Teacher development "How to" guides

HOW CAN TEACHERS BEST BE ENCOURAGED TO ENGAGE WITH RESEARCH – PUBLISHED AND THEIR OWN PRACTITIONER ENQUIRY?

Introduction to the series

The British Council has produced a series of short evidence-based 'How to' guides for individuals and institutions who have a stake in designing and delivering professional development opportunities for English language teachers.

These short guides provide a series of **practical recommendations** and a list of key **associated research sources** designed to inform the organisation of professional development programmes and interventions for practising English language teachers. They also serve as self-access guides for teachers who are enrolling on formal professional development programmes or pursuing self-directed professional learning.

The guides are hosted on the British Council's TeachingEnglish website and complement the existing global and regional larger-scale research that provides the evidence base for what works in the teaching, learning and assessment of English.

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Introduction

Research can be defined as the act of searching for answers to those questions that an individual believes are worth answering. It can provide English language teachers with a means of exploring the questions they might have about the events that take place in the classroom. In this sense, it is a way of acquiring knowledge about language teaching and learning, knowledge that in certain cases they can construct for themselves without needing to rely on the expertise of those outside the classroom. While there are many kinds of professional development opportunities that language teachers can take advantage of, research can be a highly beneficial form of growth because the knowledge that it makes possible is in most cases instantaneously and practically useful for those at the chalkface. What teachers learn through research can be relevant to their pedagogical concerns and to the needs of their learners. However, for this potential to be adequately exploited, teachers require support with how they can position themselves as research-engaged professionals.

Based on insights gained through primary and secondary research, this guide aims to provide teacher educators with a brief overview of how they can support language teachers to engage with published research and to do research in their own educational contexts. While both aspects of teacher research engagement are important, just like any other form of professional development, to be effective in the long term, they rely on teachers voluntarily wanting to participate in these activities and on several conditions being in place for them to do so. This guide discusses the knowledge and skills that teacher educators can focus on so that teachers are better able to benefit from research, and it also indicates other requirements for effective teacher research engagement.

Teacher research engagement

The concept of teacher research engagement has been debated for several decades. Engagement with research typically involves reading scholarly articles or attending research-based presentations in person or online, while engagement in research is the act of doing research in one's own teaching context. Whether engaging with or in research, research engagement is seen as a valuable contributor to teachers' professional development (Cordingley, 2015). Its proponents see it as a means of enabling teachers to achieve growth and take ownership of the process of finding answers to their questions (Mercer & Xerri, 2018). Given that the classroom is a centre of inquiry, it would be inappropriate to say that teachers should not be research-engaged, as it would be to suggest that other professionals like medical doctors can avoid being so because they lack the time for research or see little relevance in reading it (Farrell as cited in Xerri, 2018 [a]). While one could argue that it is perfectly possible for a language teacher to spend their entire career oblivious of the new knowledge that research makes possible, Kostoulas (2018) maintains that "effective teaching cannot dispense with empirically based knowledge". To do so would amount to accepting (legitimising even!) the fossilisation of the profession in conservative practices, derived from our collective experience…and never questioned" (page 13). Hence, research engagement is not only valuable for language teachers but can also lead to changes in an individual's immediate educational context and in the field more broadly.

Nonetheless, a few detractors have argued that research engagement is not something that language teachers should concern themselves with. For example, Maley (2016) claims that only a minority of teachers are likely to be research-engaged on a long-term basis while Medgyes (2017) believes that there are not enough grounds to impel teachers to jump on the bandwagon of research. Medgyes implies that it is far more useful for teachers to rely on their intuition and experience rather than interact with research. While there is a place for intuition and experience in enabling teachers to effect change, these should not be a substitute for the knowledge that is fostered by research. Unfortunately, when certain powerful voices express doubts about teachers' motivation or their ability to be research-engaged, there is a possibility that teachers fail to see how the roles of teacher and researcher can act as complementary aspects of the same identity; they start seeing research as separate from their professional identity and associate it only with those who seem to have more of a right to be research-engaged (Graves as cited in Xerri, 2018 [c]).

Broadening conceptions of research

One of the main obstacles to teachers' research engagement consists of their own misconceptions with respect to research. Besides the fact that some language teachers might misunderstand what counts as research (Borg, 2010), others might feel that research is something that only involves the kind of activities and methods employed by academic researchers, and that its purpose is to examine large data sets and generate generalisations. However, Graves (as cited in Xerri, 2018 [c]) suggests that "Research writ large – the idea of having a hypothesis and being able to generalise – is not suitable for teachers who might need a very specific application of research" (page 79). She believes that research is more inclusive and broader in its scope. This is linked to the idea that the basic nature of research involves finding out something that a person has an interest in or was not aware of before (Coombe as cited in Xerri, 2018 [b]). Misconceptions about what research is can disempower language teachers and make them feel reliant on academic experts (Reynolds as cited in Xerri, 2018 [e]), as well as discouraging them from being research-engaged because they end up believing that their understandings of research are incorrect (Smith, 2015). That is why broadening teachers' conceptions of research is a crucial step in developing their research engagement.

When teachers adopt a broader understanding of research, they start to realise that it is not altogether alien to what they already do as part of language teaching. Reynolds (as cited in Xerri, 2018 [e]) affirms that most teachers have questions that they want answers to, while Farrell (as cited in Xerri, 2018 [a]) points out that when teachers systematically reflect on their work, they do so because they are searching for those answers. Hanks (2018) believes that some of the skills required for research manifest themselves in some of the things teachers do routinely. These might include employing critical thinking to question course books, curricula, and institutional assumptions; systematically observing, analysing, recording and interpreting learners' progress; and using observation and analysis to plan and do their work in an effective, flexible and responsive manner (Hanks, 2018). When research becomes something that language teachers feel capable of interacting with, they are much more likely to reap its benefits.

