Table 1: Chronological list of EP publications.

Year of publication	Number of items published
1991	1
1992	1
1993	1
1994	0
1995	0
1996	1
1997	3
1998	1
1999	2
2000	0
2001	1
2002	1
2003	8
2004	2
2005	7
2006	3
2007	5
2008	6
2009	10
2010	2
2011	1
2012	4
2013	3
2014	3
2015	11
2016	10

2017	5
2018	5

Table 2. Exploratory Practice: Empirical studies showing country, author/date, context and focus.

Note: Studies are presented by country and in chronological order. Not included in this table are publications which focus more on theory-building and establishing the conceptual framework such as Allwright & Hanks (2009), Hanks (2017a).

Country	Author(s)/date	Context	Focus
Australia	Rowland (2011)	EAP/ Teacher education	1 teacher, 6 PG students at university preparing for MATESOL/ teaching. PEPA investigating puzzle about learner experiences of research. Teachers repositioned as learners, beginning to critically read academic texts for their MA and teacher development
Australia	Benson, Chehade, Lara, Sayram, & Speer (2018)	CPD/ Teacher education	4 teachers, 1 teacher-educator at university. EP as a form of CPD. Teachers and teacher educator repositioned as collaborative researchers in a reflective, reflexive narrative of their experiences enacting EP.
Brazil	Miller & Bannell (1998)	Teacher education/ CPD	2 teacher-educators, 20 in-service teachers of English, Portuguese & French at primary and secondary schools. Critical discourse analysis used to examine principle of 'working for understanding'.
Brazil	Kuschnir & Machado (2003)	CPD	2 teachers' classroom investigations in private language institute, taking Vygotskian approach to examine the emergence of puzzles in a 'puzzlement zone'.
Brazil	Lyra, Fish Braga, & Braga (2003)	CPD	2 teachers use Grounded Theory to analyze 88 teacher puzzles from primary and secondary state schools, private schools and language institutes. Themes included anxiety, (de-)motivation, pedagogy.
Brazil	Miller (2003)	Teacher education/ CPD	2 teachers, 1 teacher-consultant in 3-year longitudinal study. Goffman's notion of 'footing' used to examine teacher/consultant dialogue in EP approach to CPD.

Brazil	Miller & Moraes Bezerra (2005)	Teacher education	1 teacher-educator, 2 in-service novice teachers in state schools. 2-year longitudinal study. Critical discourse analysis of post-lesson dialogues in pre-/post-lesson consultancy sessions.
Brazil	Allwright (2008)	CPD	1 researcher-teacher focuses on burnout: 300 teachers and learners present and discuss posters showing their puzzles about, and investigations into, learning & teaching. Focus on 1 teacher narrative to elucidate principle of Quality of Life.
Brazil	Miller, Barreto, Kuschnir, Sette, Bezerra, Cunha, & Braga (2008)	EFL-YLs; Initial teacher education	10 students & student-teachers, 4 teachers, 2 teacher educators in primary and secondary schools. PEPAs investigating challenges of implementing EP.
Brazil	Soares (2008)	EFL-YLs	9 students, 1 teacher in secondary school. PEPA investigating the use of class blogs for ELT. Thematic analysis of written class blogs (as tool for language development) and classroom field notes.
Brazil / Turkey	Hanks (2009a)	CPD	5 case studies (4 from Brazil, 1 from Turkey) of teachers and learners in state schools. Participant puzzles critically examine EP themes such as understanding, inclusivity and collegiality.
Brazil	Miller (2009a)	Pre-service teacher education	22 UG student-teachers at university. 2-year longitudinal study using EP as research method aligned to Narrative Inquiry. PEPAs eliciting/investigating student puzzles about pedagogy.
Brazil	Miller (2010)	Pre-service teacher education	100 learners, UG student-teachers, and teachers. Longitudinal study of novice teachers undertaking teaching practice in private language institutions and state schools. Reflections on, analysis of ethics and critically-reflexive questions in school-university partnerships.
Brazil	Miller (2012)	CPD	15 in-service teachers, students, colleagues. Thematic analysis of dissertations, theses and assignments from participants working in schools/language institutes, brings together theory and practice via EP.
Brazil	Allwright & Miller (2012)	Pre-service teacher education.	'Several hundred' public and private sector teachers (novice and experienced) focusing on quality of life, and the risks of burnout.
Brazil	Barcellos & Miller (2013)	CPD/ In-service	2 teacher-educators, 4 teachers at primary schools. PEPAs investigating puzzled questions about schoolchildren learning English

