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Advancing Excellence in English Language Teaching

TESOL International Association

Research Agenda 2014

Submitted by the TESOL Research Agenda Task Force

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Executive Summary

The TESOL Research Agenda seeks to

- foreground research trends as identified by members of the field,
- support the efforts of individuals new to conducting their own research,
- provide guidance about potential topics and ethical methods for inquiry,
- promote dialog between doers and users of research,
- advocate for funding that prioritizes key gaps in current knowledge, and
- remind all of the need to question assumptions and test theories through systematic investigation.

Research refers to a spirited inquiry and systematic investigation that contributes to the knowledge base of a field. It provides a principled basis for making decisions about policies, plans, and actions. TESOL research focuses on many areas of practice including language learning, teaching, and designing programs and materials. It should be guided by and contribute back to a theoretical approach to understanding and knowledge.

Research must strive to be ethical with respect to honesty in data collection and reporting, respect for intellectual property, the selection of projects to undertake, and the treatment of research participants. The agenda provides [questions](#) that researchers should consider before, during, and after the collection of actual data as well as links to published guidelines from around the world.

As a tool for identifying new research questions and applications, the agenda suggests that it is useful to clarify both our perspective on language learning and teaching—what we are focusing on—and the ecological forces that are driving change. In describing language learning and teaching, we may focus on individual learners and teachers, the community in

which learners and teachers interact, or the society that is impacted by language learning. Three change drivers in the field of TESOL are given as examples: 1) new theoretical perspectives on the nature of language and the uniqueness of learning English as a new language, 2) instances of language learning and teaching that are increasingly mediated by technology, and 3) increased emphasis on the agency of teachers as advocates for change inside and outside of their classrooms. Sample research questions are presented in [Table 1](#) for each of these drivers at the individual, community, and societal levels.

Because research is sometimes viewed as activity that generates knowledge but which has little relevance to everyday practice, the agenda calls for more attention to how practitioners can use research. It proposes a three-stage process moving from careful observation to questioning alternatives and then systematically investigating. Applying this process can lead us to better understand a domain in our practice where change is happening and equip us to act (see [Table 2](#)); it can also create knowledge in a form that can be shared with our wider community.



Preface: The Process of Creating a TESOL Research Agenda

In 2000, TESOL International Association made a commitment to periodically put forward a research agenda that would reflect the changing nature of the discipline and its research priorities while being open, inclusive, and representative of the best interests of the field at large. The first [TESOL Research Agenda](#) (Brindley et al., 2000) was published in June 2000. A second [agenda](#) followed in August 2004 (Borg et al., 2004). The charge to the task force that authored the second agenda was to help TESOL professionals and other interested parties “organize and coordinate inquiry in the field, and to promote a broader awareness of what constitutes research in TESOL” (p. 1).

Since the last research agenda was published in 2004, the landscape of English language teaching and professional development has changed dramatically. In 2013, TESOL President Deena Boraie called for a review of TESOL’s Research Agenda by a task force composed of members working in diverse contexts of the profession around the world. The task force began its work by surveying a sample of the membership as well as individuals who had indicated an interest in the association through, for example, conference attendance or purchasing publications. The survey, which is presented in Appendix A, explored the current status of research in the profession with a view to finding gaps in research and pertinent questions that needed to be answered in order to fill those gaps. The task force was also interested in how TESOL members see research relating to their professional needs. The 384 respondents (83% TESOL members) represented a diverse cross section of the TESOL field in terms of both geography and professional activity. The present document is the result of the presidential charge to this task force.

A. Rationale and Structure

The mission of TESOL International Association is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide. Through its member-driven advocacy, research, and professional development initiatives, TESOL builds the capacity of English language teaching professionals to engage, serve, and empower English language students all over the globe. This agenda is part of TESOL International Association's ongoing efforts to build professional expertise through the dissemination of knowledge in the field, highlighting areas of current research interest, and inspiring new avenues for exploration.

