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Teaching and learning materials for pre-service teachers and teachers

—

Drawing on published professional knowledge

Target audience:
Pre-service and in-service teachers

Language:
EN

ReaLiTea

Research Literacy of Teachers



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University of Stuttgart
Germany





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Module 1

Drawing on published professional knowledge

Overview of Module

Summary

Language teaching, as an applied profession, builds on the collective knowledge of the profession. This term 'professional knowledge' can refer to both the personal, or experiential, knowledge that teachers accumulate through their experience, and to the public, or published, knowledge that teachers and researchers share, whether it is academic or practical in orientation and origin. This module will focus on the latter, and will help you to develop skills and strategies for drawing on published insights which may be relevant to your professional needs. In the activities that follow, we will explore the diverse ways in which knowledge is disseminated and the forms in which it might be presented. We will also think about how we can effectively engage with professional knowledge that is made available to us through publication, and the ways in which our motivations shape our engagement with professional knowledge.

Introduction

(transcript)

Welcome to the first module of the ReaLiTea learning resources for developing your ability to engage with published professional knowledge. Professional knowledge, in language education, can take many forms: there is experiential, or personal, knowledge that teachers accumulate over the course of their career, as well as knowledge that is shared in various publications. In this module, we will focus on published professional knowledge, we will explore some of this diversity and we will experiment with ways to meaningfully engage with it.

But first, a quick note on the terms we will be using: Although professional knowledge can refer to private insights gained through experience, in these materials we will focus on published professional knowledge, and we might occasionally interchange refer to this as 'professional knowledge' for brevity. We will use the term 'published professional knowledge' or 'publications' to describe academic literature as well as other content that is more practical in origin and orientation. This includes information that has been recorded in books and academic journals, web-based resources such as blogs, podcasts and videos or any other format in which teachers and academics might exchange

insights. We have chosen the term ‘published professional knowledge’, rather than alternatives such as ‘academic literature’ or ‘research publications’, as it is more inclusive. This means, additionally, that it is less likely to create unhelpful hierarchies in our thinking about how the knowledge base of language education is structured.

When you have completed this module, you will likely have a comprehensive view of the various sources of published professional knowledge and their relative strengths. The content of this module should also help you to better understand your needs and motivations for engaging with published professional knowledge. The insights you will gain about professional knowledge and your needs, and the enhanced ability to engage with publications are core parts of your research literacy, which means your ability to locate, access, critically evaluate and use public professional knowledge. Ultimately, this module should help you think about how you can develop your research literacy and plan a personalized learning pathway.

There are six activities in this module. The first activity is a warm-up task. This will help you to focus your thinking about how you engage with professional knowledge. The three activities that follow deal with questions such as “where does published professional knowledge appear?”, “how can it be accessed?” and “how can teachers engage with it?”. These activities are intended to challenge narrow conceptualisations of research and to develop a broad understanding of research engagement. Next, Activity 5 explores different motivations for engaging with the knowledge base of language education, and it encourages you to think about how your motivations might impact your practices when engaging with published professional knowledge. The module concludes with a self-assessment reflective task, which can help you to think about what you have learnt and to design a personalised set of learning priorities.

Each activity is divided into several steps. You can engage with these activities at your own pace, spending more time on the ones that are closer to your learning priorities. To help you navigate through the activities in the Module, we have provided information about the aims of each activity, as well the resources and time that you will need to complete it. That said, we recommend that you follow the sequence of steps and activities as presented in the module.

All the tasks in the module can be done individually. However, you might find it useful to work together with colleagues, onsite or in online learning communities. This will help you share your perspective and learn from your colleagues’ insights. In the materials, we have indicated which tasks are best suited for discussion and pair work. Sometimes you might come across an activity which has multiple options. You can try out all the options provided or, if you are working with colleagues, you might want to divide the work amongst you.

We hope that these activities help you to become more intentional and effective in the ways that you engage with the published professional knowledge. We also hope that doing these activities can make you more confident in the way you approach the knowledge base of the profession. So, if you are ready, let us begin!