		teacher development.	in Rio. Co-construction of meanings and understandings of learning/teaching.
Brazil	Barreto, Miller & Góes (2015)	Pre-service teacher education	1 group of student-teachers, teachers, learners, teacher educators at university and state schools. Analysis of student/teacher written reports to identify themes emerging from EP work.
Brazil	Miller & Barreto (2015)	Pre-service teacher education	2 groups of student-teachers, 2 teachers at university. PEPAs investigating contributions of EP theory to curriculum development.
Brazil	Miller, Côrtes, de Oliveira, & Braga (2015)	Pre-service teacher education/ CPD	1 teacher-educator, 2 UG student-teachers, 1 teacher in primary school. EP principle of collaboration is exemplified and analyzed via narrative approach as LTE is examined from 3 different perspectives.
Brazil	Moraes Bezerra, & Miller (2015)	Teacher education/ CPD	28 pre-service UG student-teachers, 2 UG teaching assistants and 1 teacher-educator. PEPAs investigating epistemologies around pedagogy: journals, autobiographies, interviews, lesson planning, observations, materials design, posters.
Brazil	Miller & Cunha (2017)	CPD	2 teacher-educators, 21 students (16 in-service teachers, 5 translators), on a teaching specialization course. PEPAs/PERAs investigating participant puzzles: class discussions, classroom observations, interviews, presentations. Focus on ethics of EP approach.
China	Wu (2004)	Curriculum reform/ Teacher development	1 teacher-educator and group of 3 (out of more) colleagues. Diaries, documents, recordings of group meetings, field notes used to examine LTE curriculum development.
China	Zhang (2004)	EAP	1 teacher, 60 UG students in 3 classes at university investigating group work in extensive reading class: interviews, focus groups. Thematic analysis used to critically examine principles of EP.
China	Li (2006)	EAP	1 teacher, 2 classes (total 120 students) of UG students investigating modes of research for motivation: learner/teacher diaries, surveys, focus groups, narratives.
China	Wu (2006)	Curriculum innovation.	1 teacher educator and 'group of teachers and students' at university. Investigation of understanding. Narrative approach used to elucidate

			links between Confucian and Heideggerian philosophy and practitioner research.
China	C. Zheng (2012)	EAP	1 teacher, 28 students at college (non-English majors). Investigation of peer feedback: ethnographic approach involving classroom observation, interviews, student writing, to understand processes and perceptions of peer feedback.
Finland	Rose (2007)	ESL	1 teacher, 10 groups of students at special educational needs institution investigating the EP principle of relevance.
Italy	Hanks (1999)	In-service teacher education	1 teacher-educator, 1 group of primary school teachers/students. Narrative approach to examine effect of EP puzzling-in-action & to identify differences between puzzles and problems.
Israel	Perpignan (2003)	EAP	1 teacher, 1 class of UG students at university analyzing written feedback between teachers and learners
Japan	Tajino & C. Smith (2005)	EAP	2 teachers, 19 UG students studying speaking skills. 1-year longitudinal study investigating student attitudes to interpersonal relations in class. Soft Systems Methodology used to probe EP principles of collegiality.
Japan	Nakamura (2008)	EAP	1 teacher, 4 UG students investigating informal talk outside normal classroom time. Conversation Analysis used to identify student/teacher talk repairs beyond the classroom and to examine EP principle of collaboration.
Japan	C. Smith (2009)	EAP/ Curriculum design	2 teachers, 1 Curriculum administrator and UG students (number unspecified) on Oral Presentations course at university. PEPA investigating curriculum design and relations between students, teachers, administrators.
Japan	Tajino (2009)	EAP	1 teacher, 46 UG students of general English course at university. PEPA investigating student attitudes to learning: questionnaires, written feedback, classroom discussion. Soft Systems Methodology aligned to EP principles of developing holistic understandings of classroom language learning.
Japan	Stewart, Croker, & Hanks (2014)	EAP	20 UG students, 1 teacher at university. 2-year longitudinal study investigating principle of 'quality of life': journals, research circles,

