

August 15,
2020

Call for Papers: Special Issue on *Engaging Research in ELT*

Guest editors: Judy Sharkey, Becky Kelly, Kamala Nasirova, & Sümeyra Gök Gulmezoglu, University of New Hampshire

SPELT Quarterly Journal (SQJ) is a double-blind peer-reviewed practitioner-oriented Journal published quarterly and registered under ISSN: 1815-7661 and DC (S)/Press 45/2000.

It is the journal of the Society of Pakistan English Language Teachers (SPELT)

<https://spelt.org.pk>

The December 2020 issue is planned as a special edition on '*Engaging Research in ELT*'

This special topic of *SQJ* celebrates SPELT's commitment to supporting teachers as intellectually curious professionals and building sustainable, inclusive learning communities where researchers, practitioners, administrators, and students work together to advance the field.

Engaging Research in ELT, highlights the ways that ELT professionals read, interpret, design, and/or conduct research. The call is an invitation to *SQJ* readers (practitioners, researchers, administrators) to enter a stimulating, professional dialogue, one that evokes Graff and Birkenstein's (2010) popular academic writing book, *They Say / I Say*. The authors argue that "writing well means entering into a conversation with others. . . . [It] means engaging the voices of others and *letting them in turn engage us* (emphasis added)" (p. xvi). In a similar vein, *Engaging research* is a call for researchers and practitioners to be in dialogue with each other and to see their work (research, practice) and professional identities (researcher, practitioner) as mutually informing and beneficial to ELT. *Engaging research* is a type of co-created praxis, where shared reflection + action leads to transformation.

Authors are encouraged to address one of the following guiding questions:

1. ***How do teachers—from novice to experienced veterans, engage research to inform their practice and overall professional development?*** The answers range from individual pursuits such as conducting classroom research and/or using published research to inform curriculum design and analyze student learning in new ways to collective endeavors such as researcher-practitioner collaborations and professional reading circles.
2. ***How do researchers engage teachers and the realities of their contexts and challenges when designing and reporting their research?*** This question challenges researchers to demonstrate how their inquiries address pressing issues relevant to and reflective of the daily realities of teachers, their students, and their communities.

Single and multi-authored submissions are welcome.

Submission Categories

We welcome the submission of original articles on ELT in the following categories.

1. **Theoretical/ Conceptual Studies (4000-5000 word count)**
For practitioners these might be essays on how a particular research study caused you to reconceptualize your practice and/or better understand your students' needs

and learning. Or it might be a narrative inquiry or autoethnography of one's professional journey. For researchers, these might include conceptual analyses of what it means to do engaging research; it might be a critical inquiry into "relevance." For researchers-practitioners writing together, these could be essays that describe and theorize your R-P collaborations, relationships, and shared learnings.

2. Empirical Studies (4000-5000 word count)
Contributions include but are not limited to action research projects, cases of exploratory practice (see D. Allright's work), and research on teacher learning, teachers' voices and perspectives regarding research.
3. Materials and Methods in Language Teaching and Learning (1000-1500 word count)
Contributions to this section must focus on materials and methods that support research-practice/practitioner-researcher collaborations. They might be reviews of teacher researcher books and materials or they might be descriptions of professional learning communities (PLCs) that the authors have designed and/or experienced. Or, they might introduce readers to a particular kind of methodology or approach to practitioner inquiry.
4. Classroom Reflection (2000-2500 word count)
*Contributions to this section start with a rich description of a classroom vignette that led the author to an **engaging research** experience. For practitioners, perhaps this was a curious interaction with a student that inspired you to seek out research literature that you would not have before. For researchers, these could be classroom realities that led to the design and implementation of a study. You might address how the classroom event kept your research grounded in daily realities and may have challenged some of your own assumptions and/or interpretations of accepted theories.*

Author's Guidelines

All submissions to SPELT Quarterly Journal (SQJ) should adhere to *Publication Manual of the American Psychological Association* (6th ed.), details on (APA) can be obtained from <https://apastyle.apa.org/6th-edition-resources/>

Preparation of Manuscripts

Manuscripts should be submitted as a (Microsoft) word document, with all material double-spaced, with one-inch margins. All pages should be numbered consecutively, beginning with page 1, the title page. Names of the author(s) should not appear in the manuscript.

Tables and figures should be numbered serially, and legends to illustrations should be prepared on separate sheets. Tables and figures will be placed near their first mention in the text; all tables and figures must be referred to in the manuscript.

Title Page: The following elements must be included:

- Title of the article;
- Name(s) and initial(s) of author(s), preferably with first names spelled out;
- Affiliation(s) of author(s);
- Footnotes to the contribution title;
- Name, address, telephone and fax numbers, and e-mail address of the corresponding author.
- Identify the category of submission from the list above (1-4)

- Statement attesting to the fact that the submission has not been published previously and is not currently under review for another journal or publishing outlet.

Abstract: Each article is to be preceded by a succinct abstract, of up to 250 words, that highlights the objectives, methods, results, and conclusions of the paper.

Key Words: To identify the subjects under which the article may be indexed, 4-6 key words should be provided.

Submission of Manuscript

Submit papers at spelteditor@gmail.com

Timeline

Call for papers June 18, 2020

Paper submission due August 15, 2020

Papers sent to reviewers August 31, 2020

Reviewers' report sent to authors Oct 15, 2020

Final revision due Nov 15, 2020

Publication Dec 20, 2020

Contact us

For further queries contact shumailaomar2@gmail.com