These materials are part of the Research Literacy of Language Teachers project, or ReaLiTea, an Erasmus+ initiative that brings together expertise from the University of Stuttgart, the Pedagogical University of Heidelberg, and the Technical University of Dortmund in Germany, the University of Thessaly in Greece, the University of Bergen in Norway, the University of York and the OASIS project in the UK, the Ankara Social Sciences University in Türkiye, and the University of Vienna in Austria.

Intended Learning Outcomes

When you have completed this module, you will be able to...

- Identify and describe the primary channels through which professional knowledge in language teaching is disseminated.
- Analyze and differentiate various modes (textual, visual, aural, multimodal, etc.) of professional knowledge communication.
- Apply targeted reading strategies to engage efficiently with professional knowledge in literature, adapting approaches to suit specific learning needs.
- Evaluate their personal motivations and purposes for engaging with published professional knowledge, developing a reflective awareness of these influences.
- Create a tailored learning pathway to enhance their research literacy, focusing on the strategic use of the published resources at your disposal.

Resources needed

- ✓ Internet access
- ✓ Headphones (optionally)
- ✓ Module 1 resources
- ✓ Writing materials
- ✓ The professional development framework

Activity 1: Warm up

This activity will help you to:	✓ Reflect on your reading practices and other ways in which you engage with published professional knowledge ✓ Identify areas for potential professional development for engaging with published professional knowledge
To do this activity, you will need:	✓ A helpful colleague or access to a forum (optionally) ✓ Headphones (for step 2)
Time required:	15–20 minutes



Both steps in this activity can be implemented as discussion tasks with a colleague. If you are studying alone, you can also work through this activity as a reflection task.

Step 1



Reflect on the following questions or discuss them with a peer.

- When was the last time you read something connected to language teaching?
- What was it about?
- What, if any, challenges did you face?
- In what, if any, ways did this reading help you become better at language teaching?
- How would you describe your experience overall?

Step 2



Listen to the following video extract (13:23-16:30), in which Professor Simon Borg discusses how teachers engage with published research. Then reflect on the questions that follow.

Questions

- What types of reading are mentioned?
- Do you think that one type of reading is more useful than the other?
- How might “the two types of reading interact”?

Simon Borg

Teacher Engagement with Research
(ELTDP Symposium)

<https://tinyurl.com/45pbdkff>



(transcript)

So teachers who said that they read 'often' or 'sometimes' were also asked 'what do you read'. And this is what the responses looked like. The most common category, or source of reading being professional magazines and journals, [followed by] books, academic journals, web-based materials and newsletters.

Now, keep in mind, we are asking the teachers about research. They said "We read research" and we said "what do you read?". It is interesting that the most common category is professional magazines and journals. Because when we think about professional magazines and journals, these are not publications that normally carry research. These are not research publications. They normally contain more practical material.

So, this suggests an interesting distinction, maybe, which we can help teachers in making between different types of literature. Between literature, between sources that have a more practical orientation, a more practical origin, and literature which is based on research, which has been generated through systematic study.

And so, here are teachers in their interviews, in their written comments explaining the type of reading they do. Here's a teacher from Switzerland saying: "I sometimes try out things I've read about, but these are usually practical tips from teachers". And we were getting this from a lot of teachers who said they read research. When we asked them "what do you read?", they said "we read practical magazines", "we read tips for teachers"... We also interviewed, I also interviewed some managers as part of the project and they were they were making similar comments about the reading their teachers did. So, this manager in the UK is saying: "I think what most of our teachers read is not necessarily research. They read a lot of stuff about teaching ideas, but they're looking for practical ideas that are not necessarily based on research".

And so, a useful distinction we can make when we think about the reading teachers do is between more practically oriented material and material which is based on research which has been generated through systematic study. I'm not saying one is more important than the other. I'm not saying teachers should read research and not practical material of course that would be silly to say that. Practical ideas, practical literature will always have greater appeal to teachers but what we're trying to suggest is there is also room for reading other types of literature, literature which is more research-based and of course the two types of reading, as the double-headed arrow there suggests, can interact. They're not in opposition; they can work together to support teachers' work.

Activity 2: Where is professional knowledge published?