Key to advancing professional expertise is a focus on the relationship that exists between research, practice, and policy. Recognizing the diversity of TESOL professionals, this agenda seeks to

- foreground research trends as identified by members of the field,
- support the efforts of individuals new to conducting their own research,
- provide guidance about potential topics and ethical methods for inquiry,
- promote dialog between doers and users of research,
- advocate for funding that prioritizes key gaps in current knowledge, and
- remind all of the need to question assumptions and test theories through systematic investigation.

The two previous research agendas (Brindley et al., 2000; Borg et al., 2004) served to emphasize ways that research can and should inform practice and policy in the field. The present agenda updates this discussion while looking to expand the focus to how research should also be informed by practice and policy. In this regard, it introduces a framework for understanding current drivers of research inquiry and use. The agenda is organized around the following topics:

- The Expanding Parameters of TESOL Research
- Ethics in Research
- Directions for Research Inquiry and Use
- The Research Agenda as a Flexible Model

The agenda does not attempt to cite the vast literature of research findings related to the TESOL field but does provide an appendix with links to resources for exploring diverse topics.

B. The Expanding Parameters of TESOL Research

Research refers to a spirited inquiry and systematic investigation that contributes to the knowledge base of a field—knowledge that provides a principled basis for making decisions about policies, plans, and actions. Research has the potential to help members of the TESOL profession improve the conditions, processes, and outcomes of language teaching, learning, and assessment. It can also help the profession address urgent social and political needs around the world and improve the materials used in language teaching, as well as clarify debates and debunk myths. We believe that seeking knowledge, designing good studies, distributing useful findings, and improving policies and practices based on up-to-date research are vital to our profession.

Research in a field as multifaceted as TESOL necessitates epistemological flexibility and inclusiveness. The past decade has witnessed increasing theoretical diversity regarding pathways and goals for language learning and teaching: cognitive theories are well-established, but social and critical perspectives have become much more prominent. A relatively narrow focus on second language acquisition is being replaced by more consideration of multilingualism and what individuals need to learn in order to function in multilingual environments. Teacher development along with program and material design are fields in their own right. This theoretical and topical diversity is, in turn, reflected in the many valid approaches to research in TESOL: quantitative, qualitative, and mixed method; descriptive and critical; large and small scale; cross sectional and longitudinal; observational, experimental, and hermeneutic. Research may be conducted by university researchers or by teachers in their own classrooms as a means of personal and professional development. Research within TESOL now moves both from theory to practice and from practice to theory as knowledge is constructed through means (e.g., design studies) that have only recently become known as *research*. This diversity is a strength for the field as long as it is conceptually and methodologically sound, and the results are accessible to a wide range of readers.

C. Ethics in Research

Not only should research in TESOL be principled and systematic, embracing a variety of different approaches, in a multitude of varying educational and learning contexts, but it must also strive to be ethical. In its most simplistic form, ethics can be defined as *societal norms for conduct that distinguish between acceptable and unacceptable behavior*. With respect to the ethical conduct of research, there are clear expectations regarding honesty in data collection and reporting, and respect for intellectual property. There are other areas, however, especially related to the selection of research projects to undertake and to the treatment of research participants, where norms may not be readily apparent.

In these cases, it may be more useful for researchers to think of questions that should be asked—and input that should be gathered from the community—regarding the impact of a project on individuals and society. It is important to underscore that ethical considerations are not simply a regulatory process that must be attended to before the start of a project; they are questions that researchers should actively be asking before, during, and after a research project:

Before

- Who will benefit and how from the proposed research? Is this just?
- What are potential risks from this research?
- Has everything been done to minimize potential risks, especially to vulnerable populations?
- Do the benefits warrant any risks associated with the proposed research?
- What guidelines for ethical research already exist?

During

- Do research participants understand the goals of the research and what is required of them? Are they participating willingly and with full understanding of the research's purpose and their own rights? Have I minimized factors that might coerce them to participate?
- What impact is participation having on those involved in the research? Are any unexpected consequences occurring?
- Are the interests and needs of the participants being prioritized over the goals of the research?