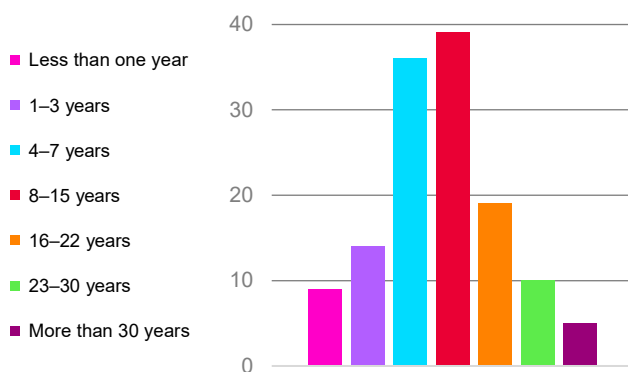## Becoming research-literate and research-engaged

The advantages of being a research-engaged language teaching professional are various. Research engagement is a form of professional development because it can provide teachers with new perspectives. It is a means by which they can generate knowledge for themselves and become learners of what they are doing, as well as its protagonists (Graves as cited in Xerri, 2018 [c]). The knowledge that research makes possible, derives from a critical and context-responsive perspective (Banegas, 2018), and has a high level of pedagogical usefulness (Kostoulas, 2018). Research can help teachers to challenge their beliefs and discover new or different meanings (Freeman, 2018), as well as enabling them to solve the problems they encounter in the classroom, teach more effectively, and attain better outcomes for learners (Nunan, 2018). Teacher-initiated research can help language teachers avoid being too dependent on external experts; therefore, it has been described as subversive (Smith as cited in Xerri, 2018 [d]). It can be seen as subversive because it counteracts the tradition that conceives professional development as consisting exclusively of the transmission of knowledge to teachers.

The suggestion that some people are inherently incapable of research engagement is fraught with difficulties given the value of research literacy. The latter is defined as "the ability to locate, understand, discuss, and evaluate different types of research; to communicate accurately about them; and to use findings for academic and professional purposes" (Beaudry & Miller, 2016, p. 4). It seems that to improve teachers' research literacy, it is not enough to equip them with the skills they need to locate information, but it is also important that they learn how to interpret and synthesize research findings. Nonetheless, one could argue that the above definition is somewhat reductive because it considers research literacy as consisting solely of the ability to engage with published research rather than also to engage in the act of doing research. Hence, a wider definition would encompass the knowledge and skills that an individual requires to produce their own research. Teacher education needs to cater for both aspects of research engagement, each of which is addressed in this guide.

Teachers' views on research engagement

In order to examine teachers' attitudes, beliefs and practices with respect to research engagement, a questionnaire was distributed amongst 2,000 teachers based in the MENA region. A total of 131 responses were received, with the same number of respondents being from Algeria and Libya (33.5%), 20.6% from Iraq, and 10.6% from Lebanon. Two-thirds of the respondents were female, with most respondents under 44 years of age, and 40.5% being between 22 and 32 years old. The years of English language teaching experience varied substantially across the group; however, the majority had been in the job for between 4 and 15 years. This level of experience corresponds to the relatively young age of this group of respondents.

How many years of English language teaching experience do you have?

■ Less than one year
■ 1–3 years
■ 4–7 years
■ 8–15 years
■ 16–22 years
■ 23–30 years
■ More than 30 years

Around 47% of the respondents taught at secondary level, while 27.4% taught in further or higher education and 20.6% at primary level. Almost three quarters of respondents worked in the public/state sector.

Teachers' research engagement

When asked about their experience of research engagement, almost half the respondents claimed that they have experience of engaging neither in nor with research. Only a third stated that they have experience of both kinds of research engagement. Nonetheless, these findings are somewhat contradicted by the fact that the absolute majority of respondents indicated that they enjoy reading scholarly articles and attending research presentations. They largely disagree with the notion that published research is difficult to make sense of or that it is irrelevant to their teaching. On the contrary, most of the respondents believe that research engagement is a form of professional development for them and that it has the potential to make a difference to their teaching. They also reject the idea that language teachers cannot do good research or that research can only be conducted by university academics. In fact, most of them believe that they are able to do research in their classrooms and that it is an activity that can allow them to find answers to any questions they might have about language teaching and learning. Moreover, most of the respondents suggested that research can be done in collaboration with their students and colleagues.

The above positive beliefs about research engagement are also mirrored by what the respondents consider to be the most useful forms of support to help them enhance their research engagement. With respect to engaging **with** research, almost all the respondents claimed that support could consist of being:

- provided with dedicated time for engaging with research

- trained on how to locate relevant research

- trained on how to appraise research in relation to their teaching needs

- trained on how to apply published research to their teaching context

- provided with access to published research

- provided with the opportunity to attend research presentations.

In terms of the most useful kind of support to enable them to engage **in** research, the vast majority of respondents indicated that this could consist of being:

- given the opportunity to research the questions they have about language teaching and learning

- trained on how to ask the right kind of research questions

- trained on how to design and use different research instruments

- trained on how to analyse research data

- trained on how to use different research approaches, (e.g. action research, exploratory research, etc.)

- supported by mentors who have experience of doing research

- given the opportunity to collaborate with their colleagues on doing research

- recognised by their institution as someone who can do research

- given the opportunity to disseminate the results of their research.

The above views on the forms of support that can help to improve language teachers' research engagement correspond to many of the recommendations outlined in the literature on facilitating teacher research (see Borg, 2013; Xerri & Pioquinto, 2018). They also serve as a foundation for the practical recommendations discussed in the sections below.

Training activity 1

Based on Borg (2007), teachers are provided with a number of scenarios and asked to indicate to what extent they believe the activities in each one are examples of research. Two of the scenarios mentioned by Borg (2007, p. 736) are:

a. A university lecturer gave a questionnaire about the use of computers in language teaching to 500 teachers. Statistics were used to analyse the questionnaires. The lecturer wrote an article about the work in an academic journal.

b. Midway through a course, a teacher gave a class of 30 students a feedback form. The next day, five students handed in their completed forms. The teacher read these and used the information to decide what to do in the second part of the course.

Teachers discuss the scenarios and explain why they consider each one an example of research or not. This activity is meant to help language teachers become aware of their conceptions of research.

Supporting teacher research engagement

In the following sections, the insights derived from the reviewed literature and the questionnaire data are organised in terms of a series of areas that language teachers require support with. These areas all form part of the two dimensions of teacher research engagement.

Engaging with research

With regards to engagement with research, teacher educators are encouraged to focus on how teachers can:

- reflect on the reasons for using research
- locate research
- appraise and apply research.

Reflecting on using research

When language teachers read published scholarly articles or attend a research talk at a conference, a very important part of the process of engaging with the research involves their ability to reflect on it. The reflective process consists of several activities that can enable teachers not only to learn about the content of the article or talk but also about what they bring to the act of interpreting that content. For instance, through reflection teachers are better able to examine their own thoughts, attitudes, beliefs, values, assumptions, and practices. Reflection enables them to revisit prior experiences and knowledge, as well as to evaluate how they think and why they think the way they do. These activities are helpful when teachers engage with someone else's research because the act of making sense of it will necessarily involve their cognitive, affective, and experiential makeup.