This activity will help you to:	✓ Gain a clear understanding of the different ways knowledge is shared in your field. ✓ Reflect on whether some types of knowledge or sources are seen as more important than others, and think about why these differences exist.
To do this activity, you will need:	✓ Writing materials ✓ A helpful colleague or access to a forum (optionally, for Steps 3 & 4) ✓ Internet access (for Step 5)
Time required:	35–40 minutes

Step 1

	Would you consider the following sources of information relevant to your professional development as a language teacher?
---	--

	Certainly yes	Probably yes	Probably not	Certainly not
Articles in academic journals	☐	☐	☐	☐
Articles in professional journals	☐	☐	☐	☐
Academic conference presentations	☐	☐	☐	☐
Presentations at teacher conferences	☐	☐	☐	☐
Chapters in professional ('how to') books	☐	☐	☐	☐
Professional blog posts	☐	☐	☐	☐
Podcasts and videos	☐	☐	☐	☐
Academic websites	☐	☐	☐	☐
Infographics	☐	☐	☐	☐

Step 2



Read the following text. Following that, make a list of formats (written, oral, multimodal) or types of text where you think professional knowledge might appear.

In everyday discourse, ‘research’ is often understood as involving controlled experiments, statistics and objectivity. There are good reasons for this, especially when thinking about the sciences. In language education, however, our conception of what counts as useful ‘research’ is broader: it includes all forms of systematic knowledge-building about our professional practice. To avoid the misleading connotations of the word ‘research’, in this set of materials, reference will be made to ‘knowledge’, when describing the insights that have been documented in the knowledge base of the profession, and ‘inquiry’ (alongside ‘research’) to describe the process of knowledge building.

This practice is similar to the perspective advanced by Lankshear and Knobel (2004, p. 4), who point out that:

Like doctors, lawyers and architects, [teachers] draw on a shared fund of professional knowledge and accumulated experience to take them as far as possible in specific situations. When they need to go beyond that shared ‘professional wisdom’ they draw on specialist educational knowledge, experience, networks and their capacity for informed autonomous judgment to make decisions about how best to promote learning objectives.

Lankshear, C. & Knobel, M.
(2004). *A handbook of teacher research: From design to implementation*. Open University Press.

As hinted in the quote above, the knowledge pool from which teachers can draw in order to develop empirically informed teaching practices is wide and goes beyond the narrow conception of academic research (although the latter is still included in this broad definition).

In language education, professional knowledge can be recorded in many forms: For example, research is often published in academic journals and books. However, teachers describing their own experiences of classroom-based inquiry also produce professionally relevant knowledge. Professional knowledge can also be found in blogs about language education, videos and podcasts and other, similar, channels. Similarly, professional knowledge can refer to primary research or first-hand experience, e.g., when researchers describe a study about language learners, and secondary scholarship, which is when primary research or experience is synthesized, re-told for a different audience, or presented in a new format (e.g., a blog, an infographic, a video summary).

Step 3



This step can be implemented as a discussion task with a colleague.



What professional knowledge sources would you consider suitable for the following categories of language teachers? Where might teachers in each category look for professionally relevant information? How might they engage with such knowledge and how would they use it in their professional lives?

Experience Level	Novice	Mid-career	Experienced	Expert
What types of content might these teachers read?				
Where might they find such content?				
How would they engage with this content?				
Why would they engage with this content?				

Step 4



This step can be implemented as a discussion task with a colleague.



The table below is an (expanded) example of how someone might answer the question in **Step 3** (i.e. it shows what types of knowledge and knowledge engagement might be considered relevant to different teacher audiences). Read the information in the table and compare it with your own ideas. Discuss any points that surprise you or are not in line with your expectations. Are there any points which you would approach differently? Why?

