

Letter from the Editors

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Greetings from TERECONET!

At TERECONET, we believe that research and teaching are not separate worlds but interconnected in ways that shape both educators and learners. In this issue of our newsletter, *One Step at a Time: Research in the Language Classroom*, we highlight the invaluable contributions of language teachers who engage in classroom-based research to enhance their teaching practices and professional development.

Classroom research does not always begin with complex methodologies or extensive data collection—it often starts with a simple question, a challenge, or a desire to understand students better. In this issue, you will find firsthand accounts from educators who have taken meaningful steps to explore, experiment, and reflect on their teaching. Their stories offer practical insights, lessons learned, and strategies that demonstrate how research can be an ongoing and rewarding part of teaching.

We hope this collection of articles inspires you to view research not as an intimidating task, but as a natural extension of curiosity and reflection in the classroom. Whether you are just beginning to explore classroom-based research or have been engaging in it for years, we invite you to take this journey with us—one step at a time.

For this second issue, we are pleased to present the following articles:

Nguyen Huy Cuong's article explores Feminist Pedagogy in Vietnamese ESP, replacing traditional methods with student-led discussions and critical reflection. It fosters inclusivity by valuing diverse voices, enhances language skills through social justice-focused content, and develops critical consciousness by analyzing power dynamics. The approach empowers students to engage with global issues within their language learning.

Darío Luis Banegas reflects on his passion for action research (AR) and its role in enhancing teaching. Using his redesign of an MSc TESOL course as an example, he outlines key AR steps, ethical considerations, and practical tips for integrating research into teaching.

Hamisu Hamisu Haruna taps into the cultural insights when he discusses the offering of focus groups in TESOL qualitative research in multilingual contexts like sub-Saharan Africa. Effective implementation of focus groups requires meticulous planning, and strategic spatial arrangement, in which he emphasizes the culturally sensitive facilitation, code-switching, and adaptable documentation.

Le Tran Hoang Vy explores the role of emotional engagement in language education, emphasizing

its impact on motivation, learning, and social interactions. Through action research, she shares strategies such as mindfulness, reflective journaling, and collaboration to enhance emotional awareness, improve student outcomes, and create a supportive classroom environment.

The group of Vo Tien Phat, Pham Thi My Phung, Nguyen Pham Diem Tram introduce challenges in action research through a review of studies by Negi (2016) and Mehrani (2017).

Teachers' struggles with data analysis, research tools, and identifying reliable sources are revealed along with the suggested solutions including reflective practice, collaborative discussions, and targeted training.

Happy reading!

The Editorial Team



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