

**Research  
Education &  
Literacy**



**Emerging  
Educational  
Technologies**



**Teaching  
Methods**



**Professional  
Learning**



# TESOL Research Directions Report

**1 MARCH 2024**

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# Executive Summary

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This report consolidates findings from a TESOL Research Priorities survey conducted by the Research Professional Council (RPC) from July to August 2022 followed by a series of focus group conversations led by the RPC Research Directions Working Group from May to July 2023. The aim of this sequential approach was to qualitatively clarify findings of the 2022 Research Priorities Survey, which asked survey takers to identify topics and contexts warranting research, and to share challenges to conducting research in English language teaching. In focus group conversations, we asked TESOL members across the globe in a variety of educational roles to respond to the priorities and challenges identified in the survey, and whether they had anything to add.

- The research topics, contexts, and challenges identified in the survey as warranting research were found to be interrelated, yet manifested differently in different policy and socioeconomic contexts.
- Educators work together as a community, yet may be challenged by institutional environments that limit opportunities to access research as well as to collaborate, systematize, or disseminate research.
- Contextualizing the topics and challenges identified in the survey led to four directions for research in TESOL—Research Education and Literacy, Teaching Methods, Professional Learning, and Emerging Educational Technologies.

Focus group participants found the topics, contexts, and challenges for research identified in the 2022 Research Priorities Survey to be interrelated. Participants agreed on reinterpretation of the findings as four broad directions for new research—Research Education and Literacy, Teaching Methods, Professional Learning, and Emerging Educational Technologies. Within these four research directions, context-dependent lines of inquiry emerged.

The findings underscore drives for equitable access in all aspects of English language learning, teaching, and research. To that end, this report employs a broad definition of research that includes educators' routines for making observations, asking questions, and reflecting on outcomes. The research directions are therefore grounded in a vision of an equitable, inclusive, and agentive research community of English language educators.

# I. Introduction

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In December 2023, TESOL International Association unveiled its [Research Directions and Resources 2023-2027](#). The association’s research directions—*Research Education and Literacy, Emerging Educational Technologies, Teaching Methods, and Professional Learning*—were shaped over a two-year period with input from a total of 675 TESOL members who responded to a survey and volunteered to participate in focus groups to update TESOL International Association’s research agenda.

“Include everyone in the school setting in learning to ensure that multilingual learners have equitable access to education wherever they are in the world.”

—TESOL Program Administrator, United States

The project to engage TESOL members in shaping a research agenda builds on a history of work by the association to address the concerns, priorities, and directions for research that TESOL members pursue. **The current project to identify research directions is grounded in a vision of an equitable, inclusive, and agentive research community of English language educators.** This report first discusses putting research directions into practice, then turns to the project background, the methodology used to arrive at four research directions in TESOL, and potential lines of inquiry in each, citing the perspectives of TESOL members. We conclude with recommendations for next steps.

# II. Putting Research Directions Into Practice

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“In research they always say there’s a gap, but when I do it in the classroom, there is no gap. We find the solutions.”

—Research Coordinator, English Language Skills Department, Saudi Arabia

In the language education literature, research engagement is generally understood to include engagement *with* and *in* research. Engagement with research includes seeking out and reading published research, while engagement in research includes implementing and testing research, or conducting a formal research project.

In this report, acknowledging that research is sometimes viewed as separate from everyday practice, we are explicit about including day-to-day cycles of observing, questioning, innovating, and reflecting in our understanding of research engagement. Applying this process can lead to a better understanding of changes as they occur, in

real time, and equip educators to act. With this in mind, we highlight *lines of inquiry* in Section VI, that is, research questions voiced by educators in a variety of roles and contexts during our focus group conversations.

While there are established frameworks for practice-based research (see [Borg, 2017](#), for example), collaborative frameworks such as exploratory practice, action research, and lesson study are continually evolving. This evolution of research offers educators exciting avenues for innovative engagement, collaboration, and dissemination of their work. In addition, we recognize that access to published research and learning about conducting research can pose a challenge. Responding to this challenge, the Research Directions project has assembled links to open access publications, databases, and tools for research on its webpage. We invite all educators to consider [Research Directions and Resources 2023-2027](#) as a springboard for research in your classroom, institution, or community.

### III. TESOL Research Directions Background

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**In 2018 the RPC surveyed TESOL members to learn whether and how the 2014 Research Agenda was being utilized. Survey responses indicated the need for a concise and user-friendly research tool.** The global COVID-19

pandemic interrupted the project to update the agenda, and with the support of the TESOL Board, the RPC disseminated a new survey in 2022. The short survey elicited demographic information from 639 TESOL members and their responses to open-ended questions: What are your top three research *topics*, *contexts*, and *challenges*? They were also asked if they had anything to add. Analysis of the responses, compiled in the [TESOL Research Priorities Survey 2022: Report on Findings](#), led to more questions:

- How should we interpret the top three research topics identified in the survey—Teaching Methods, Teacher Development, and Educational Technology—and the top three research contexts, Post-Secondary, EFL, and Bi/Multilingual Learners?
- What concerns did we miss relating to the top three research challenges—Research Design, Funding, and Workload?

These questions presented an opportunity to deeply engage TESOL members in interpreting the survey findings and reshaping the research agenda. The TESOL Board asked the RPC sub-committee, the Research Directions Working Group, to take on this task. In what follows, we highlight the steps taken to interpret the survey findings.