After

- Are the findings of the research being disseminated in a way that most benefits society and the participants?
- Is the confidentiality and security of data from the project being adequately monitored?
- Are the interpretations and uses of research findings by others being monitored for appropriateness?

Given the great importance of ethics in research, it is not surprising that many different professional associations and entities, government agencies, and universities have adopted specific codes, rules, and policies relating to research ethics. The U.S. Department of Health and Human Services provides a useful [list](#) of more than 1,000 such documents from around the world. Statements more specific to the field of TESOL include:

- **TESOL International Association**
[TESOL Quarterly Research Guidelines](#) (n.d.)
- **British Association for Applied Linguistics**
[Recommendations on Good Practice in Applied Linguistics](#) (2006)
- **Linguistic Society of America**
[Linguistic Society of America Ethics Statement](#) (2009)
- **American Educational Research Association**
[Code of Ethics](#) (2011)
- **Association of Internet Researchers**
[Ethics Guide](#) (n.d.)
- **Conference on College Composition and Communication**
[Position Statement on Ethical Conduct of Research in Composition Studies](#) (2003)

Although codes, policies, and principles are very important and useful, like any set of rules, they do not cover every situation. They may contain conflicting information, and they may require considerable interpretation. Ethical expectations and requirements can also vary between countries and cultures. It is therefore important for researchers to learn how to interpret, assess, and apply various research rules and how to make decisions and how to act in various situations.

In addition to supporting participants' rights, we support TESOL researchers' needs and obligations to conduct worthwhile research. An ideal balance must therefore be struck between the needs of educational systems, researchers' needs, and research participants' rights. Only through such a balance can participants feel safe and the quest for knowledge continue.

D. Directions for Research Inquiry and Use

As a tool for identifying future directions for research inquiry and use, we put forth the need to consider both the phenomenon of language learning and teaching and the changing ecological landscape where it occurs.

In describing language learning and teaching, we identify three main domains of focus in the TESOL field:

- research on how **individuals**, be they students or teachers, develop in and respond to language learning and language use environments, given changing perspectives on what it means to acquire a second language;
- research on learning and teaching in **community** settings, such as classrooms, online social networks, or the workplace; and
- research on relations between **societal** change and language learning and teaching.

Clearly there are research projects that cut across these domains by, for example, investigating changes in individual proficiency that can be linked to new classroom methods being tried out as a result of changes in governmental policies. Nevertheless, we believe that these domains provide useful parameters for categorizing research activity.

The ecological landscape for TESOL research, on the other hand, comprises the forces that are creating new questions and new interpretations. It includes changing theoretical perspectives, contexts and modes for language learning, and teacher roles and identities.

With respect to theory, the last decade has witnessed significant new views about the nature of language itself and the uniqueness of learning what has traditionally been referred to as English as a second language. Cognitive perspectives of language as a mental code mastered by an individual are being complemented by views of language as a continually emerging, socially mediated, and self-organizing resource for identity construction and interaction (Atkinson, 2011). By placing greater emphasis on the variability of what any individual has “acquired” at any given time, these new perspectives have also signaled the need to consider the multiple languages that many individuals are being exposed to and using in different ways from infancy through puberty and into adulthood (Ortega, 2013; Taylor, 2009). These new views, in turn, have opened up research questions about what there is for language learners to learn and for teachers to teach.

With respect to the contexts and modes that mediate language learning, the past decade has seen major changes in the capabilities of technology to support and assess language learning. Flipped classrooms, mobile learning, and assessment programs that can simultaneously aggregate real-time measurements at individual, classroom, and system-wide levels are quickly becoming commonplace. In our survey of TESOL members’ priorities for research, the

most commonly mentioned area involved uses of technology: technology in the classroom, online delivery of courses, and mobile devices. These changes have created a significant need for research into questions about who has access to high-quality learning environments, what kinds of materials best support language learning of different types and with different goals, how to connect assessment with learning, and, most important, how the roles and responsibilities of teachers are changing.