			discussion, thesis/dissertation drafting; interviews, thematic analysis, poster presentations.
Japan / Finland	Dalsky & Garant (2016)	EAP	2 classes (22 UG students), 2 teachers at universities. Investigation of intercultural educational issues in Finland and Japan: analysis of email correspondence between Japanese & Finnish learners; teacher reflections on collaborative learning.
Japan	Hiratsuka (2016)	CPD	1 practitioner-researcher, 4 teachers (Japanese, American & Australian) in state secondary schools. Case study approach investigating issues involved in team-teaching: interviews, classroom observation, pair/group discussions (video prompts), reflective writing.
Japan	Pinner (2016)	EAP	1 teacher, 1 class, with specific focus on 1 student at university. PEPA investigating self-assessment: narratives from journals and field notes.
Jordan	Sabbagh (2009)	EFL-YLs	1 teacher and her middle school pupils (grade 5) investigate attitudes towards vocabulary learning: coursebooks, authentic materials design and implementation.
Oman	Saeed (2009)	EAP	1 teacher, 1 class of UG students at university. Puzzle regarding teacher/student beliefs about learning and teaching of grammar.
N. Cyprus	Karanfil (2018)	EAP	1 teacher, 2 classes of 20 UG students at university investigating student attitudes to reading: multimodal approaches including class readers, on-line media, class discussion, collage, lists, posters.
N. Cyprus	Öncül & Webb (2018)	EAP	2 teachers at university investigating assessment practices (e.g. unannounced tests): document analysis, interviews, field notes, poster presentations, written reflections.
N. Cyprus / Australia	Webb & Sarina (2018)	EAP	2 teachers and their classes at university investigating (inter-)cultural assumptions in classrooms: discussions, written reflections, on-line media use. International collaboration in investigating notions of democracy.
Saudi Arabia	Maharaj & Rowe (2009)	EAP	2 teachers and their UG students at university investigating stereotyping and critical thinking.

Saudi Arabia	Malki (2009)	EAP	1 teacher, 1 class of UG students at university puzzle regarding use of L1/L2 in class.
Singapore	Silver (2008)	Pre-service teacher education	1 teacher-educator, 22 UG student-teachers at college investigate teachers' understandings of the links between content and language in input sessions and teaching practice.
Taiwan	Chu (2007)	EAP	1 teacher, 1 class on a study skills course at college. Longitudinal study of student responses to power-sharing/decision-making. PEPA involving thematic analysis of student speech and writing, and classroom observations.
Taiwan	Chen (2016)	EAP	28 students, 1 teacher at university of technology. Genre-based approach used within EP framework to analyze students developing literacy in the use of email for professional/academic purposes.
Thailand	Gunn (2003)	EFL-YLs	4 Young Learners (11–13yrs), 8 teachers at International School. PEPAs focusing on student speaking. Grounded Theory used to critically explore notions of communicative competence
Turkey	Eken (1999)	EAP	13 UG students, 1 teacher at university investigating learner perceptions of teaching. 4-week study, focus on 5 learners: observations, questionnaires, recordings of 3 lessons, written reflections.
Turkey	Bartu (2003)	CPD/teacher education	1 teacher educators, 11 teachers/teacher trainers from different institutions in Istanbul. Ethnographic approach within EP framework used to examine teacher interactions and responses as they make decisions as part of CPD.
Turkey	Biçer (2018)	EAP/ Curriculum design	1 teacher, 2 classes (total 44 UG students) investigate opinions on curriculum design and autonomy: interviews, discussions (in class and with faculty heads).
Turkey	Doğdu & Arca (2018)	Curriculum development	2 curriculum developers, 1 group of teachers investigate attitudes to 'integrated skills classes' at university. Multimodal approach to data generation: role-play, workshop, written reflection, presentation.