“I think it’s important that working with different populations, there’s a sense of ethics about teaching different communities.”

—Teacher Educator, Israel

## IV. Methodology

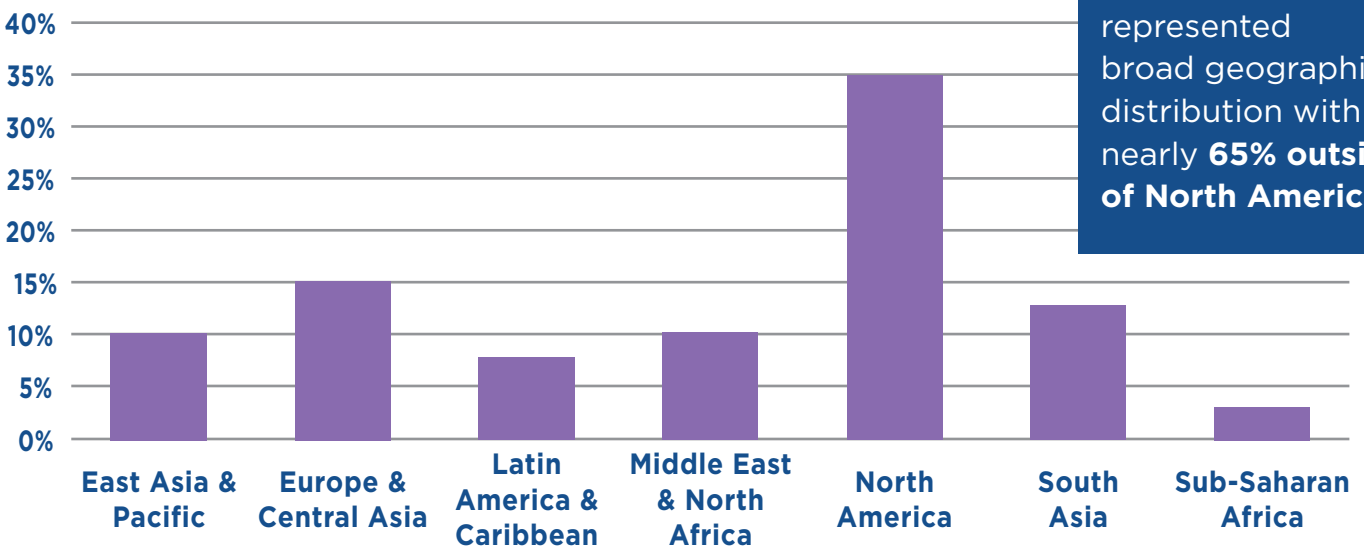
TESOL Research Directions represent the consolidated findings of a sequential, explanatory mixed methods study. In Phase I, the [2022 TESOL Research Priorities Survey](#) aimed to learn about the research priorities of TESOL members and perceptions of challenges to doing research. A descriptive analysis finalized in February 2023 identified top research *topics*, *contexts*, and *challenges*. Following this analysis, Phase II was initiated to qualitatively interpret and further explain the survey findings. In Phase II, we went back to the TESOL membership and collected data from 10 focus groups. This data set was analyzed thematically.

### Phase I: TESOL Member Survey

In Phase I, between 15 July-15 August 2022, 639 TESOL members in 90 countries responded to the TESOL Research Priorities survey. Analysis of more than 2007 data points gathered from responses to open-ended questions was completed in February 2023. The published [TESOL Research Priorities Survey 2022: Report on Findings](#) describes survey dissemination and thematic analysis of the data. The open-ended TESOL Survey questions are shown in Appendix A.<sup>1</sup> Figures 1 and 2 present respondent demographics.

**FIGURE 1**

2022 Research Priorities Survey Respondent Demographics



**639**

respondents represented broad geographic distribution with nearly **65% outside of North America.**

Most held advanced degrees.

