
May I See Your Credentials, Please? Displays of Pedagogical Expertise by Language Teaching Researchers

HEATH ROSE¹ AND JIM MCKINLEY²

¹*University of Oxford, Department of Education, 15 Norham Gardens, Oxford, OX2 6PY, United Kingdom*

E-mail: heath.rose@education.ox.ac.uk

²*University College London, Institute of Education, 20 Bedford Way, Bloomsbury, London, WC1H 0AL, United Kingdom E-mail: j.mckinley@ucl.ac.uk*

There is a growing popular discourse that the intellectualization of the field of language teaching has resulted in a growing divide between language teaching researchers and professionals. Some scholars have called for more holistic professionals, that is, people who embody the identities of both researcher and practitioner. To explore such positioning, this study analyzed author biographies (bios; $N = 400$) of research articles in leading language teaching journals that self-identified as major avenues to communicate research to language teaching practitioners. Questionnaires were then sent to authors to probe further into their professional positionality and their perspectives on the importance of teaching experience for researchers. Results of the biographical text analysis showed that authors primarily positioned themselves as researchers through their research interests, academic qualifications, and publication achievements. The questionnaire ($N = 233$) revealed that authors had a wealth of language teaching experience and qualifications and viewed the relationship between research and teaching as important. Comparing survey data to biographical data revealed that a majority of researchers clearly underreported teaching credentials in their author bios. We conclude that researchers with relevant teacher identities to draw upon should foreground their professional expertise in their published work, especially in journal outlets that claim to operate within a teaching–research nexus.

Keywords: teaching; research; researcher identity; teacher educator identity

IN THE FIELD OF LANGUAGE TEACHING, a growing divide has been noted between language teaching researchers and language teaching professionals (Maley, 2016; Medgyes, 2017). The divide has been attributed to an intellectual-

ization of the field (Kramsch, 2015)—that is, scientific inquiry has moved beyond reflections on teaching practices to rely more on empirical evidence. In terms of second language (L2) acquisition research in particular, Gass et al. (2021) observed that over the past 20–25 years, the fields of language teaching and language learning have parted ways to create two separate disciplines. A result of this divide may be that many teachers no longer engage with (Marsden & Kasprovicz, 2017; Sato & Loewen, 2019; Torshizi, 2018) or find relevance in journals (Paran, 2017) that were once earmarked as vehicles of language teaching research. Indeed, language teaching research has recently been described as both “overrated” and “misapplied” to pedagogical implications (Al-Hoorie et al., 2021, p. 138). As Sato and Loewen (2022, this issue) observe, a gap between the two communities hinders

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important reciprocal knowledge exchanges and may lead to “irrelevant” research that is “out of touch with real-world teaching issues”. To address this gap, there have been increasing calls to make language education research more relevant to the everyday professional practices of language teaching (McKinley, 2019). This raises the question of how language teaching researchers currently position themselves in terms of their professional knowledge, experience, and identity.

FROM WARRANTS TO CREDENTIALS

The title of our article is a direct nod to Edge and Richards’s (1998) article in *Applied Linguistics* titled “May I See Your Warrant Please? Justifying Outcomes in Qualitative Research,” in which the authors wrote from their identities “as university teachers involved in, and committed to, pedagogically-motivated research in TESOL [teaching English to speakers of other languages]” (p. 334). The authors argue that qualitative research needs to be presented with a “warrant,” which is described as the ways in which researchers establish a basis of legitimation and authentication of their research. The concept of voice—that is, who is given the space to speak—is central to this warrant. Following this line of argument, Edge and Richards called for greater attempts to make space for the voices of teachers to be represented in research. Building on this notion, our study interrogates who is speaking in language teaching research, arguing that researchers need to authenticate and legitimize their own credentials as authors and researchers of language teaching. If researchers hope to legitimize their authority in research aimed at a professional and academic readership, the credentials of this authority need to be established. In this article, authority is operationalized in terms of how authors establish their expertise to “do the kind of research addressed in [their] report” (Wolcott, 1990, p. 80). These credentials of authority act in a similar fashion to a warrant in research, to communicate evidence and convince a reader to endorse a researcher’s point of view. Despite the current interest in researcher identity, the author bio has largely escaped research attention (Hyland & Tse, 2012). To fill this need, this article reports on a two-part mixed-methods study that investigates the researcher biographies (bios) and credentials of authors of research articles in major language teaching journals.