Experience	Novice	Mid-career	Experienced	Expert
Reading Resources	Blog posts, how-to books, videos, podcasts, websites, guides for classroom application	Research accounts written by teachers, teacher blogs, more advanced practitioner guides, webinars	Publications that offer practical knowledge, research articles, specialized texts in specific fields of interest	Academic publications, comprehensive books, meta-analyses, high-impact research journals
Sources	YouTube, teacher forums, open access teaching materials, online teacher communities (e.g., Twitter EdChats, Facebook groups)	IATEFL Special Interest Group publications, TESOL infographics, reflective journals, teacher interviews, research databases	TESL-EJ, OASIS, specialized practitioner publications, teacher-led research articles	ELT Journal, Journal of Applied Linguistics, AERA journals, teacher education conferences
Reading Process	Reading and note-taking, discussing with students and colleagues, informal peer feedback	Writing blog posts, writing materials based on reading, conducting small classroom-based inquiries	School-based professional development, mentoring new teachers, contributing to PD initiatives	Affiliated with academic and practitioner-oriented communities, engaging in peer reviews
Developmental Axis	Learning how to create evidence-based teaching, experimenting with new teaching practices	Developing reflective teaching practices, integrating theory with classroom action research	Applying advanced theoretical frameworks in day-to-day teaching, contributing to research projects	Contributing to the academic body of knowledge, shaping policy, mentoring early-career researchers
Engagement with research	Understanding basic pedagogical concepts, starting to explore evidence-based strategies	Actively participating in research-informed teaching, conducting small-scale research projects	Collaborating on or leading action research in schools, engaging with research that shapes institutional practices	Leading or guiding large-scale academic research projects, mentoring junior researchers
Professional Community Role	Observing and participating in communities of practice, asking questions, seeking mentorship	Contributing practical knowledge to communities of practice, occasionally leading sessions or initiatives	Leading communities of practice, organizing PD activities, mentoring novice teachers	Serving as key experts in educational communities, influencing wider pedagogical approaches

Step 5



Browse the following sources of information and locate a text that you find interesting and relevant to your needs.

- **CamTree**, an online repository where teachers from around the world publish research reports. (<https://library.camtree.org/home>)
- The **OASIS database**, a site hosting one-page summaries of research on language learning, use, and education written in accessible, non-technical language (<https://oasis-database.org/>).
- **Studies in Second Language Teaching and Learning**, an open access journal that hosts research about language education (<https://pressto.amu.edu.pl/index.php/sslt>)
- **TESOLgraphics**, a website that uses visualization to make research articles accessible to a wide audience of language teachers (<https://www.tesolgraphics.com/>)
- **TESOLAcademic**, a YouTube channel hosting videos in which authors talk about their research in TESOL (<https://www.youtube.com/@TESOLAcademic>)

Activity 3: How to access published professional knowledge

This activity will help you to:	✓ Understand the differences in the ways in which professional knowledge is presented and accessed ✓ Develop skills that will help you engage with textual, visual, oral and multimodal texts that contain professional knowledge.
To do this activity, you will need:	✓ Internet access ✓ Headphones (optional, for Option 3)
Time required:	20–40 minutes



There are five **options** in this activity. You may choose to engage with any one of these options, depending on your strengths, interests and needs. At the end of the activity, you might want to discuss what you have learnt with colleagues who have worked on different options.

Option 1



Look at the following infographic from **TESOLgraphics**, a website that presents the content of research articles in visual ways and answer the questions that follow.

Evaluation questions

- How accessible was the information you read? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

QR code



Link

<https://tinyurl.com/2p9zstxa>

Original Article Citation

Mora, J. C., & Levkina, M. (2017). Task-based pronunciation teaching and research: Key issues and future directions. *Studies in Second Language Acquisition*, 39(2), 381–399.
<https://doi.org/10.1017/S0272263117000183>



If you have access to the original article (see the citation above), you can compare the two formats (infographic and research article). What do you perceive as the strong points and limitations of each format?

Option 2



Read the following summary of a research article, from the **OASIS database**, a site hosting one-page summaries of research on language learning, use, and education written in accessible, non-technical language, and answer the questions that following.

Evaluation questions

- How accessible was the information you read? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

QR code



Link

<https://tinyurl.com/4r2a293j>

Original

Johnson, D. C., Carbine, M., & Shea,

Article

C. (2024). Challenging deficit

Citation

ideologies in Spanish heritage language policies and programs. *Foreign Language Annals*, 57(4), 944-961. <https://doi.org/10.1111/flan.12770>



If you have access to the original article (see the citation above), you can compare the two formats (summary and research article). What do you perceive as the strong points and limitations of each format?

Option 3



Watch the following video from **TESOLacademic**, a YouTube channel that curates video presentations about language education research and listen to Heyo Reiners talk about an article he co-authored with Phil Benson. Then, answer the questions that follow.