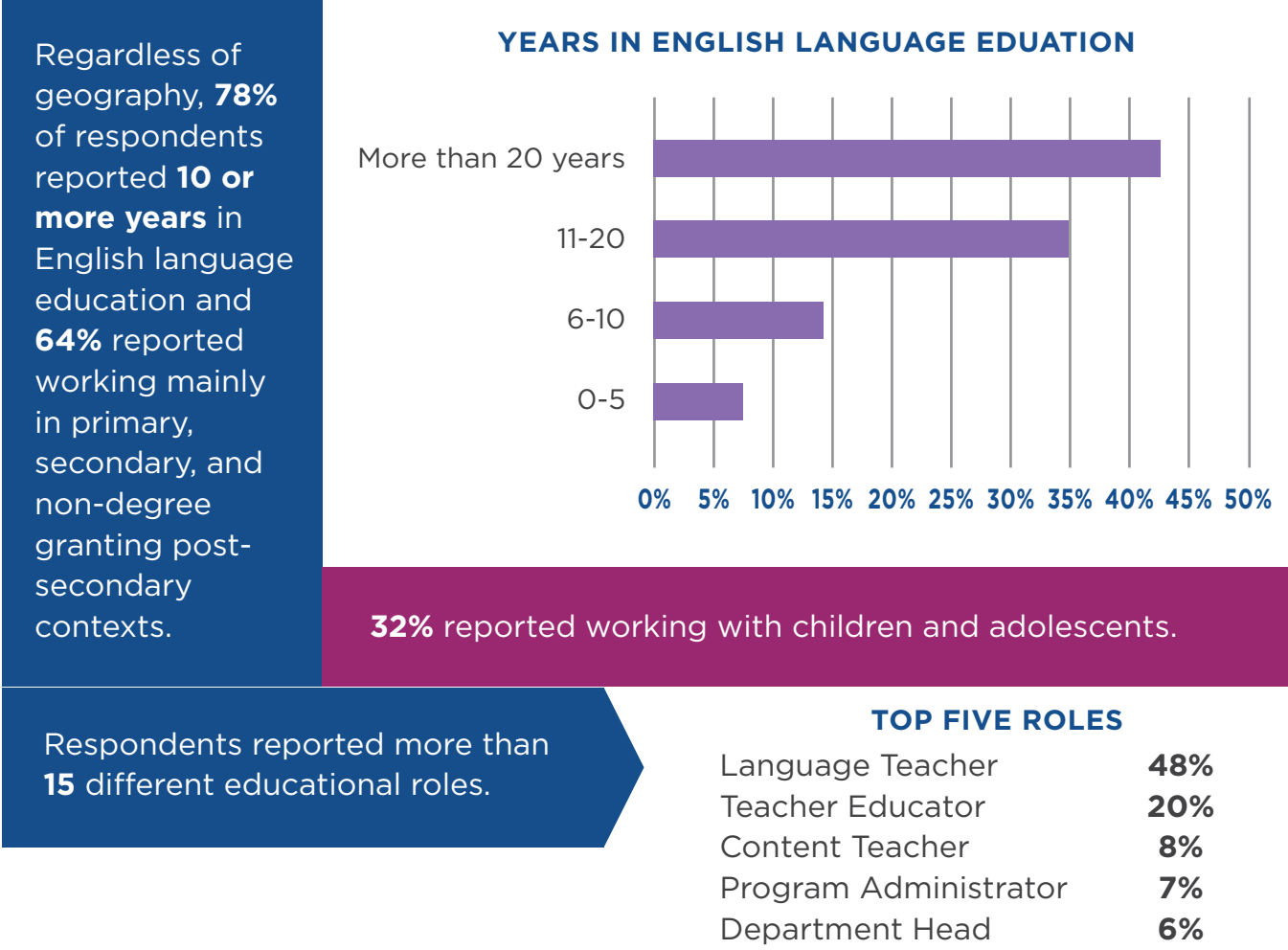
**32%** doctoral degrees

**49%** master's degrees

<sup>1</sup> Percentages in this report are rounded.

Figure 1 illustrates responses to Questions 2 and 4: “What is your highest educational qualification?” and “In which country do you primarily work?” Although the survey presented a broad geographic distribution of work locations in 90 countries and territories, over one third worked in North America. Figure 2 illustrates varied learning and teaching contexts and the many educational roles involved.

**FIGURE 2**  
2022 Research Priorities Survey Respondent Demographics (cont.)



**Phase II: Interpretation of Survey Findings**

In Phase II, our goals for the focus groups, held between 18 May and 26 July 2023, were to engage with TESOL members in interpreting the survey findings. The protocol for conducting focus groups is shown in Appendix B.

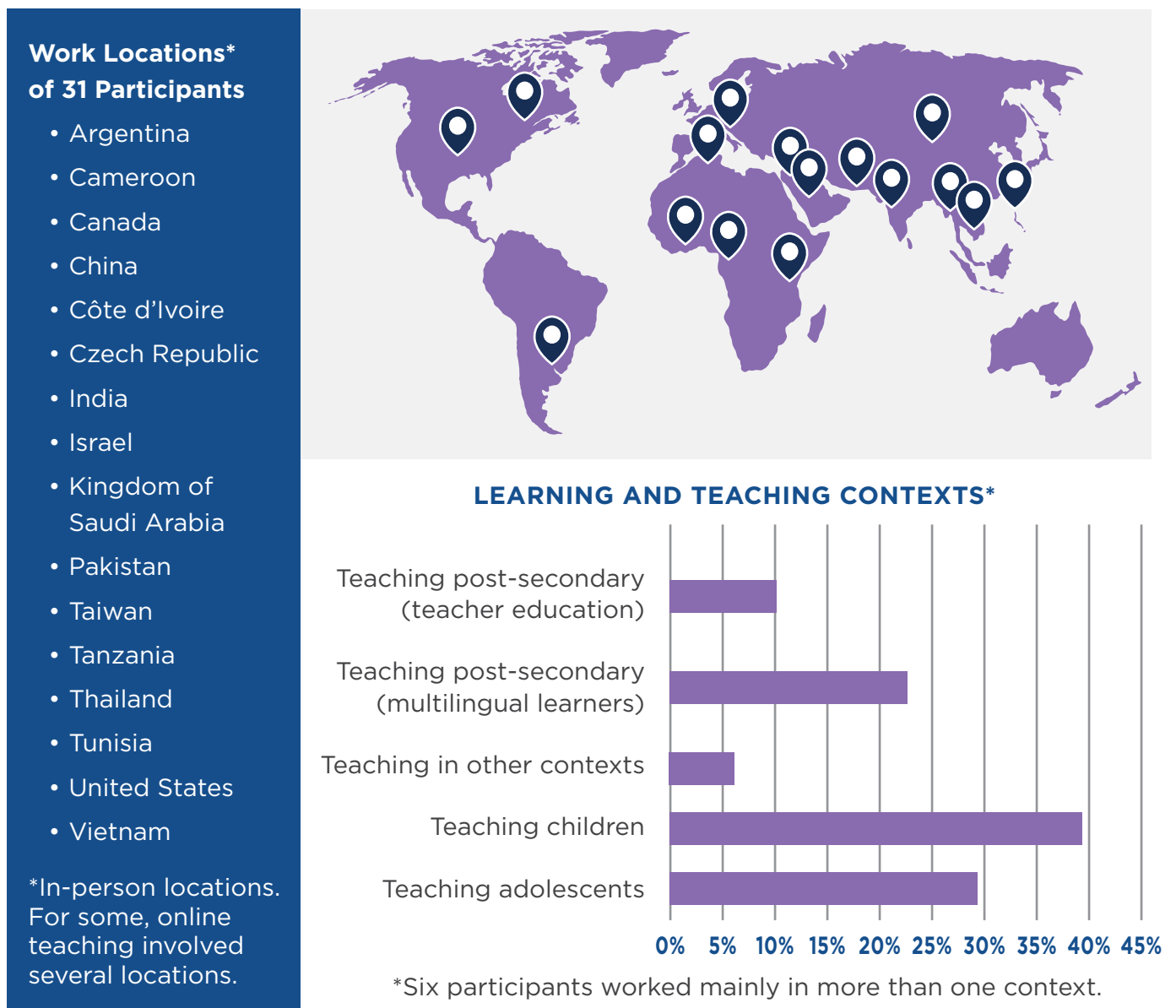
Our plan was to maintain representation of the many communities of practice within TESOL International Association in the focus groups. With this vision, we promoted representation of the membership by recruiting participants at TESOL