Finally, the past decade has seen increased emphasis on the agency of teachers as advocates for change inside and outside of their classrooms. Teachers benefit from being reflective practitioners who engage in action research as a method for solving problems and improving learning. They learn to use ready-made assessment instruments but also engage students in joint assessment of current performance levels and appropriate next steps. In the face of political climates that trivialize the expertise required of language teachers, teachers are concerned about the larger societal and systemic issues that impact their students' learning. Again, as indicated by the results of our survey, TESOL members take their roles and responsibilities very seriously; they see research as not only answering questions about what to do but also helping to improve the ways they develop professionally.

Table 1 provides a snapshot of how these recent changes in theory, context for learning, and teacher agency are impacting the kinds of research questions that we must ask in the field of TESOL. Emerging from within each domain of research focus (individual, community, society) are example questions generated by the specific change drivers. The questions suggest areas and topics that could be addressed; they are not meant to represent a complete list of possibilities. By including this table, we hope to both exemplify and encourage new areas of inquiry.



Table 1. Directions for Research Inquiry

		Change Drivers		
		Theoretical Perspectives on the Nature and Learning of Language(s)	Technological Support for Learning	Agency of Teachers
Domains of Focus	Individual	<p>How does the proficiency of individual learners develop over time in distinct contexts of language use?</p> <p>How can/do language teachers promote the simultaneous development of multiple linguistic codes?</p> <p>What instructional practices enhance students' abilities to function in diverse social settings, achieve personal goals, and interact in multilingual settings?</p>	<p>What uses do learners make of mobile-assisted language learning opportunities?</p> <p>Which mobile devices are appropriate for various ages and proficiency levels of language learners?</p> <p>How can cloud computing be used to provide enhanced individualized feedback in different learning environments?</p>	<p>What role does preservice and/or inservice training have on a teacher's teaching practice?</p> <p>How do teachers shape their own professional development as language teaching professionals?</p> <p>What type of training do novice teachers want in order to better understand assumptions behind the content and organization of textbooks?</p>
	Community	<p>What role(s) do cross-age encounters play in promoting L2 learning in multilingual communities?</p> <p>How can language teachers develop students' appreciation for and understanding of multimodal and/or multilingual discourse?</p> <p>What is the influence of peers in the development of learners' attitudes toward the target language and the home languages?</p>	<p>How can language teachers effectively monitor and assess the impact of technology-facilitated peer interaction?</p> <p>What is the relationship between students' use of technology for language learning and their broader socialization into a community?</p> <p>What strategies do language learners and teachers have for using technology to access and learn from authentic language samples?</p>	<p>What motivational partnerships can teachers form with others to assist them in achieving their professional development goals?</p> <p>In a learning community, what is the relative contribution of supervisors, peers, and/or language learners in shaping teachers' classroom practice?</p> <p>What learning community support do nonnative-English-speaking teachers want in order to make improvements in their language skills?</p>
	Societal	<p>How do politicized discussions of language use and language importance impact the development of classroom materials?</p> <p>What is the effect of language planning and language policy (regional, state-wide, provincial, or national) on program designs and instructional practices in language classrooms?</p> <p>What role(s) does popular culture play in promoting language learning?</p>	<p>How can technology be used to promote the preservation of heritage languages (e.g., in the Hawaiian diaspora)?</p> <p>How can the economic impact of language learning technologies on underdeveloped contexts be measured?</p> <p>How does pupils' learning of language through technology influence the home environment (families, neighborhoods, etc.)?</p>	<p>What role can teachers play in advocating for English language learners in the society beyond the classroom?</p> <p>How are language teaching professionals shaping their own field and influencing public debates around language education?</p> <p>How might teachers take advantage of societal role models (e.g., business executives, small business owners, educational leaders) to enhance classroom instruction?</p>

For a visual representation, please visit Figure 1 on [TESOL's research webpages](#).