In fact, one of the very first things language teachers can be encouraged to ask themselves when they engage with research is, why? The reasons why different teachers engage with research might vary. While for one individual it might be a matter of intellectual curiosity, for another person it might be a question of practical utility. Some teachers might read academic journals or follow online research talks because they see this as part of their professional development, while others might do so because there are issues in their classroom that they hope to address. Of course, these motives might overlap or else be related to personal and professional traits that form part of a teacher's identity. What is important for teacher educators is to encourage language teaching professionals to start the reflective process by considering their individual expectations and intentions when engaging with research.

Locating research

Once language teachers decide that they want to learn about a specific issue by engaging with research, they might require assistance with determining where they can find relevant research. This usually consists of harnessing a fundamental aspect of their research literacy, which "involves the ability to locate relevant research, appraise it in relation to one's specific teaching needs and to judiciously apply it to one's professional context" (Kostoulas, 2018, p. 14). In the case of published research, the capacity to identify its provenance is based to some extent on teachers' knowledge of the main academic journals in the field and how the peer review system is designed to ensure that what reaches them is reliable. While not all research that teachers might consider relevant is published in refereed journals, by consulting publications like ELT Journal, TESOL Quarterly and others, they are provided with a measure of trust in the value of the research they are engaging with. In the case of research presentations, evaluating the platform from which it is being shared is equally significant; however, there needs to be an awareness that in certain cases the refereeing process for reports of conference presentations might not have been as thorough as with scholarly articles.

Teacher educators can help teachers to distinguish between different kinds of research publications. Teachers need to be aware of which journals have an explicit practice orientation and which ones are more concerned with theory and academic research. For instance, while Applied Linguistics and TESOL Quarterly are primarily journals catering for the interests of the academic community, ELT Journal and TESOL Journal seek to appeal to the teaching community by ensuring that research articles have a practical dimension to them. Of course, this does not mean that the former kind of journals are not suitable for language teachers. Moreover, it would be a mistake to assume that teachers interested in being research-engaged are only looking for practice-oriented journals. Teacher educators can assist teachers in developing their understanding of the different ways in which research is packaged.

Besides referring to journals, this would also involve talking about edited anthologies of academic chapters, open access books and articles, and webinars and videos in which researchers talk about their work. With respect to open access publications, teachers would benefit from knowing how to use Google Scholar to look for freely available articles related to their interests. Another important source of such publications consists of electronic books published by teacher associations and other organisations. For example, IATEFL Research SIG has published several open access collections of articles written by academics and teacher-researchers; many of these articles consist of studies conducted by teachers in their own language teaching contexts. The British Council has published various books and papers that teachers can download for free; some of these publications consist of empirical studies while others are guides to specific research approaches or initiatives, (e.g. Pinter et al., 2016; Smith, 2020; Smith & Rebolledo, 2018). In many cases these publications are accompanied by video recordings of talks that the researchers have delivered at in-person or online conferences. Some subscription-based journals make such videos freely available; this is the case with the ELT Journal Editor's Choice videos in which authors discuss their research articles. A few associations organise regular webinars and other online events where people can talk about their research and interact with the audience; however, sometimes these events are only open to members. Given the plethora of sources of research that teachers can engage with, teacher educators can play an instrumental role in enabling them to locate relevant research.

Appraising and applying research

Once teachers have determined why they are interested in learning about a piece of research, they would benefit from being shown how they can evaluate its potential significance for them. Part of the process of relating a piece of research to teachers' professional needs and context involves considering how a researcher's intentions and priorities might be different (Xerri & Mercer, 2017). Researchers might be primarily concerned with sharing their conceptual thinking, methodological design, and empirical results, as well as looking for feedback on their research. They might want to be mainly evaluated on their output as researchers and on their ability to theorise and conduct research, rather than on their work's practical relevance for language teaching and learning. These intentions and priorities might be different from those of a language teacher whose chief interest in research is spurred on by the practical questions that arise in the classroom. By making teachers aware of these differences, they can approach research with a more balanced attitude, seeing it as something that might have the potential to improve what happens in the classroom but need not always do so directly.

Another significant issue to bear in mind is that when language teachers engage with someone else's research via reading or listening, certain obstacles might interfere with their interpretation of the study and its findings. While this is probably true of a person's reception of any text, it is particularly pertinent to engagement with research given some teachers' concerns that academic studies might be somewhat challenging to understand. While the researcher is acting as the sender of the encoded message and imparting an intended meaning, teachers are receiving that message, decoding it, and arriving at a perceived meaning. During this process, noise might interfere with the effective transmission and reception of the researcher's message. In a conference room (whether physical or online), this noise could consist of environmental distractions that hinder teachers from adequately understanding what is being said. While listening to or reading research, noise could take a physiological form, (e.g. teachers are feeling stressed or exhausted) or a semantic one, (e.g. the language being used by the researcher is confusing). Whatever its nature, noise can affect teachers' ability to make sense of the research they consume and hence they need to become aware of what might undermine their ability to effectively engage with research, which in certain cases might be their own preconceptions. Teacher educators can focus on equipping teachers with a better understanding of how the communication process works so that noise does not undermine their confidence in engaging with research.

Teacher educators can also enable teachers to be more efficient in terms of how they appraise the value and relevance of a piece of research by discussing several strategies that they can employ to enhance their engagement with research (Xerri & Mercer, 2017). Prior to reading an article or attending a talk, it is helpful to reflect on their personal and professional priorities and be clear about what they hope to gain from this piece of research. Making sure that the research is suitable for them might first involve studying the title and abstract and then considering the researcher's intentions and priorities. Once they decide that this piece of research is appropriate, they can maximise their engagement by taking note of key ideas and findings and determining how they relate to their priorities as language teachers. If attending a talk, teachers can ask the researcher questions that might help to clarify certain things. Writing questions is also useful when reading a study since they can enable teachers to foreground their thinking and engage more actively with the study. After reading or listening to a piece of research, teachers' notes can help them to reflect further on how the study addresses their needs and expectations. Notes can enable them to determine whether there are any ideas that can be adapted to their educational context and whether they need to search for more information.