events, through social media, and by reaching out to TESOL Affiliate and Interest Section leaders. From a pool of more than 50 volunteers, 31 educators working in 16 countries and a variety of contexts were available to participate in 10 focus groups,<sup>2</sup> illustrated in Figure 3.

The RPC Working Group held 10 focus groups, first sharing the [TESOL Research Priorities Survey 2022: Report on Findings](#). These were recorded with permission. We then located themes in the focus group conversations to draft a set of research

**FIGURE 3**

2023 Research Directions Focus Group Work Locations and Contexts



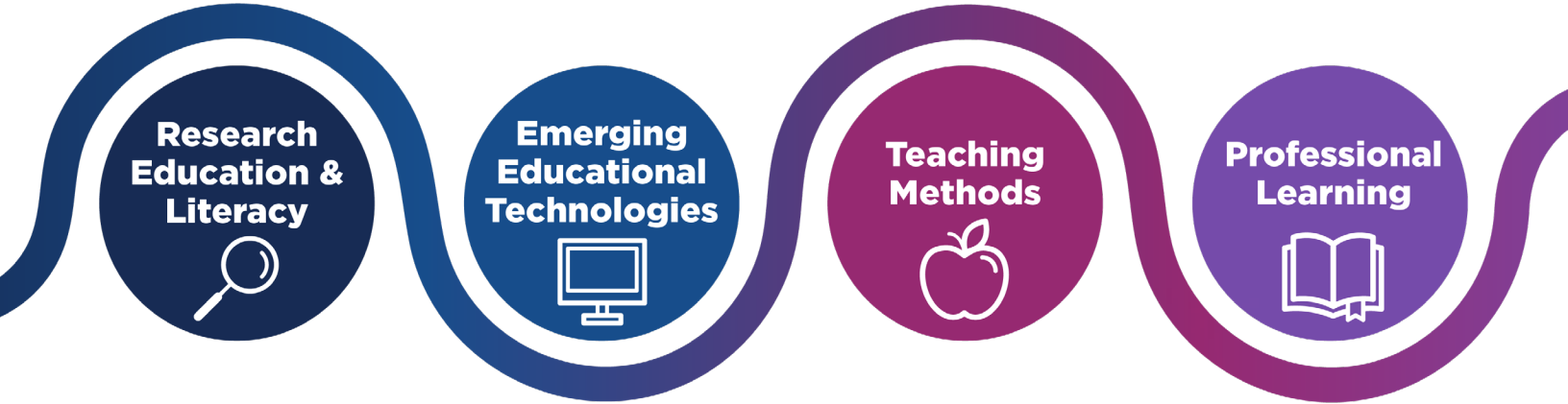
<sup>2</sup> Thirty-one TESOL members participated in focus groups. An additional five participants who were not available for focus groups contributed via an online feedback form. Focus groups were formed as participants became available.

directions, which were shared with the Executive Committee in August 2023. Incorporating the committee’s feedback, in mid-September we completed a member-check with focus group participants, ensuring that TESOL members were involved in the process all along. With this last round of member feedback, we made our final recommendations to the TESOL Board of Directors at the end of September 2023.

## V. TESOL Research Directions

“So much depends on context—what is this research going to be used for, is it what people want to know more about or what is likely to change.”  
—Director, Curriculum and Professional Development, United States

A major theme in focus group discussions was the interrelatedness of the research topics, contexts, and challenges identified in the research priorities survey. Yet each of the prioritized research areas was informed by local research concerns. **By calling for research *directions*, we highlight educators’ agency to determine what kinds of research should be carried out in a variety of institutions, communities, and policy environments. In this report, we highlight research questions that emerged from participants’ perspectives and priorities** within *Research Education and Literacy*, *Emerging Educational Technologies*, *Teaching Methods*, and *Professional Learning*.