Equally important to the questions that we should be asking are the ways in which we incorporate research—both as a body of findings and an activity—into our professional practice. All of us as practitioners engage in instructional activities that if examined systematically could contribute enormously to the field’s understanding of the ways in which language is and is not acquired. Our orientation to research, however, is heavily influenced by the expectations and support given for undertaking research in our jobs. In the survey we conducted of TESOL members, respondents divided almost equally between individuals who see themselves primarily as users of research and individuals who see themselves as both producers and users. Whether we are consumers or producers of research, it is important that we all see contributing to the greater understanding of what we do and how students learn as an ongoing activity. The new directions for research inquiry identified in Table 1 may seem directed toward producers of research. However, they also indicate current practices in classroom teaching, materials development, and language policy and planning that consumers of research can examine.

Table 2 presents examples of questions that practitioners can ask about their everyday activity. It is intended to show how the formal research questions in Table 1 identify current practices that, if attended to closely by practitioners, would contribute much to the knowledge base that we must build together. As identified in the first two columns, we are again prompted to identify our level of focus: Are we thinking about individuals, a community, or a society? With this parameter set, we can move from *observing* and describing phenomena to *questioning* and comparing alternatives and finally to principled *investigating*. The outer layers of the figure exemplify this sequence with research questions that might be asked relative to the respective change drivers. Again, the intention is to exemplify and inspire.

Table 2. Directions for Research Use

		Theoretical Perspectives on the Nature and Learning of Language(s)	Technological Support for Learning	Agency of Teachers
Individual	Observe: What shapes my understanding of what English language learners need to and can learn?	What do I notice about how my materials/ activities/tests communicate expectations for a student's use of different languages?	What do I notice about how students learn from their use of technology in my classroom?	What do I notice in my job that gives me the opportunity to impact individual students or particular categories of students (minority students, females, older adults)?
	Question: What alternative understandings exist and what are their implications?	What insights can I offer from my own practice about the challenges of expecting all students to move at the same pace?	Do I use technology to complement, supplement, or reinforce what I teach through activities and print materials?	Does my impact on individual students vary and, if so, why?
	Investigate: What evidence can I examine about how learners' language develops?	What do I learn when I compare student test responses with my reflective notes about each student?	What does it reveal if I compare the learning of students who are high and low users of a particular technology?	What traits for describing my effectiveness emerge from (1) student reflections? (2) my own self-assessment informed by current scholarship in the field?
Community	Observe: What shapes my understanding of the ways that using language in actual community settings benefits learners?	What do I notice about the structure of classroom activities that I use or am aware of that result in meaningful use and interaction?	What do I notice about online communities that supports (1) language use and (2) the development of particular skills?	What do I notice about the relation between my school or program's expectations and information provided by the research community?
	Question: What is the impact on language acquisition of structuring communities in other ways or valuing different kinds of interaction?	What is the effect of the way my students use language on (1) their ability to interact with proficient speakers versus (2) their acquisition of an internalized linguistic system?	What are the best ways for students to self-assess their own progress in functioning as members of online communities?	How do I provide good instruction to my students at a time in which there are many debates in the TESOL communities of research and practice?
	Investigate: How can activities and artifacts in real-life and classroom learning communities be observed and evaluated?	How does the degree to which students interact with classroom communities versus nonschool communities impact (1) language use and (2) test performance?	How does the use of technology including the use of social media support both classroom activities and interaction in real-life communities?	How do I set up systems that will allow me systematically to document my own practice and examine it in the light of current changing theoretical perspectives?

Societal	Observe: What policies, economic conditions, and social goals impact the language learners with whom I work?	What do I notice about the learners that I teach? What conditions impact their learning of English?	What do I notice about how technology is used in the society in which my students live?	What policies, economic conditions, and social goals do I notice that seem to impact students on an everyday basis?
	Question: What would a better world for these language learners look like?	What role will English have in their school and work lives?	What aspects of broadly used technology in the society in which my students live can be directed toward supporting their acquisition of English?	How can I help to promote social justice in the society in which I work? How can teaching English contribute to better lives for my students?
	Investigate: How can I describe and gauge the relations that exist between societal forces and language learning?	What does the scholarship on majority and minority second language learners have to tell me about variability in what counts as success in English language learning?	What does the scholarship on the use of technology in language teaching and learning suggest to me about the best ways to use technology in my classes?	How can the scholarship on language acquisition and language teaching and learning support my efforts to promote social justice?