Turkey	Ergünay (2018)	EAP	1 class of UG students, 1 teacher investigating attitudes to reading comprehension. Multimodal approach to data generation including photographs and student-generated diagrams and posters.
Turkey	Hanks & Dikilitaş (2018)	Mentoring / CPD	2 teacher-educators, 3 groups of 17, 17 and 10 practitioners at universities: teachers, teacher educators, curriculum developers. PEPAs investigating participant puzzles about pedagogy and research: multimodal approaches to data generation including workshops, post-it notes, group discussions, narratives from participants, posters and oral presentations, written reflections.
Turkey	Mumford (2018)	EAP	1 class of UG students 1 teacher at university. PEPA investigating student attitudes to academic oral presentations. Students investigate own fears and anxiety about presenting to peers, and develop strategies for coping.
Turkey	Trotman (2018)	Teacher education/ CPD	30 teachers, 1 teacher-educator at university. 4 case studies investigating participants engaging in practitioner research: interviews, enactment of AR, EP, or RP, and written reflections.
UAE	Gunn (2005)	EAP	1 teacher, 2 classes (total 85) of UG students at university. 1-year longitudinal study investigating student perceptions of puzzles and experiences of practitioner research.
UAE	Gunn (2007)	EAP	80 UG students from 4 different writing classes, followed by 132 students from 7 different classes focusing on academic writing, presentations, language, at university. Questionnaire survey investigating attitudes to mixed-gender groupwork.
UAE	Ahmed (2009)	EAP	1 teacher and her course of 'advanced academic writing' at university. Puzzle regarding student attitudes to writing.
UAE	Al Falasi (2009)	EFL-YLs	1 teacher, 2 classes of pupils (grades 6 and 9) at state school investigate 'buddying' as a way to encourage students to read.
UAE	Al Zieni (2009)	EFL-YLs	1 teacher, 1 class of high school students investigate student demotivation, attitudes to course books and computer programs (WebQuests).
UAE	Al Mazrooei (2009)	EFL-YLs	1 teacher, 1 class of high school students investigate mismatch between student abilities in writing, pedagogies of writing, and tests.

UAE	Bou-Mehdi (2009)	EFL-YLs	1 teacher, 1 class of high school students investigate student understandings of plagiarism and connections to the curriculum.
UAE	Campa (2009)	EAP	1 teacher, 1 class of UG students at university investigate student needs and expectations via journal writing.
UAE	Gunn (2009b)	EAP	1 teacher, 1 class of PG students. PEPA investigating student practices and attitudes to using on-line discussions.
UAE	Hejjawi (2009)	EAP	1 teacher and 1 class of UG students. PEPA investigating student attitudes to and practices of proof-reading and editing their writing: peer review, guided discussion.
UAE	Jawabreh (2009)	EFL-YLs	1 teacher, 1 class of high school students investigate the potential of WebQuests to raise student motivation.
UAE	John (2009)	EAP	1 teacher, 1 class of UG students at university investigate misunderstandings regarding portfolio assessment.
UAE	Naqi (2009)	EFL-YLs	1 teacher, 2 classes of primary school pupils investigating pragmatics and culture via pictures, role play.
UAE	Raven (2009)	EAP	1 teacher and UG students at university investigate lack of uptake of online materials: student involvement in needs analysis, aiding revision of online materials.
UAE	Ronesi (2009)	EAP/course design	1 teacher and UG students at university investigate student responses to design of new course introducing 'peer tutoring'.
UAE	Salari (2009)	EFL-YLs	1 teacher, 2 classes of high school students investigate attitudes to oral communication skills.
UAE	Thabit (2009)	EFL-YLs	1 teacher, 1 class of high school students investigate student attitudes towards learning English, coursebooks, and authentic materials.
UAE	A. Ward (2009)	EAP	1 teacher, 1 class of UG students at university investigate student opinions regarding plagiarism, and ways to avoid it.
UAE	J. Ward (2009)	EAP	1 teacher and students at university investigate teaching/learning approaches with particular focus on actively engaging in student-centred work.
UAE	Gunn (2010)	EAP/Teacher education	1 teacher-educator, 13 PG students at university. PEPA investigating student attitudes towards assessed reflection: student logs, class