## VI. Research Directions: Highlighting What Research Can Do



### Research Education and Literacy

The Research Priorities Survey (2022) posed a separate open-ended question about research *challenges*. The analysis showed that “research design” was clearly the top challenge. Funding and workload were also named as challenges for educators not only in elementary and secondary schools, but in university pathway programs or English departments.

“It’s like a cycle—when the workload is so heavy and teachers work in several places, it’s not like you just work in one school—you have to get used to the culture of every institution and follow the structure of different places.” —*Teacher Educator, Argentina*

“Workload is a big challenge for us because we are non-tenure-track. And so we don’t have any research allocation.” —*Pathway Program Administrator, United States*

In terms of inquiry into research education and literacy, focus group participants emphasized researching the unique challenges frontline educators face. These challenges included ethical dilemmas, contexts for and perceptions of research, and areas for collaboration.

#### Ethical Dilemmas

Anticipating dilemmas that put the brakes on teacher-led research will allow teachers to clarify school policies and ethical guidelines.

“Research literacy is something for anybody at any level at any stage of their career—you can see what’s been done and what’s been studied.... And once you are adept and fluent at research literacy, you can address the other matters with a lot more comfort and effectiveness.”

—*Director, Intensive English Language Center, United States*

“Implementing generic research designs like the quasi ones is tricky at schools because you don’t use, for example, CLIL only with some classes and use them as guinea pigs.” —*Teacher Educator, Taiwan*

“It’s also about the publicity, so ok if we’re doing ‘little r’ research every day, do we see the ‘little r’ research at conferences, do we see it published, is it a personal thing and do we have the ethical permission to get it published?” —*Research Coordinator, English Language Skills Department, Saudi Arabia*

## Contexts and Perceptions

These contrasting situations highlight the importance of practical outcomes for classroom-based researchers.

“It’s an enigma—maybe preservice teachers know about research, but how practical is it for them? It’s not an integrated part of teacher education, not part of our bachelor’s degree, and barely part of our master’s degree. Integrating those research literacy pieces into our teacher education might help.” —*Research Coordinator, English Language Skills Department, Saudi Arabia*

“One thing I like about our research context is that it is really output driven. So it’s really practical; it’s not like I’m writing a thesis. But I’m designing this course that’s going to be used. We’re going to run it. We’re going to pilot this intervention.” —*ESOL Instructor, Canada*

## Areas for Collaboration

Collaboration across disciplines and institutions was described as an important goal. At the same time, achieving equity in research collaborations warranted research.

“I’d like to take into account research into partnerships in general. So when we’re talking about higher education partnering with K-12, for example, what about the nature of those partnerships? Is it equitable? What do the K-12 partners get out of that?” —*TESOL Program Coordinator, United States*

In some focus groups, discussions of research literacy itself opened possibilities for collaborative and individual research:

“It would be really cool if we could get groups of individual teachers to do this kind of work in their own classrooms but then come together and put that research together to make something larger of it.” —*Pre-K-12 Resource Specialist, United States*

“We could do research in a more proactive way, perhaps. We would be able to see the time that we are in the class also as a possibility to do some type of research; I’m not saying that we are going to discover any new theories, but something that would help us, that would be very useful to us.” —*Education Specialist, Argentina*

Inquiry into challenges to engaging with and in research in different contexts reflects

the reality of information overload and at the same time, barriers faced by frontline educators. Research education and literacy, as well as research into the challenges English language educators face can help educators figure out how to process overwhelming amounts of information, identify what research is applicable to their contexts, and guide their own classroom-based research activities.



## Emerging Educational Technologies

Focus group participants called for a foundational understanding of technologies in education while posing questions about effectively and equitably implementing them. Educational technologies were generally conceptualized as ubiquitous tools and methods. In that sense, research on *emerging educational technologies* was deeply interwoven with inquiry into *teaching methods* and *professional learning*.

“If they have a cell phone, they’re using technology. I think we need a different understanding of technologies. They’re tools. Especially when we’re talking about teaching methods. What’s wrong with having both old and new methods of being present with the students?” —*Language Consultant, Elementary School, United States*

“I can’t see teaching methods without technology of some kind. Even the way we speak can be technology. And notebooks, that was technology, too.” —*Teacher Educator, Canada*

“Educational technology is related to teacher development and will affect teaching methods. Technology does dominate a lot of our teaching nowadays.” —*Director, University Development Center, Saudi Arabia*

Despite the ubiquity of technologies adapted to education, illustrated above, primary questions arose about which communities have access and which tools are effective for different groups of learners. The global COVID-19 pandemic led to unprecedented use of technologies in education—many educators, students, and their families were suddenly pushed online with little or no preparation, and for some communities, with few material resources, leading to educational gaps.