LITERATURE REVIEW

Division Between Those Who Teach and Those Who Research

As the field of applied linguistics has matured, we have experienced intellectualization of the field. New concepts have emerged out of research, and complexities have been teased apart in advances in research methods used in the field. A side effect of this intellectualization is that many teachers may no longer find research relevant to their everyday practices, feeling they lack the requisite time and knowledge to engage fully with the concepts presented in most academic articles (Nassaji, 2012; Sato & Loewen, 2019; Torshizi, 2018). Medgyes (2017) agreed in his assertion that much language-related research is of little value to teachers and that teachers should rely on each other and their own intuitions to further their pedagogical development. Medgyes’ view bifurcates researchers and teachers by seeing them as distinct, and not overlapping, identities. Furthermore, Paran (2017) warned that this type of reliance risks a “vicious cycle of received wisdom which is never questioned and which blocks change” (p. 500). The result of this situation is a field where we have “a research community that talks to other researchers and a teaching community that talks to other teachers” (Rose, 2019, p. 898), which problematically establishes researchers as the sole producers of knowledge and practitioners as consumers of it (Pine, 2013; Torshizi, 2020).

McKinley (2019) argued that this divergence of teachers and researchers is structurally manifested by a neoliberal university system where researchers are being evaluated on their research output, which drives them further toward consolidating their researcher identities and to “abandon contextualised holistic research” (p. 882) that may be of greater relevance to teachers. He pointed out that the focus of language teaching research publications has moved toward empirical research that may be less relevant to teachers. Indeed, Medgyes (2017) suggested that nowadays many researchers “strive to move out of their comfort zone, if necessary, to sell their expertise” (p. 496). Paran (2017) also argued that modern-day research agendas are not necessarily being driven by topics or solving problems that are of relevance to teachers, which is a large source of the current divide. Certainly, while one could argue that the “rigourization” of research is good for the academic field, the strengthening of research communities may come at the expense

of eroding connections with teacher communities. Marsden and Kasprovicz (2017) observed: “Within our current infrastructure and practice, the resulting higher quality of more rigorous research seems unlikely to reach its potential for access by practitioners” (p. 632). Thus, while research may be improving, it might not be readily drawn upon by teachers. This raises the question of whether the researcher–practitioner divide is growing or it has just always been this wide. In a field that was once aligned with the purpose to solve real-world educational problems (Cook, 2015), this division risks eroding the foundations that our research and practices are built upon.

Holistic TESOL Professionals: Converging Researcher and Teacher Identities

McKinley (2019) highlighted a need for more holistic TESOL professionals, that is, people who can straddle the dual identities of both researcher and practitioner. This dual identity is, in part, an avenue to better connect research knowledge with experiential knowledge, thus influencing the ways in which research evidence is interpreted into practice (Campbell et al., 2017; Torshizi, 2018). One study into researcher identity in language teaching research revealed the multiplicity of identities performed during data collection, including those that established “researcher as teacher” and “researcher as teacher–educator” (Norton & Early, 2011). From this data, it is clear that many language teaching researchers stake claim to identities associated with teaching. This has given rise to discussions of how language teacher identities are negotiated in relation to language researcher identities, in the process of teachers becoming researchers (Edwards & Burns, 2016). While Edwards and Burns’s (2016) study of two teachers engaged in action research shows how this identity is engaged in initial stages of becoming a researcher, little has been written about the identities of established researchers and producers of language teaching research in terms of how former teacher identities are negotiated by current researcher identities. Some recent research addressing our knowledge gap of researcher identities has suggested that researchers’ previous L2 teaching experience positively predicts their level of engagement within the research–practice nexus (see Sato et al., 2021). Although some researchers have explicitly highlighted the importance of their own former teaching experiences in conducting research (Al-Hoorie et al., 2021), we simply do not know the degree to which most researchers

of language teaching have a teacher identity from which to draw expertise.