For a visual representation, please visit Figure 2 on [TESOL's research webpages](#).



E. The Research Agenda as a Flexible Model

The two previous research agendas have both concluded with the recognition that any agenda is the product of a distinct period in the evolution of a field. As the field changes, its agenda for action must change:

Any inquiry is, by nature, contextualized and dynamic. Topics of relative importance today may be less important years from now, as new knowledge emerges and as world and educational settings change. Similarly, topics popular in the past may later reappear as their focus again attracts interest and debate; therefore, any research agenda must reflect the changeable nature of its discipline and, consequently, of research priorities. In a field such as TESOL, which involves language professionals from every nation, flexibility and responsiveness to changing world conditions [are] particularly important. A research agenda must therefore be open, be inclusive, and represent the best interests of the field at large (Borg et al., 2004, p. 15).

Thus, this Research Agenda Task Force (RATF) recommends the following:

1. Every 5 years, beginning when the TESOL Board of Directors approves this research agenda, a new RATF should be constituted to review the TESOL Research Agenda for possible updates and revisions. The new RATF will be named by the TESOL president, with input from the Board of Directors, and will consist of several members of TESOL International Association, including appointed interest section and affiliate leaders. Each new RATF should also include one member from the previous task force to facilitate continuity and provide a long-term perspective.
2. For each RATF, the ideal time frame begins with consultations at one convention. It should then distribute a proposed agenda for discussion at the subsequent convention, and then submit a final version to the Board of Directors at the Board's next full meeting. In the year between the two conventions, the task force should review recent trends in published research and seek input from the membership of the association.
3. No model of change is suggested or implied. Components of the agenda may be replaced, relocated, or omitted. Amendments as well as cross references to other documents, agencies, or entities may be added. Hypertextual revision may be included. TESOL may choose, at a later point, to discontinue this agenda entirely.

4. TESOL should maintain and make available to its membership, for historical record, all versions of the agenda, and make all versions available for public review. Change to this agenda is not meant to supersede any previous version, but, rather, to provide a more current map of the discipline, one that charts both past and current needs.
5. With each new agenda, it is also imperative that the association consider how best to publicize it and otherwise make it a useful document for the association and the field.

Respectfully submitted,
TESOL 2014–2019 Research Agenda Task Force

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Appendix A. 2014 TESOL Research Agenda Task Force Survey

1. Are you a current member of TESOL International Association?

- Yes
- No

2. How many years have you been in the TESOL profession? Check one.

- 0–2 years
- 3–5 years
- 6–10 years
- 11–20 years
- 21–30 years
- 31–40 years
- 40+ years

3. What is the highest level of educational training you have received? Check one.

- PhD (doctorate)
- Master's degree
- Bachelor's degree (BA or other equivalent degree/diploma from a university)
- Short-term certificate training or other credential involving fewer hours than a 4-year university degree
- High school diploma or equivalent

4. In what country do you currently reside?

5. What is your current teaching environment? Check all that apply.

- English-dominant environment
- English used primarily for classroom instruction
- Bilingual teaching environment
- Multilingual teaching environment
- Other (please specify)

6. What work roles do you have in the TESOL field? Check all that apply.

- Primary (elementary) school teacher
- Middle school (preparatory education) teacher
- Secondary (high) school teacher
- Adult education teacher
- Intensive English program teacher (students study a minimum of 20 hours per week)
- Teacher of courses for matriculated university students
- Teacher of content-based courses for matriculated university students
- Teacher trainer or teacher educator
- TESOL researcher

- TESOL program administrator
- Consultant and/or materials writer
- Other (please specify)

7. What is your understanding of the term “research” within TESOL? Choose as many options as fit your definition of research within TESOL.

- Studies carried out by TESOL academics
- Studies carried out by linguists
- Studies carried out by practicing teachers
- Other (please specify)

8. Please provide any additional comments you may have about [the] definition of research within TESOL here:

*9. Do you consider yourself a consumer of research within TESOL or a producer of research? (Required Question)

- Consumer of TESOL research
- Producer of TESOL research
- Both

If 9 = Consumer of TESOL research

10a. What are ways (e.g., content, format, dissemination) the 2014–2016 Research Agenda could most benefit you as a consumer of TESOL research?