A useful activity that teachers can be helped to set up to maximise their engagement with the relevance of a piece of research is discussing a study or set of findings with a small group of colleagues. This can be done in person or online, and it can involve immediate colleagues or else a teacher's peers working elsewhere. Very much like literature circles or book clubs, these discussions can be as structured as the participants want them to be. For instance, on social networking sites like Facebook and Twitter and on messaging apps like WhatsApp and Telegram, when discussions of research are held, they can develop in multiple directions. While this is somewhat related to the nature of online interaction, some teachers might find it difficult to follow such unstructured discussions. In certain cases, though, there are attempts to guide an online discussion by means of questions and hashtags. For several years, IATEFL Research SIG moderated regular discussions of research using an online forum; the discussions sometimes involved the participation of the author of a research article and encouraged teachers to contribute to the discussion via a set of questions submitted at the outset to frame the discussion. When a research-based discussion is taking place in person, teachers might find that one of the advantages is that they have more control over who participates and the direction and purpose of the discussion. These might be key considerations for teachers wishing to utilise research as a means of enhancing classroom practices.

Training activity 2

Teachers are presented with a brief research article and asked to reflect on it by means of these questions from Xerri and Mercer (2017, p. 12):

- What are the assumptions underlying this research?
- What counts as evidence in this study?
- How do the methods match the research questions?
- Has the research been done systematically?
- Do the researchers appear to be aware of the study's limitations?
- What are my opinions about, experiences with, and knowledge about this topic?
- Are the conclusions reasonable and appropriate to the study?
- What can I 'transfer' from this study to my own context?

A variation of this activity would be to present teachers with two articles – one written by an academic and the other by a teacher-researcher – and to invite them to reflect on whether their answers to any of the above questions differ due to any differences in the authors' priorities and intentions.

Training activity 3

Teachers are invited to read one of the teacher-led studies in, e.g. Mackay et al. (2020), or Tragant and Mackay (2020). By means of a group on WhatsApp or Telegram, teachers discuss the following two questions:

- What is the main value of this study for you?
- How would you conduct a similar piece of research with your own learners?

Teacher educators can keep the discussion going by asking follow-up questions and by encouraging teachers to respond to one another's comments.

Engaging in research

In terms of engaging **in** research, teacher educators can help teachers to develop their knowledge and skills with respect to how to:

- reflect on doing research
- formulate research questions
- design a study
- collect and analyse data
- disseminate research.

Reflecting on doing research

If teachers choose to conduct research themselves as a means of learning more about a particular issue or teaching puzzle, one of the first steps involves determining whether they have the time for it and whether they can rely on their institution's support. Borg (2018) points out that "The scope of teacher research must be commensurate with the time available for it. If sufficient time is not available for even modest teacher research projects, alternative professional development approaches should be considered" (page 20). The best person to assess whether enough time is available for research is the individual teacher-researcher; however, given that one of the reasons why some teachers shy away from doing research is because they claim not to have enough time, it is important for teacher educators to indicate how research can be woven into what teachers already do as part of their teaching duties.

With respect to institutional support, it is vital for teachers to clarify whether school leaders are likely to be positively disposed to their efforts to conduct research or whether research is perceived as a misuse of time (Borg, 2018). Nonetheless, even when school leaders do not consider research an important activity for teachers, support can still be provided by colleagues and students. Hence, teacher educators can help teachers to identify ways in which such support can be accessed. For instance, this could be in the form of collaborative research projects or else an audience for the dissemination of research results.

> **Training activity 4**
>
> Based on Putnam and Rock (2017), teachers work in pairs to draw up a list of topics for collaborative research. They choose one of the topics and create a plan of how they could collaboratively conduct the study. The following items are used to produce an action chart (Putnam & Rock, 2017, p. 211):
>
> - Primary goals
> - Actions to address goals
> - Individuals responsible for actions
> - Permissions necessary
> - Data to be collected
> - Timeline for implementation
> - Resources necessary for implementation.

> **Training activity 5**
>
> In small groups, teachers familiarise themselves with the five steps of the Question Formulation Technique (Right Question Institute, 2022). One of them plays the role of a language teacher while the others act as learners. As a group, they go through the entire process until they produce a few effective questions and have identified how these may be used. The aim of this activity is to enable teachers to understand how the technique can be used to help students determine what is worth doing research on.

Formulating research questions

One of the most crucial areas where teachers require support when doing research is that of formulating a research question for their study. Good empirical research starts with well-formed research questions because they constitute the foundation of a study and help to define its focus, establish the investigation's boundaries, and provide the teacher-researcher with direction (Mercer & Xerri, 2018; O'Leary, 2017). Given their significance, it is no surprise that formulating a sound research question is not as straightforward as some might think. One way of going about the writing of research questions starts with activities that help teachers to use their creativity and curiosity to define the topics they are interested in exploring (O'Leary, 2017). These could consist of reflecting on the issues that puzzle them about language teaching and learning or the classroom events they would like to learn more about. Once they have identified a topic that they are interested in, they need to generate as many questions about it as possible so as to find the perspective that guides the study. A mind-map might help teachers to connect different questions to one another and enable them to determine what it is that they still do not know. Once teachers have an angle that they would like to explore, they can narrow the scope of the study even further by formulating one or two questions that it is possible to answer by means of a small-scale study conducted in their classroom or school. In helping teachers to write research questions, teacher educators must constantly remind them that these need to be researchable, i.e. they can be answered by means of a study. The latter needs to be doable in terms of teachers' knowledge, skills, and resources, as well as any ethical considerations.

To write effective research questions, teachers must bear in mind a few important criteria (O'Leary, 2017):

- Research questions must be worth investigating and interesting to those tasked with answering them.

- If a study has more than one question, these need to be connected to one another in a meaningful manner so that the focus remains sufficiently narrow.

- The wording of the questions must be selected very carefully; ambiguity, loaded terms, and assumptions must be avoided.

- Research questions that can only be answered by means of yes or no are not useful, while it might be better to first ask questions that examine the what and the how before the why. This is because the latter cannot really be answered in an objective manner.

- The last thing teachers need to remember is that research questions can evolve during a study; if the study takes a teacher in a particular direction, it is sometimes appropriate to revise the questions.

By learning how to meet these criteria in the task of formulating research questions, language teachers become aware of the fact that the focus of their research needs to be viable and discrete as well as intrinsically interesting to them (Hopkins, 2008).

Training activity 6

Teachers are provided with an example of a bad research question, (e.g. What makes girls better at reading than boys?) and invited to unpack it. Once they have discussed a variety of reasons why it is not an appropriate question, they work with a partner on reformulating the question.

Training activity 7

Based on O'Leary (2020 [a]), teachers use one or two words to reflect on the following elements:
- Research topic
- Research context
- Research objective
- Type of question (who, what, where, when, how, or why?)
- Potential relationships between different factors.

Using the answers they come up with for each one of the above elements, teachers draft a research question. Then they discuss their questions in small groups, providing one another with feedback meant to help narrow down a question until it is as clear and concise as possible.