Research on Author Biographies

As Canagarajah (1996) noted, in most published research “the researcher is absent from the report, looming behind the text as an omniscient, transcendental, all knowing figure” (p. 324). Author bios are perhaps one of the few avenues in published research where a researcher is able to construct an identity for themselves to the reader. As Hyland (2018) observed, “bios are authentically produced, naturally occurring texts constructed for a genuine purpose; a site where academics stake a claim to a certain version of themselves for their peers and institutions” (para. 31).

Much of the general cross-disciplinary research into author bios and profiles has been quantitative, mainly focused on bibliometrics (Jacsó, 2012; Martín-Martín et al., 2018; Ortega, 2015; Ortega & Aguillo, 2014) or some other form of metrics analysis (see the overview by Ward et al., 2015) to draw conclusions about trends in author self-representation on various social media or academic platforms, such as Google Scholar (Halevi et al., 2017). These studies utilize automated analytical methods, taking advantage of quantifiable “data on scholarly publications becoming more abundant and accessible” (Portenoy & West, 2017, p. 1279). Jacsó’s (2012) study of the Google Scholar author citation tracker is one of the few that considers the content of author profiles. This study focused on identifying researcher interests to assist in understanding author expertise, and as such highlights a need to better understand how authors represent themselves in their bios.

In the field of applied linguistics, research into author bios has tended to explore profiles as a written genre. According to Tse (2012), an academic bio is a particular genre where researchers are requested to provide a narrative of themselves, in which they “are invited to unmask their presence and compose a narrative of their scholarly self and professional *credentials* [emphasis added]” (p. 69). Tse demonstrated, via an analysis of a corpus of 600 author bios, how researchers manipulate this genre to showcase their public voice and lay claims of their expertise within their academic and professional communities.

Drawing on the same data, Hyland and Tse (2012) analyzed discipline, gender, and status differences in author bios, arguing that researchers are able to use the short space of the bio to craft a narrative of their expertise, manage

their public persona, recount their achievement, and stake their identity. Their analysis found that the status of the researcher greatly influenced their bio, with senior researchers establishing their identity with reference to current position, research achievements, and publications. Junior researchers were more likely to refer to prior positions of employment as a means to establish themselves in the academic community. When the bios were analyzed across the three disciplines of engineering, philosophy, and applied linguistics, differences were found: Applied linguists were far less likely to recount their educational background compared to engineers. Applied linguists were also far more likely to signal expertise by opaque references to scholarly work and by aligning themselves with a research “camp” of specialization.

Thus, self-representation is highly relevant to the genre of academic authors’ biographical statement (Matsuda, 2015), which is a powerful avenue for authors to represent their academic self within an otherwise anonymized process of academic publishing (Hyland & Tse, 2012). With the varying issues surrounding the negotiation of identities of those who research language teaching (Edwards & Burns, 2016; Norton & Early, 2011), and a noted bifurcation of teachers and researchers, author bios may be one window into better understanding who publishes language teaching research and how they communicate their credentials via their constructed author identities. However, as author bios are self-constructed and performed identities, another window into understanding author identities is to ask authors directly about their research and teaching backgrounds. This study thus examines credentials via an analysis of author bios, as well as a survey of language teaching researchers.

METHOD

The study aimed to investigate the following research questions:

- RQ1. How do authors of language teaching research present their teacher and researcher identities in their biographical statements, and how do these bios differ between journals?
- RQ2. Via what credentials do authors of language teaching research establish their authority in biographical statements?
- RQ3. What is the general profile of authors who publish language teaching research, including level of seniority?

- RQ4. Do authors of language teaching research view a relationship between teaching and research and if so, how?

In this study, we note our own author positionalities as current researchers who have combined classroom language teaching experience of more than three decades but who no longer teach language. We also note that, for the purposes of this study, we are positioning ourselves as researchers communicating to other authors of language teaching research, who are the target population of this study.