### Access to Technologies and Effective Teaching

The rapid infusion of technologies into learning and teaching in response to the global pandemic led to questions about access to technologies across different socioeconomic contexts. Educators continue to face the challenge of integrating online teaching effectively and equitably:

“We are lucky to work in a center that has a lot of educational technology for our classes but that is not what happens in the public schools.” —*Teacher Coach and Mentor, Argentina*

“Every semester I recruit 40-50 college preservice teachers to teach English to elementary school students; 125 of these students are in rural areas. My priority is how effective are those online lessons.” —*Teacher Educator, Taiwan*

These quotes illustrate that educators recognize that educational technologies may inhabit pockets of privilege as well as potentially bridge gaps in access to education. Yet teacher education programming falls short:

“At our university teaching methods are part of the teacher training program, but not so much education technology; the teachers learn that mostly on their own, where they work.” —*Teacher Coach and Mentor, Argentina*

“Technology is actually being integrated into the classroom and not being addressed a lot in teacher development.” —*Language Consultant, Elementary School, United States*

“We try to figure out, how do we leverage these technologies? How do we use them?” —*Instructor, Community Education Program, Canada*

## More Technology?

Despite apprehensions surrounding technologies such as Artificial Intelligence (AI), Augmented Reality (AR), and Generative Pre-Trained Transformer (ChatGPT), there is growing recognition of their potential to enhance teaching practices and even lighten teachers’ workloads. One language instructor described “playing with ChatGPT to get it to plan lessons for me. It does some things better than others.”

“Research should be directed towards how AI is going to be helpful and hurtful depending on the context and what the goals are and how it’s used. If there’s research that goes into those types of things, that would be helpful across the board.”

—*Director, Intensive English Language Center, United States*

“I use AI for school activities and I have so much more time now. It’s not 100% but at least it gives me a beginning. You have to be aware it’s not 100% but it does help.” —*Teacher Educator, Canada*

Focus group participants suggested researching how emerging educational technologies are currently used, and might be used to enhance student learning:

“I think it’s exciting to think in writing and analyzing about how we can utilize AI

in a way that can help with students' understanding.” —*Director, Curriculum and Professional Development, United States*

## Classroom-Based Approaches to Research

The infusion of technology into teaching methods has created uncertainties yet allowed for opportunities to conduct classroom-based research with students to learn how technologies such as AI can enhance student learning.

“I was thinking about student-centered approaches, how teachers could research their ideas. Think about long term—not a short-term idea, but long-term participation. Like in blended learning, test their ideas in the classroom.”

—*Instructional Technologist, United States*

“I’m not sure there’s a ‘right’ way to use technology. If you can listen in English and read it in French, if that helps you, that’s better. In the moment I realized it’s better for the student to say what will work.” —*Director, Intensive English Language Center, United States*

Research into how educators conceptualize technology, bring access to their students, learn to use it, and implement technologies can inform planning for teacher education and professional learning that responds to educators’ concerns for effective uses of emerging educational technologies. Research into teacher education programming to effectively use technologies may help teachers keep pace and alleviate uncertainties.



## Teaching Methods

The techniques, strategies, and approaches that help students and teachers achieve their goals are central to classroom relationships and activities. As a *topic* for research, teaching methods were prioritized in the Research Priorities Survey (2022). **While research in English language teaching methods is abundant, policy and technological developments over the past five years have sparked discussions about applicability and effectiveness, kindling an enthusiasm for renewing research in teaching methods.**

“About teaching methods, the question is applicability. I really think we need to switch focus from ‘global’ best practices to what are the best practices to meet the contextual needs of students and their sets of goals.”

—*TESOL Program Coordinator  
United States*

In focus group conversations, participants emphasized that **teaching methods depend on the context and the learner**. Yet contexts for learning and teaching English are rapidly changing. These include national policies and trends that promote English to teach content, in contrast with increasing recognition of students' multilingualism and the desire to encourage it. In addition, emerging educational technologies have had an impact, raising questions about how to effectively integrate student-centered teaching methods with technology.

## National Education Policies and Trends

National policies to promote bilingualism in a national language plus English manifest differently in different contexts. For example, the national policy and long-term goal for bilingual Mandarin-English education in Taiwan has led to a focus on developing bilingual teaching methods that work for young learners. In Saudi Arabia, English as the medium of instruction (EMI) in higher education is a growing trend and educators seek effective teaching methods for students of different backgrounds. In Thailand, English is not a mandatory part of the curriculum, posing a different challenge.

“Just a few years ago in my university we switched all our content to English. Students have to be prepared. There are a lot of students, especially in the U.S., coming from other countries. There could be a lot of research opportunities for these students and how we could feed research back into intensive English programs to better prepare students.” —*Research Coordinator, English Language Skills Department, Saudi Arabia*

“In my country English is optional so students don't really see the motivation to learn English unless they go to a multinational country. So, we really need to find methods to anchor students.” —*University EFL Teacher, Thailand*

## Multilingual Learners

“We have 500 dialects in Cameroon and the unofficial lingua franca. Officially we are bilingual in English and French. We are looking at culturally responsive teaching, not just from the global perspective, but these learners are coming from diverse backgrounds.”

—*Secondary School Teacher, Cameroon*

Research is needed in methods for teaching multilingual learners, not only in regions where English is the main language of instruction, but in EFL contexts where English is part of world language programming in elementary and secondary schools. With a decolonial focus on honoring Indigenous languages and world language varieties, research into how to navigate classrooms where students with diverse educational

backgrounds come together is needed.

“There’s not a lot of research that I see on how young bilingual learners learn.”  
—*Language Consultant, Elementary School, United States*

“It would be useful to get some information about high school learners or even elementary school learners. I’ve seen some studies but not many. I think that’s information that most teachers would appreciate.” —*Secondary School EFL and Teacher Educator, Argentina*

“English used to be taught from the sixth grade and upwards. Now there are different priorities to learn English, and they begin in kindergarten or first grade. More teachers are being put in that situation, and it’s uncharted waters. Teaching young learners is an important research area.” —*University Program Director, Saudi Arabia*

In addition, working with refugee and displaced learners emerged as a concern for educators as safety and economic factors have led to increased displacement of young learners across the world.