Designing the study

Given that technical competence is another fundamental component of teachers' research literacy, teacher educators need to provide ample support in enabling teachers to plan their research and utilise an appropriate methodology to answer research questions. A study's methodological design is what helps a teacher to move from questions to answers; while there are many paths that can be chosen, teachers need to be shown how it is always opportune to opt for the one that is most suitable for them, their research question, and their context (O'Leary, 2017). They need to understand that the choices they make with respect to methodological design at the start of a study have far-reaching consequences for the findings it generates.

The methodological design chosen must be within a teacher's knowledge and skill capacity as well as being of interest to them, must address the research question directly, and needs to be practical and doable (O'Leary, 2017). If a teacher is uncomfortable collecting and analysing quantitative data, then using a survey as a method might not be so sensible. If a teacher feels highly comfortable talking to colleagues and students about the issues and challenges they encounter in the classroom but might not be fully aware of how to do this as part of a study, then semi-structured interviews or focus groups might be appropriate methods once the teacher has received some training. However, irrespective of how comfortable a teacher-researcher feels with the use of specific methods and tools, a study's methodological design needs to have a good fit with its research questions. In fact, it should be the latter that primarily dictates what possible methodologies can be used, so much so that it should be the research question that drives the choice of methods (O'Leary, 2017). The other determining factor behind teachers' use of a particular methodological design is whether the study is feasible. Teachers need to ensure that:

- they have permission from their institution to conduct the study

- the study's participants, (e.g. students, colleagues) have given consent

- there are no ethical concerns with their investigation

- they have the time and resources to do the research

- the data can easily be accessed.

Teacher educators can help language teachers to understand what the most suitable options for their methodological design are if they encourage them to think of the latter in terms of five questions: who, where, when, how, and what (O'Leary, 2017):

- Who has to do with the people that the study will focus on and the ones who will form part of it? For example, if a teacher wants to investigate the problems that some students experience with handing in their homework on time, it might be appropriate to focus only on this population of students and – if there are many such students – to interview a few of them.

- Given that teacher research takes place within an individual's teaching context, then Where is quite straightforward. However, in the case of collaborative research, it might very well be that teachers do not only focus on their respective classes.

- When has to do with the time that the research will take and whether the investigation can form part of a teacher's ordinary duties or requires additional time. Time is also an important consideration with respect to the methods one chooses; if specific methods require a massive amount of time for the writing of tools and the collection and analysis of data, then this might be problematic for certain teachers.

- How has to do with the wide array of methods available to a teacher to collect data and the actual techniques and processes of using these methods.

- What has to do with what a teacher-researcher will look for and entails developing appropriate tools that enable them to do so. For instance, if a teacher realises that interviewing is the most suitable method for collecting the kind of data they are after, then they may require support with the writing of an interview schedule that will allow them to do that effectively.

Training activity 8

Having identified a research topic, teachers reflect on several follow-up questions for each of these five main questions:

- **Who?**
    - Who are my research participants?
    - Why these participants and not others?
    - What ethical issues are there?
- **Where?**
    - Will this research take place in my classroom?
    - Who will give me permission to do research?
    - Will my students and colleagues collaborate?
- **When?**
    - How much time will this research involve?
    - Will this research be part of my lessons?
- **How?**
    - What methods will I use to generate data?
    - How do these methods relate to my research question/s?
    - What are the advantages and drawbacks of these methods?
- **What?**
    - What instruments will I use?
    - What kind of data is generated?
    - How is that data analysed?

Teachers discuss the answers to the above questions in small groups and provide each other with feedback. The aim is to encourage them to act as critical friends for one another.

Collecting and analysing data

When it comes to enabling language teachers to collect and analyse data, teacher educators need to raise awareness of the different approaches that are available for classroom research and the various methods and tools that can be used. One of the first things that teachers might need to grasp is the idea that the common terms quantitative and qualitative represent entrenched assumptions that sometimes conceive of methods in terms of a dichotomy that can limit a researcher's attempts to understand a specific phenomenon (O'Leary, 2017). Even though there are approaches that generate primarily quantitative data and ones that lead to mainly qualitative data, teachers must remember that the research approach they use and the type of data they collect should always be determined by what would best answer a study's research question. In most cases, the latter is best served by a mixed methods approach that exploits the benefits of both the quantitative and qualitative traditions and produces data that facilitates the creation of a more holistic perspective. Learning how to deploy methodological triangulation is likely to be useful for teachers since it enables them to think of quantitative and qualitative data as complementary, and to see that different kinds of data can play different roles in helping a teacher to answer a research question. Familiarising themselves with mixed methods research also allows teachers to think carefully about the methods and tools that can best produce the desired data. Given space limitations, only two of these methods are discussed below. For tabulated lists of advantages and drawbacks of a variety of different data gathering methods, readers can consult Hopkins (2008). O'Leary (2020 [b]) provides checklists of actions that need to be undertaken when using different methods.

One of the most popular – and sometimes misunderstood – methods that teachers can use to collect data from within the classroom consists of surveying learners (Xerri, 2017). By means of questionnaires, teachers can gather self-reported information about language learning beliefs, motivations, and habits (Mackey & Gass, 2005). While a questionnaire enables a teacher to make efficient use of time and learn about all the members of a class, the data can consist of a somewhat superficial description of an event and fail to illuminate why a particular phenomenon might be happening. Given that many people underestimate how much time and effort are required to produce a well-designed questionnaire, it is fundamental that teacher educators provide guidance with respect to the drafting and piloting of a questionnaire. This would involve considering the different question types that can be included in a questionnaire, their purpose and order. For example, it might be useful for teachers to consider the advantages of selected-response items versus open-ended questions and vice versa, as well as to think about the drawbacks of including a 'no opinion' or 'don't know' category in a Likert scale. Further guidance on choosing question types and general questionnaire design is provided by Dörnyei and Taguchi (2010) and Harvard University (2007).

Given that a questionnaire is most often completed autonomously, it is vital that the wording of the different items is given a lot of attention so that questions are transparent, and the respondent can understand the researcher's intended meaning. This might involve teachers becoming aware of how significant it is to match the language used in a questionnaire to the linguistic and cognitive level of their learners, as well as learning how to avoid complex or double-barrelled questions, items that use double negatives, or items that are characterised by ambiguity, loaded words, bias, prestige and wording that leads to a specific response. As a means of improving the questionnaire's ability to help answer the research question, item wording and other aspects of an instrument can be adjusted by means of the piloting process. This involves a run-through or trial of the questionnaire that can provide feedback on the experience of answering the questions as well as on the quality of the data that these can generate (O'Leary, 2017). In this regard, teachers need to realise who might enable them to do this and what kind of feedback to expect, whether from a group of learners from another class or their own colleagues.