			discussions, teacher reflection as cultural and intercultural obstacles to reflection.
UK	Slimani-Rolls (2003)	MFL (business French)	2 teachers, 1 lecturer and 60 UG students at university. Investigation of classroom management and student/teacher talk. Conversation analysis of classroom talk and post-lesson conversations.
UK	Slimani-Rolls (2005a)	MFL / SLA (business French)	2 groups (total 20 students), 2 teachers, 1 supervisor analyze task-based learning approach and identify communication issues in classroom discourse.
UK	Slimani-Rolls (2009)	MFL / SLA (business French)	Teachers (unspecified number) and their UG learners (up to 60) at university level MFL courses. Discourse analysis of classroom talk as teachers examine ways of managing group work.
UK	Hanks (2012)	EAP	1 teacher, 16 students. PEPA investigating implementation of EP: multimodal data sets of interviews, posters, student writing.
UK	Slimani-Rolls, & Kiely (2014)	CPD	2 consultants, 8 teachers, in MFL, Business Management, Law at university. Teachers involved in analytical process as they examined transcripts of their own classroom management. Discourse analysis, leading to 'Critical Learning Event' analysis: videos & transcripts of lessons.
UK	Hanks (2015a)	EAP	6 pre-UG students, 3 teachers at university. Case study with multimodal data set of interviews, student written assignments, oral presentations, posters. Thematic analysis of learner perspectives on trying EP for the first time.
UK	Hanks (2015b)	EAP	3 teachers, 6 pre-UG students at university. Case study with multimodal data set of interviews, field notes. Template analysis used to examine teacher perspectives on trying EP for the first time.
UK	Dar (2015)	EAP	12 PG students, 1 teacher at university pre-sessional course. PEPA investigating student barriers to doing homework.
UK	Dawson, Ihara & K. Zhang (2017)	EAP	1 teacher, 2 learners write about their experiences in a class of 16 PG students at university pre-sessional course. Multivoiced narrative written by students and teacher giving their perspectives on their experiences of using EP.

UK	Bond (2017)	EAP	1 teacher, 15 pre-UG students at university pre-sessional course. Students worked with teacher to investigate puzzle about learning/teaching English spelling.
UK	Hanks (2017b)	EAP	5 PG learners, 1 UG learner, 2 teachers, 1 course director at university pre-sessional course. Case study comprising template analysis of interviews, field notes, written assignments.
UK	Banister (2018)	EAP	1 teacher, 2 cohorts of UG Study Abroad learners at university. PEPA investigating teacher and learner perceptions of students teaching each-other lexis. Content analysis of small-scale, open-ended questionnaire survey, learner written responses and teacher reflective log.
UK	Slimani-Rolls & Kiely (2018)	CPD/MFL/ EAP	6 teachers (of French, Italian, Spanish and English for Academic Purposes) engaging in EP over 2 years in a variety of Higher Education institutions.
USA	K.A. Johnson (2002)	TESOL / ESL	1 teacher, 14 students at ESL evening classes on Developing Fluency. PEPAs involving ranking exercises; pyramid discussions. Examination of principle of working for understanding, and puzzles.
USA	Bloom (2007)	MFL at university	1 teacher, 13 students on a course of Spanish for healthcare professionals at university. Analytic research memos used to examine student responses to learning Spanish in non-traditional ways.
USA	Crane, Sadler, Ha, & Ojiambo (2013)	Initial teacher education/ CPD	3 graduate student instructors, 4 language teachers/programme directors of German, Japanese, Korean & Swahili. 3 months of written reflections, meetings and dialogue around participants' puzzles.
USA	Crane (2015)	Initial teacher education/ MFL	3 graduate student instructors at university, beginning teaching careers in German and Spanish. Journal writing, 'case narratives', and dialogues with course instructor
USA	Best, Jones-Katz, Smolarek, Stolzenburg, Williamson (2015)	ESL/ EAP	10 students at university studying Advanced Academic Writing course. Semi-structured interviews & focus groups. Thematic analysis of written work to gain mutual understanding(s).

Table 3: Embedded case studies, narratives, and chapters from/by practitioners enacting Exploratory Practice

Country	Author(s)/date	Context	Focus
Brazil	A. Andrade (2009)	EFL	1 class of 35 adult students (18–50 yrs old), 1 teacher at night school. PEPAs investigating student drop-out: questionnaires, interviews, written sentences, needs analysis, presentations.
Brazil	Braga (2009a)	EFL- YLs	1 teacher, 1 class of 6th grade students at state secondary school. PEPAs investigating/designing class schedules: interviews, collage, presentations.
Brazil	Braga (2009b)	EFL-YLs	1 teacher, 1 class of 8th grade students. PEPAs investigating English use inside/outside school: reading job adverts, interviewing hotel staff, shop-keepers, & porters. Class discussions critiquing traditional approaches to language teaching.
Brazil	Carvalho (2009)	EFL-YLs	1 teacher, 1 class of 7th grade learners in state secondary school. PEPAs investigating learner preferences for teaching styles: students ranking adjectives & class discussion; posters.
Brazil	Magno & Braga (2009)	EFL-YLs	1 learner, his classmates and 1 teacher at state school. PEPA investigating attitudes towards cheating: reading newspapers, developing vocabulary, watching TV, class discussions, poster presentations.
Brazil	Miller (2009b)	Initial teacher education	1 class of student-teachers, 1 teacher educator at university. Written reflective assignments: critical discourse analysis of conventions in teaching practice, e.g. lesson planning, micro-teaching
Brazil	Miller, Cunha & The Rio EP Group (2009)	CPD	Teachers, learners, teacher educators, student-teachers at a range of institutions (state/private; all ages) report on the formation, and continuation, of a mutually supportive teacher association.
Brazil	Perpignan (2009a)	EFL/EAP	1 class of UG students, 1 teacher at university. PEPA investigating issue of student tardiness: free writing in response to prompts.
Brazil	Santiago (2009)	EFL-YLs	1 teacher, 1 class of 8th grade students at state secondary school. PEPAs investigating teacher puzzle about frustration with her class: brainstorming, student writing, class discussion.