Evaluation questions

- How accessible was the information you heard? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

QR code



Link

<https://tinyurl.com/ype7hytp>

Article

Reinders, H. & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50(4), 561–578.

Citation

<https://doi.org/10.1017/S0261444817000192>



If you have access to the original article (see the citation above), you can compare the two formats (video summary and research article). What do you perceive as the strong points and limitations of each format?

Option 4



Choose one of the nine chapters in the *Champion Teachers* edited volume. Read the chapter and answer the questions below.

Evaluation questions

- How accessible was the information you read? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

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Link <https://tinyurl.com/5b3jee5a>

Book Rebolledo, P., Smith, R. & Bullock, D.

Citation (Eds). *Champion Teachers: Stories of exploratory action research*. British Council.



The chapters in this book were written by teachers for teachers. In what ways do you think that this is reflected in the style and content of the chapter you read? How might an article written by academics for teachers be different?

Option 5



Read the following research article, which appeared in **Studies in Second Language Learning and Teaching**, an open-access academic journal, and answer the questions that follow.

Evaluation questions

- How accessible was the information you read? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

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Link

<https://tinyurl.com/mtt82fec>

Article

Gkonou, C. (2011). Anxiety over EFL

Citation

speaking and writing: A view from language classrooms. *Studies in Second Language Learning and Teaching*, 1(2), 267–281.



This article appears in an open-access journal. This means that readers can read the content of the article without paying a fee. However, teachers sometimes find that research articles are inaccessible because of their content or the language in which it is presented. Are there aspects of this article that some teachers might find challenging? What other format would you consider as an alternative for presenting this information?

Option 6



Read the following research article, which appeared in the journal **Innovation in Language Learning and Teaching**, and answer the questions that follow.

Evaluation questions

- How accessible was the information you read? To what teachers would this way of presenting information mostly appeal?
- How complete was the information you read? Is there any information missing that might be useful for your purposes?
- How useful is this way of presenting information for you? In what ways can it help you with your teaching?

QR code



Link

<https://tinyurl.com/mwwwmfky>

Article

Citation

Dikilitaş, K., & Mumford, S. E. (2018). Teacher autonomy development through reading teacher research: agency, motivation and identity. *Innovation in Language Learning and Teaching*, 13(3), 253–266.
<https://doi.org/10.1080/17501229.2018.1442471>



Note that this article appears behind a paywall. This means that only people or libraries that subscribe to the journal can access the content. However, you can sometimes find alternative versions of articles that are behind paywalls (see Module 2 for more).



If you would like to read the article, you can find a pre-print by following the QR code below



Activity 4: How to engage with published professional knowledge

This activity will help you to:	✓ Compare different ways of engaging with the published professional knowledge ✓ Relate ways of engaging with the published research knowledge with your current strengths, interests and needs
To do this activity, you will need:	✓ Headphones (optional, for Step 2 and 3) ✓ A helpful colleague or access to a discussion forum
Time required:	20–40 minutes

Step 1



Think about the way you engaged with the previous activity. Did you read or listen to the information that was presented in a passive way? Are there any ways in which you can make your engagement more effective?

Step 2



Watch the presentation below and summarise its content in note form.

[insert What Is Engagement with Research video]

(transcript)

‘Engaging with research’ (or ‘knowledge’, if one takes a broader perspective) is often understood as synonym to ‘reading’. This view can be an oversimplification, for three reasons.

Firstly, professional knowledge is now available in a variety of formats (See **Activity 1**), including video and audio, and multimodal texts. In some cases, engaging with research means listening, or watching, or engaging with input in multiple ways.

Furthermore, reading is not a uniform activity, as it can mean ‘skimming’ and ‘scanning’ or even intensive reading and note-taking. The same, of course, applies to other ways of engaging with input. Exactly how a teacher might approach a publication (or blog, or video) will depend on their needs and interests.

Finally, engaging with research need not mean just passively consuming knowledge. It can also involve working with colleagues, discussing what you have read, making collaborative notes and so on.

Step 3



Choose one of the resources you selected in **Activity 2** and read / listen to it while taking notes of the most important points.

Step 4



This step can be implemented as a discussion task with a colleague. Alternatively, if you have access to an internet forum, you can discuss your thoughts there.