Besides being shown how to design, pilot and administer a questionnaire, teachers would also benefit from learning about the analysis of the data it generates. While many people might immediately associate a questionnaire with quantitative data, any open-ended items will produce qualitative data. While the data produced by selected-response items can easily be analysed by means of spreadsheet programmes, specialised software like SPSS or free online survey tools, the responses to open-ended questions must be analysed in terms of the themes or patterns that emerge from them. In this case, the researcher cannot rely on the kind of pre-set categories that are usually built into selected-response items.

Another popular method that teachers can use to learn more about their students' language learning attitudes, beliefs and practices consists of interviewing (Xerri, 2018 [f]). By means of an interview schedule – which consists of a series of questions that the researcher would like to ask during the interview – a teacher can explore deep beneath the surface of classroom events and gather rich data that not only describes a phenomenon but also seeks to explain it. To enable teachers to make the most of the potential of interviewing, teacher educators need to make them aware that the main advantage of using semi-structured interviews – rather than structured or unstructured – is that these allow a researcher to compare the responses provided by different interviewees while still being flexible during a specific interview if need be. One of the skills linked to this element of flexibility is that of knowing which follow-up and probing questions to ask to elicit the richest data possible. Given the risk of communicating one's biases and values when interviewing someone, it is vital to learn not only how to include appropriate questions in the interview schedule but also how to achieve a balance between neutrality and understanding when conducting the interview (Dörnyei, 2007). Piloting the schedule and having it checked by a colleague should serve to address any issues with the wording of the questions. Another skill that teachers need to develop when using interviews as a data collection technique is that of producing a transcript. While software can facilitate this process, it is still important for a researcher to know how to ensure that the transcript is a faithful record of what an interviewee said. This can be bolstered by inviting the interviewee to read through the transcript and assess whether it is an accurate reflection of what was said.

Besides one-on-one interviews, teachers can also consider holding focus group discussions with their students, who might be more likely to engage in self-disclosure in a group setting than when conversing with the teacher on their own. A focus group has the potential to reveal the way students think and feel about an issue via the discussion that ensues; however, teacher educators need to underscore how challenging focus groups can be for the person moderating the discussion. Just like other kinds of interviews, it is important for teachers conducting focus groups to create an atmosphere in which students feel that their views are not being judged. A good moderator also makes sure to prompt the discussion without leading it or being drawn into it. Since intra-group discussion of the issues and views that emerge during the focus group is fundamental, the number of questions included in the schedule needs to be very limited and it is also ideal for them to be piloted or evaluated by a colleague. Transcribing a focus group can be much harder than a one-on-one interview given that a teacher needs to be able to distinguish between the different voices that have been recorded; however, it is still crucial for the interviewees to be convinced that the transcript is an accurate representation of what was discussed.

When showing teachers how to analyse interview data, teacher educators need to accentuate the significance of using inductive modes of analysis. Gibbs (2007) states that:

"Coding is how you define what the data you are analyzing are about. It involves identifying and recording one or more passages of text… that, in some sense, exemplify the same theoretical or descriptive idea. Usually, several passages are identified, and they are then linked with a name for that idea – the code. Thus all the text and so on that is about the same thing or exemplifies the same thing is coded to the same name. Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it." (page 38).

While interview questions can help to indicate some of the codes and themes found in the data, most of these codes will emerge from multiple rounds of reading and coding of the transcripts. Some teachers might find it useful to use colour coding to identify the main themes and establish connections between them. Gibbs (2007) provides several examples of how to code a transcript; he has also created a series of video tutorials on coding and thematic analysis (Gibbs, 2011 [a], 2011 [b]).

After determining which methods and tools to use to answer a research question, it is fundamental for teachers to gain access to the research participants by adhering to the ethical principles that protect these individuals. Permission from the leaders of the school where the research is taking place might be a prerequisite, as is the informed consent of the people participating in the study. In the case of students who are minors, a teacher would also require the consent of parents or guardians in addition to the students' assent. Teacher educators need to stress the value of research ethics principles and how these can be implemented in action since they not only serve to protect participants from harm but also facilitate the collection of credible data. O'Leary (2020 [c]) has created a checklist of obligations that should help teachers to treat research participants ethically; she also provides several templates of consent forms and information sheets that can easily be adapted to suit a teacher's research project.

Training activity 9

Based on Dawson (2016), teachers go through several examples of research and discuss the following questions:
- What data collection method/s can be used?
- How can the research participants be chosen?
- How can the data be recorded?
- How can the data be analysed?
- How can the findings be disseminated?

These are some examples of teacher research derived from Mackay et al. (2018, 2020):
- This research analyses students' demotivation and decisions to give up on English.
- This research evaluates the usefulness of cooperative learning in the classroom.
- This research determines the extent to which students' self-grading and a teacher's grading correspond.
- This research assesses whether students' writing is improved through content-focused feedback.
- This research examines whether augmented reality applications enhance English language learning.

Disseminating teacher research

The results of teacher research need not always be shared with those outside the classroom given that the main beneficiaries are the individuals who do the research and their learners. However, language teachers who would like to disseminate what they have learnt from the process of answering their research questions would probably find it useful if teacher educators were to indicate how this could be done.

There are various opportunities for dissemination and some of the most effective are the ones closest to home. Since one of the most powerful forms of teacher development is when teachers learn from their peers in their own teaching context, sharing the results of one's research with one's immediate colleagues is likely to have far more impact than doing so with teachers who face a very different set of circumstances. Hence, talking to one's colleagues informally in the staff room or at a school meeting is one of the best ways of sharing the results of teacher research. It not only addresses the teaching realities of professionals who probably confront highly similar challenges but also caters for the needs of those learners in the same educational context. It also maximises opportunities for collaborative learning, which is a major benefit for an educational institution. Similarly, conferences and professional development events organised by national or regional teacher associations might initially be better venues for the dissemination of a piece of teacher research than a large international conference. This is because the people who usually attend the former events share very similar contextual needs and challenges and are more likely to appreciate the relevance and value of a colleague's research. Nonetheless, language teachers should not feel discouraged from speaking about their research with international colleagues, either at in-person conferences or online events. One of the main benefits of doing so is that teachers get the opportunity of networking beyond their immediate context and learning about a broad range of professional issues; even when these issues do not directly affect them, they can yield valuable ideas that resonate with them.