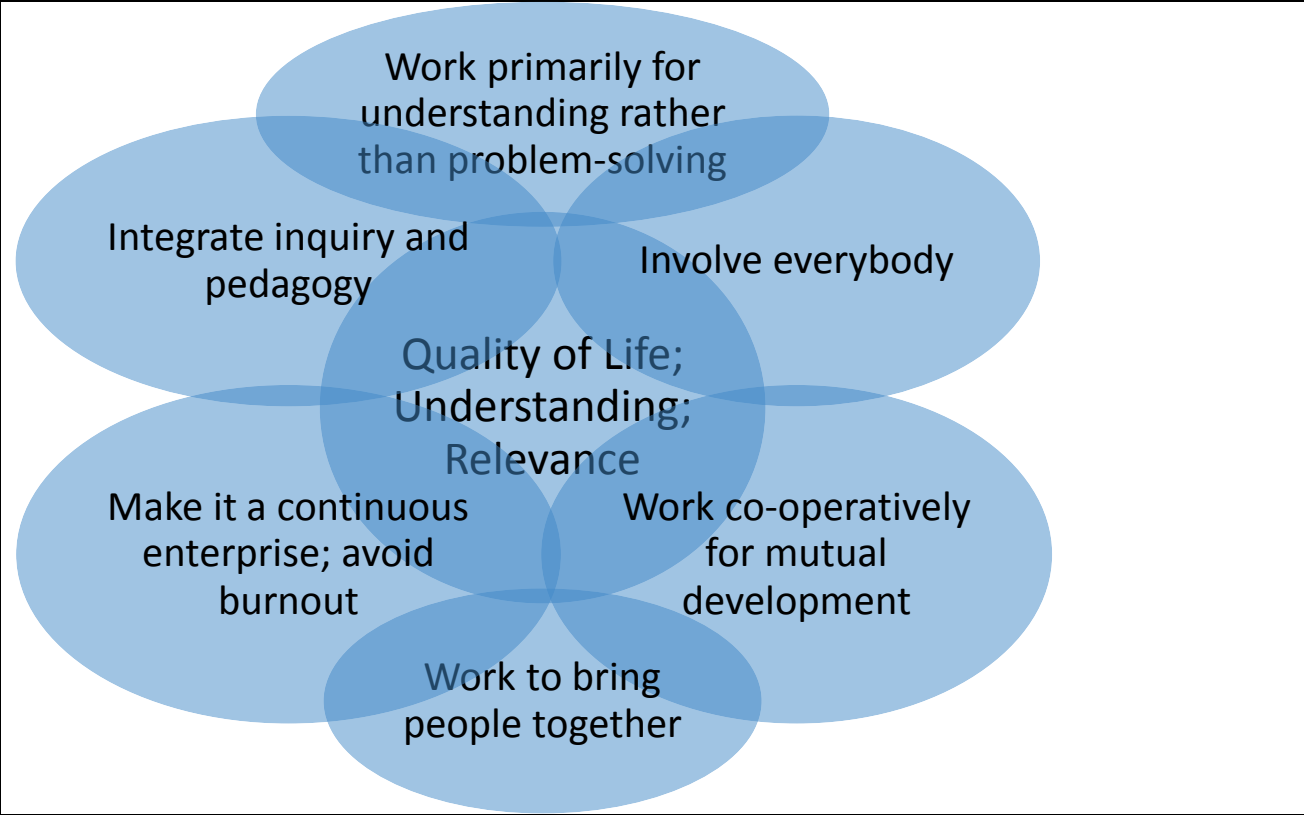| Brazil	Santos (2009)	EFL-YLs	1 learner and her classmate at state school. PEPA investigating student puzzle about difficulties learning maths: interviews, collage, poster presentation.
Brazil	Silva & Braga (2009)	EFL-YLs	1 teacher, 1 learner and her classmates at state school. PEPAs investigating teenage pregnancy: class discussions, interviewing others outside school, questionnaires, poster presentations
Brazil	Sena (2009)	EFL	1 teacher, 1 class of adult students at private language school. PEPA investigating student understandings of class/classroom learning: visualizations and graphic representations of understandings.
Brazil	Simões, Braga & Fish Braga (2009)	EFL-YLs	1 learner, 2 teachers at state schools. Narrative of a pupil's experience of EP, telling how he becomes a 'multiplier' enthusing other classmates when he moves to a new school.
Brazil	Siqueiros (2009)	EFL-YLs	1 teacher and her class of learners (teenagers/young adults) at a private language school. PEPA investigating use of L1/L2 in class.
Brazil	Souza (2009)	EFL-YL	1 learner (15 years old) at state secondary school. Student account of puzzles, interviews, questionnaires, poster presentations.
Brazil	C. Andrade (2009)	EFL-YLs	1 teacher, 1 class of pupils (9/10 yrs old) in state school. PEPAs investigating student likes/dislikes: drawing, writing, discussion and poster.
Brazil	Apolinário (2017)	Educational psychology	Educational psychologist working with in-service teachers and learners in bilingual school. PEPAs/PERAs investigating student/teacher struggles: Group meetings, classroom discussions, narratives.
China	Z. Zheng & Hu (2017)	CPD	1 group of in-service teachers and teacher educators at university investigating incorporation of EP in teacher education programs: discussions, interpersonal relations, narratives discuss burnout.
Hong Kong	Chuk (2009a)	EFL/ EAP	1 class of UG student-teachers, 1 teacher at university. PEPAs investigating preferred learning styles: diaries, questionnaire, written reflection.
Hong Kong	Chuk (2009b)	EFL	3 UG students, 1 teacher at university. PEPA investigating learner web-use for academic writing: learner on-line diaries.