Discuss the content you read/listened to with a colleague or post about it in a forum.

Activity 5: Why engage with published professional knowledge

This activity will help you to:	✓ Develop an understanding of the diverse motivations that sustain engagement with professional knowledge ✓ Relate ways of engaging with the professional knowledge with your own motivations ✓ Flexibly select ways of engaging with professional knowledge based on their motivation for reading
To do this activity, you will need:	✓ Writing materials ✓ A helpful colleague (optionally)
Time required:	40–60 minutes

Step 1



This step can be implemented as a discussion task with a colleague.



Read the following list of reasons why a teacher might engage with published professional knowledge. Can you add any other reasons to the list?

- ✓ To solve a challenge in my professional practice
- ✓ To diversify the way in which I teach
- ✓ To develop academically
- ✓ To satisfy my professional curiosity
- ✓ To find ideas that will help me with a writing task
- ✓ To improve my language skills
- ✓ ...

Step 2



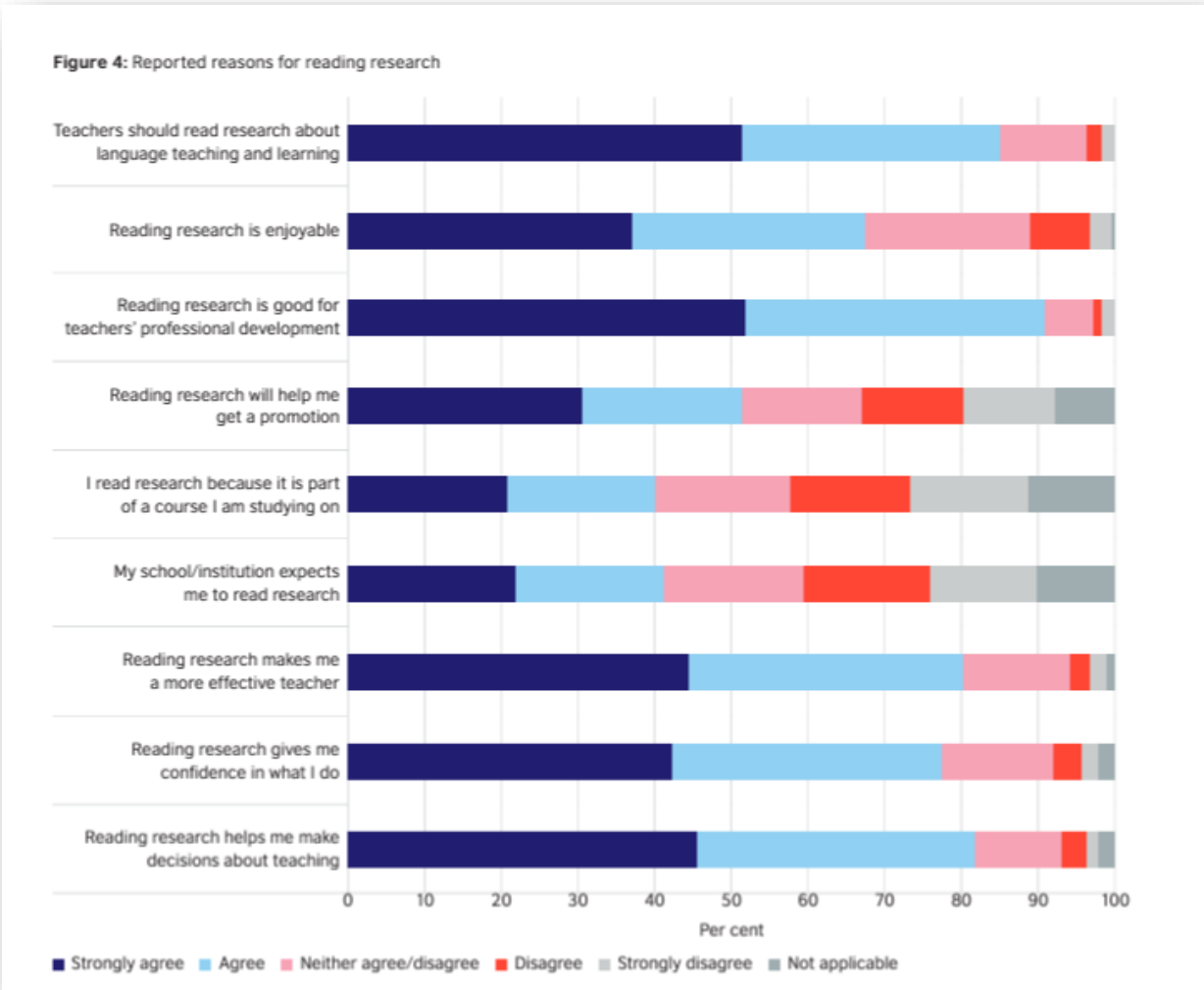
Rank the items in the list above according to how important they are to you at this stage of your career development.