Language teachers who wish to share their research results with others at an in-person or online event need three main kinds of support:

1. The first has to do with choosing an appropriate event. Here teachers can be assisted to think about whether the event will take place at their school or else nationally, regionally, or internationally. They need to consider the event's size, format, purpose, and audience, as well as the requirements for participation and the potential benefits.

2. Secondly, they need to become aware of how to participate in their chosen event. Conferences usually have proposal deadlines and specific procedures and guidelines that prospective speakers need to follow to stand a chance of being accepted. Becoming familiar with past editions of the conference programme can be highly instructive for teachers writing a proposal for a research-based talk, workshop, or poster session.

3. The third area where teachers need support consists of the design and delivery of their session. This has to do with planning the content of their presentation and structuring it appropriately, choosing effective visual aids and resources, packaging the content in an appealing manner, and knowing how to talk about their research in a confident and engaging way. The latter involves teachers giving a lot of importance to public speaking skills by aiming for clarity of delivery and audience engagement. Time management, content selection and modes of presentation become highly significant given that even seasoned speakers can sometimes make the mistake of cramming too much into a short amount of time and not varying the way they talk about a topic.

Teacher research can also be disseminated in a written format, and once again teacher educators can play an instrumental role in making language teachers aware of what options are available to them. Just like professional development events, there exist avenues for publication that are closer to teachers than some of the academic journals mentioned above. Conferences organised by teacher associations and other organisations most often invite speakers to write up a summary for the conference proceedings. This is an opportunity for teachers to share their research in a written format besides having given a talk about it. Many teachers around the world keep ELT-related blogs and this is because blogging is an effective way of sharing one's ideas and reflections with the wider teaching community, as well as having a conversation with one's readers through a blog's comments function. A blog can serve the purpose of writing about how research has helped a teacher to investigate an issue and to share what was learnt from the process of discovering answers. Some teachers might find writing about research less intimidating than giving a talk about it, especially if they have full control over what to write and where to share their thinking. To gain a bigger audience for their blog posts, some teachers capitalise on the reach that different social networking sites offer them in terms of enlarging their professional learning network. Given that the newsletters and magazines published by regional and international teacher associations can guarantee a dedicated readership, some language teachers prefer producing a brief article about their research and submitting it to such publications. Commercial magazines like [Modern English Teacher](#) play a similar role, as do practice-oriented journals. Scholarly journals whose readership primarily consists of the academic community might also be an option for teachers looking for a home for their writing; however, the expectations and requirements might be more demanding than those of publications aimed chiefly at language teachers.

Just as with professional development events, teacher educators can assist teachers with the dissemination of research in a written format by helping them determine what would be an appropriate place to publish their research-based article and how to write up their findings. In terms of location, teachers need to consider whether their research is more likely to appeal to a regional or international audience and whether it is only language teachers who are bound to take an interest in it. When choosing a newsletter, magazine or journal, teachers need to familiarise themselves with its author guidelines and style guide and then decide on whether the requirements are realistic for them. With respect to the writing stage, teachers would benefit from support aimed at enabling them to produce an article that consists of logical rather than chronological development, and whose argument is not obscured by excessive wordiness, jargon, ambiguous pronouns, inappropriate tenses, and generalisations. Keeping in mind how the reader can benefit from reading the article is a helpful way of ensuring engagement; however, this implies knowing what kind of readership the selected publication has.

Another area that teachers might require support with has to do with feedback on their writing. Whether asking for comments from their peers or dealing with the formal feedback provided by an editor or reviewers, teachers need to be aware of how to incorporate feedback in a subsequent draft and how this can make the finished piece of writing more accessible and relevant to readers. In the case of magazines and journals, teachers also need to learn how to respond appropriately to feedback, especially when they need to disagree with a particular suggestion by providing a suitable justification. Knowing how to move on from the rejection of a submitted article is also essential. For teachers who wish to see their research published in a magazine or journal, the above areas of support can enable them to manage expectations and to produce an article that is more likely to reach its intended audience.

Training activity 10

Teachers compare and contrast the author guidelines for ELT Journal (2021) and Modern English Teacher (2022) in terms of these criteria:

- Readership
- Relevant topics
- Length
- Style
- Article structure
- Referencing
- Illustrations
- Publication process.

The aim of this activity is to make teachers aware that while academic journals and magazines can both act as avenues for the publication of teacher research, they have specific expectations that prospective authors need to be aware of.

Conclusion

Research engagement can enable English language teachers to grow into autonomous professionals who harness the power of inquiry to develop their own teaching competences and shape the language learning experience in effective ways. Teacher educators can play an instrumental role in equipping teachers with the knowledge and skills to engage with and in research. Those teachers who are interested in positioning themselves as research-engaged language teaching professionals would probably benefit from opportunities to learn how to enhance their understanding of a range of issues in ELT through the act of critically engaging with published research and that of posing appropriate questions and discovering answers to them. However, given that some teachers might have deeply entrenched misconceptions about research, teacher education should also direct its attention to the nurturing of those attitudes and beliefs that facilitate research engagement on the part of English language teachers.

Key resources

This is a list of five key resources that teacher educators can consult when encouraging language teachers to become more research engaged.

Key resources

Borg, S. (2013)	*Teacher research in language teaching: A critical analysis*, Cambridge University Press
Pinter, A., & Mathew, R. (2016)	*Children and teachers as co-researchers: A handbook of activities*, British Council. https://www.teachingenglish.org.uk/article/children-teachers-co-researchers-a-handbook-activities
Smith, R. (2020)	*Mentoring teachers to research their classrooms: A practical handbook*, British Council. https://www.teachingenglish.org.uk/article/mentoring-teachers-research-their-classrooms-a-practical-handbook
Smith, R., & Rebolledo, P. (2018)	*A handbook of exploratory action research*, British Council. https://www.teachingenglish.org.uk/article/a-handbook-exploratory-action-research
Xerri, D., & Pioquinto, C. (Eds.) (2018)	*Becoming research literate: Supporting teacher research in English language teaching*, ETAS. https://www.e-tas.ch/Becomingresearchliterate