Israel	Perpignan (2009b)	EAP	1 class of MA students, 1 teacher at university. PEPA investigating student attitudes towards their studies: pyramid discussion, semi-structured questionnaire, reflective writing.
Japan	Elliott (2017)	EAP	1 teacher, 1 class of UG students at university investigate potential for teacher silence for learner autonomy: student discussion, written feedback from students, teacher reflections.
Japan	Stewart (2017)	EAP	20 UG students, 1 teacher at university. 2-year longitudinal study investigating student puzzles about research and language learning: circles, Moodle/Facebook forum, poster presentations.
Turkey	Dikilitaş (2017)	CPD / in-service teacher education	8 (out of 25) in-service teachers, 1 teacher educator investigating participant puzzles about pedagogy: group discussions, presentations and reflections
UK	Hanks (2009)	EAP (In-sessional)	1 class of in-sessional students and 1 teacher at university. PEPAs investigating student puzzles: mingling, class discussion, student writing, student presentations, teacher journal.
UK	Dar (2017)	TESOL	6 adult learners in ESOL class, 1 teacher. PEPA investigating student responsibilities for their learning: pairwork, class discussion.
UK	Dawson (2017)	EFL/ EAP	2 classes, 1 teacher. PEPAs investigating student puzzles: wikis, interviews, questionnaires, oral presentations.
UK	Fay & Dawson (2017)	Research method	2 researchers on 'Research Methods Beyond Borders' project. PERA using EP as a Research Method.
UK	Banister (2018)	EAP / Business English	1 teacher, 45 students at university investigating student puzzles focusing on speaking, vocabulary, grammar & pronunciation.
UK	Costantino (2018)	MFL (Italian)	1 teacher, 1 group of UG students of Italian at university investigating attitudes to pedagogy: co-investigation into effects of written feedback, using questionnaires, discussions, interviews.
UK	Goral (2018)	EAP / Business English	1 teacher, 7 classes of students (8–16 per class) at university investigating notions of identity (language learner, teacher or researcher identities)
UK	Houghton (2018)	EAP (pre-sessional)	1 teacher, 1 group of 8 students at university investigating speaking skills: students write, collate and analyze questionnaires.