Step 3



Read the figure below. Think about the people who agreed with each statement. What types of professional knowledge would they be more likely to engage with?



Hall, G. (2023). *Teachers' engagement with published research: How do teachers who read research navigate the field, what do they read, and why?* British Council.

Step 4



Using the information presented at the chart above, or any other relevant source, write a short text (approx. 150 words) summarizing the reasons why teachers might engage with professional knowledge. When you are done, reflect on the questions that follow.

.....

.....

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This step can be implemented as a discussion task with a colleague.



To what extent did access to specific information help me produce my text?

What aspects of engaging with the chart (or other source) did I find easiest / more challenging?

How can I make this process more efficient and more relevant to my needs?

Step 5



This step can be implemented as a discussion task with a colleague.



Read about the following teachers. In what ways might engaging published professional knowledge be helpful for them? Think about the sources of information that would be most useful for them, the formats of information exchange that they might prefer and the ways in which they could engage with the knowledge. What other scenario can you think, in which engaging with professional knowledge can be useful?



Amira

- Amira is a novice teacher who is frustrated by his students' lack of language learning motivation.



Hanzō

- Hanzō is a language teacher who has recently taken on a management post. His immediate priority is to set up a new self-access centre, and he needs evidence to convince stakeholders about the benefits of self-access in order to secure funding.



Chiara

- Chiara is a language teacher who wants to find out more about language learning assessment in order to write more effective tests.

(photos from Pexels: RDNE Stock Project; Thirdman)

Activity 6: Reflecting on and planning for development

This activity will help you to:	✓ Reflect on your current motivations and needs for engagement with professional knowledge ✓ Design a personalised learning pathway for developing your ability to access published professional knowledge ✓ Create a list of resources to which you can refer in the future
To do this activity, you will need	✓ Writing materials ✓ The Language Teacher Research Literacy Professional Development Framework ✓ Internet access
Time required:	30 minutes

Step 1



Think about your current needs and context and complete the following table.

My main motivation for engaging with published professional knowledge is...	
The types of content that I find most accessible are...	
The types of content that are most relevant to my needs are...	

Step 2



Read **Section B** ('Accessing published professional knowledge') of the Language Teacher Research Literacy Development Framework. Identify the aspects of accessing professional knowledge with which you feel confident, as well as areas of priority for your development.

Step 3



Search the internet for collections of resources (books, journals, blogs, video channels, podcasts, etc.) with which you are comfortable. Make a list of such collections for your reference.

Additional reading resources

ELT Research

ELT Research is a journal for language teachers who actively investigate their professional practice. You can access their archive by following the link below.

<https://resig.weebly.com/newsletter.html>

Camtree (Cambridge Teacher Research Exchange) Digital Library

The Camtree Digital Library is an online collection of peer-reviewed research reports produced by language teachers from around the world. All the content in the library is available for free to all readers.

<https://library.camtree.org/home>

MenTRnet

MenTRnet is an international community of practice that brings together mentors of language teachers with expertise in supporting teacher research. On their website, you can find a curated list of research articles and reports, as well as other useful resources.

<https://mentrnet.net/open-access-resources/>

Research Report

The following research report discusses some of the themes that were covered in this module, such as the reading practices and motivations of English language teachers.

Hall, G. (2023). *Teachers' engagement with published research: how do teachers who read research navigate the field, what do they read, and why?* British Council. Available online at:

<https://doi.org/10.57884/B04W-E417>