11a. What types of additional training could TESOL provide that would benefit you as a consumer of TESOL research?

If 9= Producer of TESOL research

10b. What types of additional training and/or support could TESOL provide that would benefit you as a producer of TESOL research?

11b. What types of additional training and/or support could TESOL provide that would benefit you as a producer of TESOL research?

If 9 = Both

10c. What are ways (e.g., content, format, dissemination) the 2014–2016 Research Agenda could most benefit you as a consumer of TESOL research?

11c. What types of additional training could TESOL provide that would benefit you as

a consumer of TESOL research?

12c. What are ways (e.g., content, format, dissemination) the 2014–2016 Research Agenda could most benefit you as a producer of TESOL research?

13c. What types of additional training and/or support could TESOL provide that would benefit you as a producer of TESOL research?

14. TESOL Research Agendas were published in 2000 and 2004. (Access the 2004 TESOL Research Agenda at <http://www.tesol.org/docs/pdf/2937.pdf>) Have you previously read either of these Research Agendas?

- Yes
- No

If 14 = Yes

15a. If you read at least one of the Agendas, how did you use it? Check all that apply.

- As a MA graduate student to guide my thesis research
- As a PhD student to guide my dissertation research
- As a practicing English teacher to inform my classroom practice
- As a teacher educator to help inform the MA students I train
- As a teacher educator to help inform the PhD students I train
- As an administrator to help inform the education policy
- As a program coordinator to help design the curriculum
- Other (please specify)

If 14 = No

15b. If you did not read either Agenda, why not?

- Did not know about them
- Knew about them but did not have time/interest to read
- Other (please specify)

16. What current or emerging research topics, issues, or trends in TESOL do you think are the most important related to the primary context in which you work in the TESOL field? In 50 words or less please describe your context (geographical, work role, and level of student); then rank order at least three research topics or issues.

17. From your perspective as a professional in the complex, global TESOL field, what current or emerging research topics, issues, or trends do you consider [to] be the most important in the TESOL field today as a whole? Please rank order at least three research topics or issues.

18. The 2014–2016 TESOL Research Agenda will be made available by March 2014 to members and the public on TESOL's website and through other TESOL communication channels. There will also be a special session at the 2014 TESOL convention focused on the 2014–2016 TESOL Research Agenda (in addition to research spotlight sessions organized at the convention each year by TESOL's Research Committee). In the coming months, TESOL will also explore having a networking area for researchers in the TESOL Community.

If you have additional ideas concerning how TESOL could encourage its members to collaborate on research related to the 2014–2016 Research Agenda (or through other TESOL programs and services, or as part of ongoing activities of TESOL's Research Committee), please let us know:

19. Please share any additional comments you may have for the Research Agenda Task Force.



Appendix B. TESOL Research Standing Committee, an Overview

To promote ongoing discussion of research within TESOL International Association, a Research Standing Committee was established in October 2005. Its charge is to monitor, evaluate, and encourage development of research-related informational, educational, and promotional activities for the association. The committee's activities include maintaining and continuing the development of the TESOL Research Agenda, strengthening relationships with other research-oriented organizations, ensuring that TESOL research activities meet acceptable standards, and identifying and prioritizing future research-related projects.

For a number of years, the committee has organized a series of research events and colloquia at the annual convention, highlighting current research in key areas of TESOL. It also runs an annual preconvention event with a practical focus on doing research for both novice researchers and those with more experience. More recently, the committee has been looking at ways of extending these activities beyond the boundaries of the convention through, for example, an online community group to reach out to the ever-increasing number of members who are interested in both understanding and doing research.



Appendix C. Resources for TESOL Research

American Educational Research Association

[Code of Ethics](#) (2011)

Association of Internet Researchers

[Ethics Guide](#) (n.d.)