UK	Lecumberri (2018)	MFL (Spanish)	1 teacher, 4 groups of students (total = 28) at university investigating teacher-puzzle about expectations for mobile phone use in class.
UK	Rawson (2018)	MFL (French for Business)	1 teacher, 6 groups of UG students (total = 30) as co-researchers investigating choices of L1/L2: interviews, focus groups, questionnaires, e-journals.
UK	Salvi (2017)	EAP	1 teacher, 16 students on pre-sessional at university. PEPA investigating connections between learner autonomy and EP: questionnaires, discussions, interviews, oral presentations, learner diaries, weekly feedback.
USA	Crane (2017a)	CPD/ MFL	4 teachers of German, Korean, Japanese, Swahili and students at university. PEPA investigating student/teacher preferences of styles of teaching (student-centred/lecture format): group discussions, student written assignments, written reflections.
USA	Crane (2017b)	Initial teacher education	1 group of graduate MFL novice-teachers investigate own puzzles. PEPAs investigating novice-teacher puzzles: portfolios, journals, on-line tools, interviews & discussions.

Table 4: Chronological development of the Exploratory Practice framework

Year	Source (author/page)	Expression of aims, design criteria, principles
1993	Allwright: 128–130	The seven major aims 1. Relevance 2. Reflection 3. Continuity 4. Collegiality 5. Learner development 6. Teacher development 7. Theory-building The major problems to be expected 1. Time commitment 2. The skills-learning burden 3. Threats to self-esteem
2001	Allwright: 109–112	Six design criteria 1. Work for understanding must be put before/instead of action for change 2. Work done for understanding and/or change must not hinder language teaching and learning, and will seek to make a positive contribution to learning 3. Whatever is to be the subject of work for understanding or change must be seen to be relevant by those centrally involved 4. Whatever work is involved must be indefinitely sustainable, not conducive to early 'burn-out' 5. Whatever is involved must bring people together (teachers with teachers, teachers with learners, learners with learners, teachers with researchers, etc) in a positive collegial relationship 6. Whatever is involved must promote the development (seen in terms of developing understanding) of all concerned (teachers and learners)
2003	Allwright: 128–130	1. Put 'quality of life' first 2. Work primarily to understand language classroom life 3. Involve everybody

		4. Work to bring people together
		5. Work also for mutual development
		6. Integrate the work for understanding into classroom practice. Practical corollary: let the need to integrate guide the conduct of the work for understanding
		7. Make the work a continuous enterprise. Practical corollary: avoid time-limited funding
2005a	Allwright: 360	Exploratory Practice in six principles plus two practical suggestions 1. Put 'quality of life' first 2. Work primarily to understand language classroom life 3. Involve everybody 4. Work to bring people together 5. Work also for mutual development 6. Make the work a continuous enterprise Suggestion 1: Minimise the extra effort of all sorts for all concerned Suggestion 2: Integrate the 'work for understanding' into the existing working life of the classroom
2006	Allwright: 11–15	Six promising directions in applied linguistics 1. From prescription to description to understanding 2. From simplicity to complexity 3. From commonality to idiosyncracy 4. From precision to scattergun 5. From teaching and learning as 'work' to teaching and learning as 'life' 6. From academics to practitioners as the knowledge-makers in the field
2009	Allwright: 17–18	Five new directions for language teaching research 1. Towards a form of practitioner research that is fully inclusive 2. Towards treating learners as practitioners in their own right 3. Towards treating learners as developing practitioners of learning 4. Towards re-thinking our conception of understanding for research purposes 5. Towards re-thinking our conception of research itself, its practices and its principles
2009	Allwright & Hanks 149–154	Seven principles for inclusive practitioner research 1. 'Quality of life' for language teachers and learners is the most appropriate central concern for practitioner research in our field 2. Working primarily to understand the 'quality of life', as it is experienced by language learners and teachers, is more important than, and logically prior to, seeking in any way to improve it

		3. Everybody needs to be involved in the work for understanding 4. The work needs to serve to bring people together 5. The work needs to be conducted in a spirit of mutual development 6. Working for understanding is necessarily a continuous enterprise 7. Integrating the work for understanding fully into existing curricular practices is a way of minimizing the burden and maximizing sustainability
2017	Hanks: 227	Work primarily for understanding rather than problem-solving Integrate inquiry and pedagogy Involve everybody Quality of Life; Understanding; Relevance Make it a continuous enterprise; avoid burnout Work co-operatively for mutual development Work to bring people together