpling	**Articles** • Reflexive themes in context: a case study in Japan - Hugh Scott Smith & Alexey Kukharuk • Task-based learning in language teacher education - Bill Littlewood • Why practice makes perfect sense: the past, the present and potential future of the PPP paradigm in language teacher education - Jason Anderson • Special educational needs in English language teaching: towards a framework for continuing professional development - Robert J. Lowe • A survey of teacher-generated reading comprehension questions: the case of a district-wide training course in Beijing - Jingli Jiang & Gerard Sharpling • Using awareness raising activities on initial teacher training courses to tackle 'native speakerism' - Marek Kiczkowiak, Daniel Baines & Karin Krummenacher **Book review** • *English Language Teacher Education in Chile: A Cultural Historical Activity Theory Perspective* - Luis Carabantes Leal
20	2016 Special issue: 'Innovative Writing in English Language Teacher Education and Development' Darío Banegas & Richard Smith	**Contributions** • *Darren Elliott* - Exploring the possibilities of reporting teacher research through comics • *Mark Wyatt* - Surrendering during a bad research interview; Hamming it up in an observed lesson • *Ana Inés Salvi, with Cong Wang, Yu Li, Chenhao Lu, Yidan Wu, Shenyu Ye, Yimeng Zhao, Kaizhen Qiu and Wenxin Cui* - Involving EAP students in sharing their educational experience and development via arts-enriched methods • *Mandana Arfa Kaboodvand* - Dear diary • *Mark Wyatt* - Expressing research experience through pattern poetry • *William M. Sughrua* - Alternative academic writing in ELT research: Backstepping into the narrative turn so as to render issues of teacher professionalization • *Ribut Wahyudi* - Becoming an empowered EFL teacher: A critical self-reflection of professional development • *Patrick Mthethwa* - Expanding English language teachers' knowledge repertoire • *Miguel Cerna* - Reflective innovations to overcome challenges in a Chilean action research project: My personal reflections • *Richard Smith, Deborah Bullock, Paula Rebolledo and Andrea Robles López* - 'By teachers for teachers': innovative, teacher-friendly publishing of practitioner research **Book reviews** • *Darío Luis Banegas* - *Teacher Stories: Stories from the Edges of Language Teaching* • *Richard Smith* - Anti-review to an anti-review
21	2018 Gerard Sharpling	**Articles** • *Sue Leather* - How does a virtual community of practice for teacher trainers impact on their professional practice? • *Brenda Malkiel* - Developing empathy through role reversal: a personal case study. • *Huy V. Phung* - Leveraging open educational resources for secondary English teacher development in Vietnam. • *Anitha Devi Pillai and Linda Hanington* - Supporting pre-service teachers' development as writers and writing teachers. • *Gimena San Martin* - A supervisor's scaffolding strategies in EFL teacher education: a case study in Argentina. • *Jason Anderson* - The role of initial teacher training courses in the professional development of experienced non-native-speaker English language teachers. • *Fadel Alsawayfa* – A journey in learning and teaching drama through poems: An

		autoethnography of self and beyond. • *David Gerlach* - Reflective Tasks: An approach to integrating reflective practice in (foreign) language teacher education and development. **ELTED around the world** • *Kuchah Kuchah and Richard Smith* - An invitation to Teacher Association Research. **Book review** • *Malba Barahona and Francisca Hernandez* - Review of Banegas, D. (ed). (2017). *Initial English Language Teacher Education: International perspectives on research, curriculum and practice*. London: Bloomsbury.
22	2019 Gerard Sharpling	**Articles** • *Jane Evison and Lucy Bailey* - Going beyond *us* and *them*: exploring the pronoun use of professionalising English language teachers in East Asia. • *Anna Krulatz* - Content based instruction in teacher education: re-shaping pre-service teachers' beliefs about language teaching. • *David Wood* - Practicum host teachers in TESL education in Canada: effects on the hosting experience. • *Ross Crichton, Adam Edmett and Steve Mann* - Video based observation and feedback for Thai in-service teachers: the mentor's role. • *Christian Burrows* - Western EFL university teachers' construction of a sense of identity at a university in Japan. • *Christina Nicole Giannikas* - New technologies and language teacher education: are we there yet? **ELTED around the world** • *Sagun Shrestha* - A success story conference: what, why and how?