British Association for Applied Linguistics

[Recommendations on Good Practice in Applied Linguistics](#) (2006)

British Council > Research and Publications

<http://englishagenda.britishcouncil.org/research-publications>

Center for Applied Linguistics > Resources

[Resource Center](#)

Conference on College Composition and Communication

[Position Statement on Ethical Conduct of Research in Composition Studies](#) (2003)

IATEFL Research Special Interest Group

[Research SIG](#)

Language Testing Resources Website

<http://languagetesting.info/>

Linguistic Society of America

[Linguistic Society of America Ethics Statement](#) (2009)

The International Research Foundation for English Language Education > Resources

[Resources](#)

TESOL International Association

[TESOL Quarterly Research Guidelines](#) (n.d.)

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[TESOL Press](#) offers more than [80 books](#), refereed academic journals [TESOL Quarterly](#) and [TESOL Journal](#), newsletters, white papers, and other publications to help English language teaching professionals and their students succeed in the classroom and beyond. For more information, please visit the [TESOL Press web page](#).

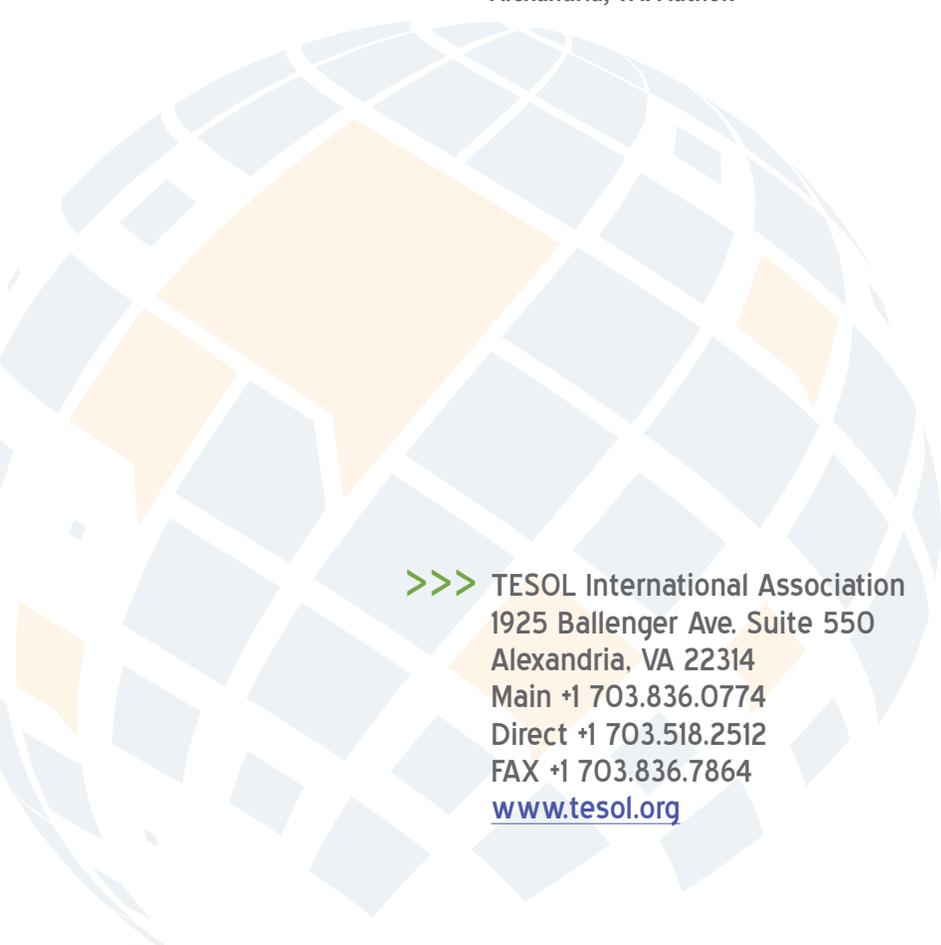
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A large, stylized globe graphic in the background, composed of light blue and orange geometric shapes representing continents and latitude/longitude lines.

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