“Needs are changing because we are dealing more with multilingual and bilingual learners. Now with migration, we are seeing that more, due to the Ukraine, and other people moving to the Republic. We need to learn how to support them... it’s an emerging thing.” —*Primary School Teacher and Teacher Educator, Czech Republic*

“A growing need is an informed pedagogy for refugee education and community-based education. How to work with people that are displaced— that would bring in social emotional learning.” —*Director of Curriculum and Professional Development, United States*

Emerging educational technologies have also had an impact on teaching methods. Lines of inquiry in teaching methods reflect not only educators’ concerns for equity in changing policy and migration contexts, but for addressing issues of equity for multilingual learners as new technologies become infused into teaching methods. In sum, contextualized research in teaching methods can help educators to systematically adapt their methods to their classrooms.



## Professional Learning

Definitions of professional learning, professional development, and teacher development may overlap, or even be imprecise. Our conversations with focus

groups clarified the scope of research in professional learning to include support for educators, such as emotional support and mentorship, in-service training to adapt to changing language learning and teaching environments, and recruitment and training of new teachers.

## Professional Learning as Support for Educators

In the focus group conversations, research in professional learning included research to build and promote mentorship for new teachers and to support educator well-being across a career. Concerns for how to recruit new teachers and keep them in the profession also emerged.

**“We need research in teacher identity and how it is constantly reconstructed. We learn a lot about social-emotional learning for students—we do a lot for students but we do not do enough for teachers.”**

**—University English Language Teacher, Vietnam**

“I think more about mentorship, especially peer mentorship. Building up the culture of mentorship among preservice teachers helps them develop as professionals and helps them to stay in the profession. People stay in the profession when they feel supported.” *—University Lecturer, United States*

“What is missing in our teacher education is my question...Most of us have been through a teacher training program but maybe that was not there, how to coach other teachers, how to protect them, how to create a safe environment for them. It would be good to have some additional information on that from research.”  
*—Academic Coordinator, Argentina*

“I hear ‘teacher development’ at all stages of a teacher’s career and we should recognize that at different stages teachers have different needs. I think that ‘beginner teacher’ is its own separate area of research that we need to include.”  
*—TESOL Program Coordinator, United States*

## Professional Learning to Adapt to Changing Learning Environments

Professional learning includes teacher education and in-service training to meet the challenges of rapidly changing language learning and teaching environments. Focus group participants emphasized research in professional learning to reach educators in language classrooms and beyond.

“The audience needs to be expanded. We need to look from the lens of what research needs to be done outside of our language classrooms. When I do



professional development workshops, the first thing I tell teachers is that the likelihood that you are never going to experience working with a multilingual learner is very low.” —*Elementary School Resource Specialist, United States*

“Because we promote bilingual education and integrate CLIL at K-12 and EMI at higher education, we provide in-service teacher professional development to train English teachers to become bilingual teachers in the primary setting. This is our research focus.” —*Teacher Educator, Taiwan*

Research in professional learning can inform pre- and in-service teacher professional programming about “what is missing” so that new teachers are not only encouraged to join the profession, but motivated and supported throughout the span of a career.

## VII. Recommendations: Next Steps

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The TESOL Research Directions and Resources serve to implement TESOL’s Strategic Direction and policy priorities in terms of research. Five key considerations are showcased in this brief:

- 1** ***Understanding the Audience.*** Early career researchers and scholar-practitioners in a range of educational roles are expected to be the primary users of this document. As such, the Research Directions project recognizes the importance of educator-initiated research and aims to help educators in shaping their and the association’s research priorities. Further considerations include how to keep stakeholders engaged in current and future Research Directions.
- 2** ***Promoting DEIA in Research.*** A flexible and inclusive policy for Research Directions extends TESOL’s commitment to [Diversity, Equity, Inclusion, and Access](#) to research engagement at every stage— from developing, designing, and conducting research to disseminating research findings. The [Research Directions and Resources](#) webpage promotes such engagement by providing links to open access resources. Recognizing the complexity of TESOL as a field and the challenges of language teaching and learning in diverse contexts, we envision an inclusive TESOL research community in which opportunities for mentorship and collaboration take place with and in a global conversation about research that is local and relevant. We recommend a dedicated and supportive convention forum for teacher-led research, works-in-progress at any stage, to recognize and support TESOL’s diverse research community.
- 3** ***Sustainable Evolution of Research Directions.*** Ensuring that Research Directions and Resources remain relevant and useful will depend on support by stakeholders, the assurance of widespread use, and financial support from the

association and its members and sponsors. Our recommendations include:

- Continue data collection, such as monitoring traffic on the TESOL Research Directions and Resources webpage.
- Invest in programming to encourage research, such as an online research mentoring forum.
- Invest in a mini-grant to support teacher-led research.
- Provide organizational support to the RPC in surveying TESOL membership (as was done in 2018) to learn how the Research Directions are being utilized.
- Continue RPC-led convention-based activities to sustain organizational awareness of the research interests of TESOL members.

