

Editorial

Many of our colleagues at Cambridge University Press & Assessment come from teaching backgrounds. Often, they continue their professional development by undertaking a postgraduate degree to focus on their particular area of interest. In this issue of *Research Notes*, two reports from Sarah Albrecht and Colin Williams illustrate the importance of both change and continuity in successful language teaching and learning.

Sarah Albrecht, drawing on her Masters' dissertation, examines the sudden, unplanned changes in teachers' professional lives following the onset of the Covid-19 crisis. She uses semi-structured interviews to analyse their experiences and changing roles as they moved to online teaching. She found that the teacher and technology were experienced as completely co-dependent and identified the need for both systematic Continuous Professional Development (CPD) and a global levelling up of digital services.

Colin Williams summarises the findings of his Master's thesis – an investigation on whether word forms carry meaning. He focuses on phonesthemic *onset clusters* – groups of two or more consonant sounds which precede a vowel at the start of a word, e.g. **str-** in *strike*, *stretch* and *string*. Using the British National Corpus (BNC), he analyses how frequently particular onset clusters can be mapped to words from the same semantic field in Present Day English (PDE). He focuses on two questions: Is there a preponderance of words with the same onset cluster which relate to the same concept in Present Day English? And can native speakers identify phonesthemes in obsolete Old English and Middle English words to deduce meaning?