

EDITORIALS

Maps for Further Exploration: Paths Through Article Types

Nick Kasparek
Eikei University of Hiroshima

The articles in this issue and in previous issues have created paths for others to follow, extend, and branch off from. As Ahmed (2019) develops the metaphors of used and unused paths, she repeatedly reminds us in an apparent tautology, “The more a path is used, the more a path is used” (p. 41). A used path is an invitation to use it more, which can be enabling and disabling at the same time. A used path eases the way for some, it also makes it more difficult to deviate or use different paths (p. 121). Yet it is also possible to “widen the routes” (p. 196) and “queer” the use of paths to release inherent potentialities (p. 200). Indeed, the quintessential *ETD* article inspires further exploration for those who might otherwise find the territory unwelcoming and shows the possibility of taking a different turn.

The maps these articles offer are often necessarily implicit, visible only when viewed from a particular angle. They typically do not have the space that an editorial provides for surveying the landscape and the spaces it might afford for differently positioned writers, teachers, and researchers. In this editorial, then, I elaborate on some of the potential paths within each article type, though contributors are sure to continue finding ways to broaden or queer these routes.

As general initial guidelines, submissions should range from 1,000 to 6,000 words. Although it depends on the article content, Research Articles typically

range from 4,000 to 6,000 words; Explorations and Reflections typically range from 3,000 to 4,000 words; and Perspectives typically range from 1,000 to 2,000 words. However, it bears repeating: *ETD* articles are not beholden to the typical.

Article Types

Research Articles

In *ETD*, research articles follow relatively standard conventions drawn from the social sciences in most cases and from the humanities in some cases. Scholarly rigor involves careful attention to validity and reliability, engagement with relevant academic literature, and development of deeper understanding. Typically, these articles will be based on empirical data, whether more qualitative/interpretative or quantitative/probabilistic, with conventional structures introducing the topic and the academic conversation up to the present, explaining the methodology and its rationale, presenting the results, analyzing the findings, and finally discussing interpretations and implications. However, there is also space for articles with a more theoretical focus or a more post-qualitative or arts-based-research approach.

Explorations

As the “E” of *ETD*, explorations are a vital part of the journal’s aims and scope. There are at least two main forms that such papers may take.

contexts and find new resonances.

- 1) A personal essay, likely taking a narrative form, that engages with a relatively unfamiliar concept, theory, field/sub-field, or practice in a scholarly way – Resembling in some ways a literature review, the article relates a narrated journey of personal engagement and potential implications. It need not come to any solid conclusions or offer empirical evidence; rather, it merely aims to introduce the reader to something with potential (or something that seemed initially to have potential but after all seems best abandoned) by bringing them along for the ride. Unlike a reflection, it serves as a prompt to examine a new subject, something without a prior experiential basis.
- 2) A rich description of an early experiment with a particular practice or aspect of practice, such as a form of professional development, teaching approach, a learning activity, research methodology, or anything else relevant to teacher development – The scholarly literature may or may not be the impetus for this experiment, but the article forges links wherever possible—sometimes in creative ways. For example, in some cases, the exploration shares a detailed and well-justified new procedure with readers who might be inspired to follow and adapt it. In other cases, the exploration identifies and elaborates an aspect of practice, a relatively new concept, so that readers might attend to it in their own

While “this paper explores...” might raise red flags in thesis statements for research articles in some mainstream scholarly outlets (Belcher, 2019, p. 93), *ETD* encourages this type of raw, open-minded searching—yet it still demands a clear focus and scholarly engagement for the exploration.

Reflections

Taking seriously the idea that reflective practice is at the core of teacher development and of teaching itself, *ETD* also gives pride of place to reflections. Reflective pieces draw upon previous experiences and observations for more thoughtful interpretations. These can take at least four different broad forms.

- 1) A narrative of a salient experience, whether a single moment or an extended continuity
- 2) A narrative of an entire “teaching journey” or “learning journey” with an emphasis on changes along a specific dimension, such as a form of becoming/unbecoming or of learning/unlearning
- 3) A thoughtful, fresh consideration of what at first glance seems a familiar, taken-for-granted aspect of teaching practice
- 4) A sustained examination of changes in one’s thinking after a thought-provoking event such as a conference or workshop

Perspectives

Views from the field, involving practitioners drawing on their experiences with teaching in their particular contexts, also have an important place in *ETD*. Perspective pieces might take a less scholarly approach and instead privilege the practical or lived experience. They are typically argument-driven, articulating a clear position and supporting it with reasoning and relevant evidence. These pieces aim to broaden readers' own viewpoints, encouraging others positioned differently to perceive new aspects of teaching, teacher development, and the teaching profession—or to perceive familiar aspects from different angles. These articles will typically go through an editorial review process, but contributors can request a full peer review process for more scholarly perspective pieces.

Interviews

Interviews with scholars, practitioners, or others are another way to broaden the perspectives presented in *ETD*. Please contact the editors with a brief proposal before submitting the transcript of the interview, which may be edited for length and clarity.

Book Reviews

ETD welcomes reviews of relevant recent publications. These reviews not only summarize the book's overall contents but also critically engage with its ideas and potential relevance for readers. These articles may cite other literature to help readers contextualize the book and its ideas in the broader academic conversation. Please first contact the editors with a brief proposal.

Columns

Columns offer a space for sharing reports on events such as conferences and workshops, as well as briefly introducing ideas still in development.

Contributions to This Issue

This issue has three research articles representing a range of approaches. Steven Lim investigates the relationship and gaps between policies promoting communicative language teaching and teacher beliefs about the appropriateness of this approach in junior high school classrooms. Andrew A. Kirkpatrick and Tom J. A. Batten report on research into perceptions of team-teaching roles in eikaiwa for young learners. Marc Jones and Matthew Noble's duoethnography probes the interrelations of teachers' ADHD and their teaching.

Additionally, Akiko Takagi, Yuya Yamamoto, and Tomohide Warabi reflect together on differently positioned feedback on a practitioner's teaching journal for professional development. Robert J. Lowe, Luke Lawrence, Daniel Hooper, Matthew W. Turner, and Nick Kasperek add another reflective layer to their aligned duoethnographic projects while demonstrating the potential of this accessible method. Denver Beirne explores the potential of movie-making for English language teaching.

Other important contributions were the careful, constructive reviews from Deryn Verity, Chhayankdhar Singh, Daniel Hooper, Nate Olsen, Robert J. Lowe, Peter Clements, Junyuan Chen, Patrick Mannion, James Taylor, and Yutaka Fujieda, as well as Andrew Hofmann's excellent proofreading. Nick Kasperek and Matthew W. Turner contributed to the final layout, and Ewen MacDonald has continued his amazing work as Webmaster.

An Open Call for Papers

We welcome your submissions throughout the year for any of our article categories. Exploring previous volumes at

<https://td.jalt.org/index.php/etd-volumes/>
and editorials, especially “Editorial
beginnings” from Volume 27, Issue 3
(Kasperek, 2021), might help you find
additional guidance and inspiration. Please

submit your manuscript with a brief cover
letter to the email address below.

JALT.TED.ETE.editor@gmail.com

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