4

***Promoting Engagement in Collaborative Research.*** Collaborative research frameworks include exploratory practice, lesson study, and action research, which include teachers and students in the research process. Engaging in research collaboratively assists with the goal of involving everyone in a school, in a variety of roles, with achieving educational aims for equity. These frameworks are continually evolving— new collaborations in classroom-based translanguaging research are just one example. We invite educators to innovate and collaborate.

5

***Communicating the Research Directions and Resources.***

- Invest in a service to TESOL members such as a one-page quick-guide to demystify research.
- Join the conversation. The TESOL Research Directions and Resources webpage takes up the conversations that were begun at the 5 December Town Hall. Click on the “Here’s What TESOLers Say” drop-down under each research direction to join an ongoing conversation.
- See [TESOL Research Directions and Resources](#) or contact [research@tesol.org](mailto:research@tesol.org) for information about how to get started.

# Acknowledgments

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# Appendix

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## **Appendix A: TESOL RPC Research Priorities Survey 2022**

Following a series of questions to elicit demographic data, the survey asked these open-ended questions:

- What are the top three research topics that should be prioritized in the field of TESOL? (open answer)
- What are the top three research contexts that should be prioritized in the field of TESOL? (open answer)
- What are the top three challenges to carrying out research in the field of TESOL? (open answer)
- Is there anything else you would like to share with the TESOL RPC regarding research priorities in the field of TESOL? (open answer)

## **Appendix B: Shaping Research Directions and Priorities 2023-2027 Focus Group Guide**

- Introductions
  - TESOL Research Professional Council and Role
  - Permission to record
  - The main purpose of this group is to learn “What do these priorities mean to you?”
  - Self-introductions including location, work setting, role, and highest degree
- Where We Are Now
  - Past Research Agendas and Trajectory
  - Research Priorities Survey Report on Findings (2023)
  - We ask you to reflect on the areas that were identified as priorities and ask for your interpretation
- Questions for Reflection
  - Review of Top Three Topics, Contexts, and Challenges (identified in the Research Priorities Survey Report on Findings, 2023)
  - Research Priorities Top Topics

- Teaching Methods
- Teacher Development
- Educational Technology
- Research Priorities Top Contexts
  - Post-Secondary (Educational Context)
  - EFL (Geographical Context)
  - Bi/Multilingual Learners (Learner Context)
- Research Priorities Top Challenges
  - Research Design
  - Funding
  - Workload
- Reflect on these [topics, contexts, challenges] and what they mean to you.
- Please choose one and explain what it means to you with an example or experience.
- Discussion
- Summary

## Appendix C: About the TESOL Research Professional Council

The Research Professional Council (RPC) serves the TESOL Board in an advisory capacity and TESOL members by promoting access to and collaboration in TESOL research. We align with the social justice aims of TESOL’s initiatives for [Diversity, Equity, Inclusion, and Access](#) and its [Strategic Direction](#) for building member expertise.

Initially formed in 2005 as TESOL’s Research Standing Committee, the RPC has built upon the Committee’s plan to organize research-oriented events at each convention and extend discussions beyond convention settings. At the convention, the RPC organizes the TESOL in Focus Research Colloquium and the Research Directions Fair. Its Research Mentoring Workshop, initiated in 2008, supports and mentors educators and scholars who are new to research. In addition to organizing convention events, online research forums, and webinars:

- In March 2019 the RPC formed a Working Group to share research with TESOL members and encourage practitioners to write about their observations,

reflections, questions, and research through its [RPC Blog Series](#).

- In December 2021 the RPC formed a Working Group to create video interviews with teachers to highlight the routine research activities, such as observing, reflecting, and questioning, that teachers engage in. The [RPC Video Series](#) is publicly available on the TESOL International YouTube channel.
- In June 2022 the annual [TESOL Award for Excellence in Research](#) received funding for the next 10 years and became an RPC responsibility, managed by an RPC Award Coordinator for the 2023 award and onward.
- In response to members' expressed desire for a concise and user-friendly research tool, the [TESOL Research Directions and Resources](#) webpage launched in December 2023 includes publicly available research databases and publications.

## Appendix D: Research Directions Project History

TESOL International Association's research agendas and organizational structures, including its publications, represent its commitment to promoting research in the field. Taking these in turn, the [2000 TESOL Research Agenda](#) set forth a plan to create a research task force and suggested topics and contexts for future inquiry, while anticipating changes in the field (Brindley et al., 2000). The [2004 TESOL Research Agenda](#) task force envisioned dissemination to graduate students, corporations, and governmental agencies, while promoting "a broader awareness of what constitutes research in TESOL," (Borg et al., 2004, p. 1). The [2014 TESOL Research Agenda](#) (Coombe et al., 2014) task force aimed to bring researchers and practitioners together—the agenda called attention to "how practitioners can use research" (2014, p. 2), emphasizing an understanding of research in language learning and teaching as inclusive of societal policies and practices as well as communities and classrooms.

In terms of support for research in English language teaching by professional organizations, significant developments have included TESOL International Association's establishment of a Research Standing Committee in 2005, which became the Research Professional Council (RPC). In addition, in 2008, the RPC began hosting Research Mentoring Workshops for TESOL members and nonmembers alike. TESOL International Association's periodical publications, *TESOL Quarterly* and *TESOL Journal*, now include open access research articles. In sum, an orientation to inquiry at TESOL International Association is illustrated by its research agendas, organizational structures, and publications.

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