

**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  |
| <b>Domains of Focus</b> | <b>Individual</b> | <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>  |
|                         | <b>Community</b>  | <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> |
|                         | <b>Societal</b>   | <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](#).

**Table 2. Directions for Research Use**

|                   |  | Theoretical Perspectives on the Nature and Learning of Language(s)  | Technological Support for Learning   | Agency of Teachers  |
|-------------------|--|---|--|---|
| <b>Individual</b> | <b>Observe:</b><br>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)? |
|                   | <b>Question:</b><br>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?   |
|                   | <b>Investigate:</b><br>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?               |
| <b>Community</b>  | <b>Observe:</b><br>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?                                     |
|                   | <b>Question:</b><br>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?                           |
|                   | <b>Investigate:</b><br>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?         |

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| <b>Societal</b> | <b>Observe:</b><br>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?                           |
|                 | <b>Question:</b><br>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? |
|                 | <b>Investigate:</b><br>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](#).