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Beaudry, J. S., & Miller, L. (2016)	*Research literacy: A primer for understanding and using research*, The Guilford Press
Borg, S. (2007)	'Research engagement in English language teaching' in *Teaching and Teacher Education*, *23*(5), 731–747. https://doi.org/10.1016/j.tate.2006.03.012
Borg, S. (2010)	'Language teacher research engagement' in *Language Teaching*, *43*(4), 391–429. https://doi.org/10.1017/S0261444810000170
Borg, S. (2013)	*Teacher research in language teaching: A critical analysis*, Cambridge University Press
Borg, S. (2018)	'Improving the feasibility of teacher research' in D. Xerri & C. Pioquinto (Eds.), *Becoming research literate: Supporting teacher research in English language teaching* (pp. 19–23), ETAS. https://www.e-tas.ch/Becomingresearchliterate
Cordingley, P. (2015)	'The contribution of research to teachers' professional learning and development' in *Oxford Review of Education*, *41*(2), 234–252. https://doi.org/10.1080/03054985.2015.1020105

Dawson, C. (2016)	*100 activities for teaching research methods*, Sage
Dörnyei, Z. (2007)	*Research methods in applied linguistics*, Oxford University Press
Dörnyei, Z., & Taguchi, T. (2010)	*Questionnaires in second language research: Construction, administration, and processing* (2nd ed.), Routledge.
***ELT Journal* (2021)**	*Information for authors*. https://academic.oup.com/eltj/pages/General_Instructions
Freeman, D. (2018)	'Research as meaning-making: Four approaches to teachers studying their own classrooms' in D. Xerri & C. Pioquinto (Eds.), *Becoming research literate: Supporting teacher research in English language teaching* (pp. 24–29), ETAS. https://www.e-tas.ch/Becomingresearchliterate
Gibbs, G. R. (2007)	*Analysing qualitative data*, Sage
Gibbs, G. R. (2011 [a], October 25)	*Coding part 1: Alan Bryman's 4 stages of qualitative analysis* [Video], YouTube. https://www.youtube.com/watch?v=7X7VuQxPfpk
Gibbs, G. R. (2011 [b], October 25)	*Coding part 2: Thematic coding* [Video], YouTube. https://www.youtube.com/watch?v=B_YXR9kp1_o
Hanks, J. (2018)	'Supporting language teachers as they engage in research' in D. Xerri & C. Pioquinto (Eds.) *Becoming research literate: Supporting teacher research in English language teaching* (pp. 52–57), ETAS. https://www.e-tas.ch/Becomingresearchliterate
Harvard University (2007)	*Questionnaire design tip sheet*. https://psr.iq.harvard.edu/book/questionnaire-design-tip-sheet
Hopkins, D. (2008)	*A teacher's guide to classroom research* (4th ed.), Open University Press
Kostoulas, A. (2018)	'Developing teacher research competence: Simpler than you think, more necessary than you realise' in D. Xerri & C. Pioquinto (Eds.), *Becoming research literate: Supporting teacher research in English language teaching* (pp. 13–18), ETAS. https://www.e-tas.ch/Becomingresearchliterate
Mackay, J., Birello, M., & Xerri, D. (Eds.) (2018)	*ELT research in action: Bridging the gap between research and classroom practice*, IATEFL. http://resig.weebly.com/uploads/2/6/3/6/26368747/elt_final[2].pdf
Mackay, J., Birello, M., & Xerri, D. (Eds.) (2020)	*ELT research in action: Bringing together two communities of practice*, IATEFL. http://resig.weebly.com/uploads/2/6/3/6/26368747/eltria2019formattedfinal2.pdf
Mackey, A., & Gass, S. M. (2005)	*Second language research: Methodology and design*, Lawrence Erlbaum Associates.
Maley, A. (2016)	'More research is needed: A mantra too far?' in *Humanising Language Teaching*, *18*(3). http://old.hltmag.co.uk/jun16/mart01.htm
Medgyes, P. (2017)	'The (ir)relevance of academic research for the language teacher' in *ELT Journal*, 71(4), 491–498. https://doi.org/10.1093/elt/ccx034
Mercer, S., & Xerri, D. (2018)	'Doing research to find answers to your questions?' in R. Bicknell & L. Nikkanen (Eds.), *IATEFL BESIG Conference Collection 2012-2017* (pp. 40–46), IATEFL. https://besig.iatefl.org/wp-content/uploads/2018/11/IATEFL-BESIG-Conference-Collection-2012-2017.pdf
***Modern English Teacher* (2022)**	*Writing guidelines*. https://www.modernenglishteacher.com/write-for-modern-english-teacher

Nunan, D. (2018)	'Teacher research in second language education' in D. Xerri & C. Pioquinto (Eds.), *Becoming research literate: Supporting teacher research in English language teaching* (pp. 7–12), ETAS. https://www.e-tas.ch/Becomingresearchliterate
O'Leary, Z. (2017)	*The essential guide to doing your research project* (3rd ed.), Sage
O'Leary, Z. (2020 [a])	Checklist for question generation. https://study.sagepub.com/oleary3e/student-resources/forming-research-questions/checklist-for-question-generation
O'Leary, Z. (2020 [b])	*Collecting data*. https://study.sagepub.com/oleary3e/student-resources/collecting-data
O'Leary, Z. (2020 [c])	*Seeking ethical approval*. https://study.sagepub.com/oleary3e/student-resources/seeking-ethical-approval
Pinter, A., & Mathew, R. (2016)	*Children and teachers as co-researchers: A handbook of activities*, British Council. https://www.teachingenglish.org.uk/article/children-teachers-co-researchers-a-handbook-activities
Pinter, A., Mathew, R., & Smith, R. (2016)	*Children and teachers as co-researchers in Indian primary English classrooms*, British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_27780_ELTRA_Paper_FINAL_0.pdf
Putnam, S. M., & Rock, T. (2017)	*Action research: Using strategic inquiry to improve teaching and learning*, Sage
Right Question Institute (2022)	*What is the QFT?* https://rightquestion.org/what-is-the-qft/
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Smith, R., & Rebolledo, P. (2018)	*A handbook of exploratory action research*, British Council. https://www.teachingenglish.org.uk/article/a-handbook-exploratory-action-research
Tragant, E., & Mackay, J. (2020)	'Using WhatsApp beyond the EFL classroom' in J. Mackay, M. Birello & D. Xerri (Eds.), *ELT research in action: Bringing together two communities of practice* (pp. 58-62), IATEFL. http://resig.weebly.com/uploads/2/6/3/6/26368747/eltria2019formattedfinal2.pdf
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Xerri, D. (2018 [c])	'Generating knowledge for themselves: Kathleen Graves on teacher research' in D. Xerri & C. Pioquinto (Eds.), *Becoming research literate: Supporting teacher research in English language teaching* (pp. 78–80), ETAS. https://www.e-tas.ch/Becomingresearchliterate
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