The overall methodological design was a two-part study that drew on document research and survey research data collection to interrogate the identities of language researchers.

Document research typically involves the sampling and collection of secondary texts for content analysis. Following a similar methodology to Tse (2012), our documents consisted of a collection of author bios taken from academic journals, which we then subjected to qualitative content analysis (see Selvi, 2020). Survey research underpinned the second part of the study to directly interrogate the identities of authors in terms of their research and teaching credentials, and to explore their beliefs about the relationship between teaching and research. It is important to note from the outset that the purpose of our two-part research design was not to achieve data and method triangulation, which is used to check the validity or credibility of findings for corroboration purposes (Riazi, 2017). Instead, the mixed-methods approach was underpinned by a complementary purpose, drawing on overlapping but slightly different sources of data as well as different methods and analysis for purposes of seeking elaboration and clarification from one set of findings to another (Riazi, 2017). This was thought to bring greater sophistication to the research design, by allowing both sets of data to independently draw conclusions based on their own evidence.

Sample

For our sample of authors and author bios, we took a purposive sample from journals that self-identify as major avenues of language teaching research in their scope. Following sampling procedures used in similar document research (Rose & McKinley, 2017), we sampled these journals from a list of top 100 impact journals as indexed in the ‘language and linguistics’ category of the Scopus database (<https://www.scopus.com>). The justification of this strategy was that articles in highly cited journals have a greater likelihood of being

cited, and thus hold greater influence in the field. Nonetheless, we acknowledge the usual caveats that impact factor does not automatically indicate academic quality, rigor, or importance (Kiesslich et al., 2021).

As our research explores the identities of researchers publishing research at the crossroads of research and professional practice, an inclusion criterion was established that journals needed to have an explicitly proclaimed teacher audience. Thus, the scope of each journal in the list was reviewed for reference to this aim. Six journals were identified as meeting this inclusion criteria, as evaluated by a specific scope of language teaching and an aim to be inclusive of a teaching professional readership. These were:

1. *The Modern Language Journal (MLJ)*, which promotes “scholarly exchange among researchers and teachers of all modern foreign languages” (*Modern Language Journal*, n.d., para. 1);
2. *TESOL Quarterly (TQ)*, which publishes “articles on topics of significance to individuals concerned with English language teaching and learning (. . .) that contribute to bridging theory and practice in our profession” (*TESOL Quarterly*, n.d., para. 1–2);
3. *Language Teaching Research (LTR)*, which “seeks to break down barriers that have isolated language teaching professionals from others concerned with pedagogy” (*Language Teaching Research*, n.d., para. 4);
4. *Journal of English for Academic Purposes (JEAP)*, which “enables practitioners of and researchers in EAP to keep current with developments in their field” (*Journal of English for Academic Purposes*, n.d., para. 1);
5. *ELT Journal (ELTJ)*, which “links the everyday concerns of practitioners with insights gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology” (*ELT Journal*, n.d., para. 1); and
6. *Language Teaching (LT)*, which is an “essential research resource for language professionals” (*Language Teaching*, n.d., para. 1).

Journals whose stated scope included, but extended beyond, the realms of language teaching research were excluded. Examples of such journals were: *System*, which had stated implications for language pedagogy but otherwise had a broad scope within applied linguistics; *CALL*, which was dedicated to all matters associated with the use of computers in language learning (first and second languages), teaching, and testing; and

Journal of English for Specific Purposes, for which authors were encouraged to write on topics relevant to the teaching and learning aimed at academic and occupational readers.

From each of the six journals, 80 author bios for the most recent research articles, including online-first publications, published up to October 2020 were collected, for a target sample of 480. However, one journal (*MLJ*) contained no author bios, so the final sample for our document research included 400 bios. In keeping with our total sampling method, if an author appeared more than once in the sample due to multiple recent published articles, both bios were retained, even in cases where they were identical.

For the survey sample, 80 author email addresses were collected each from the same six journals. However, due to differences in journal publishing styles, the sample of author email addresses were independent of our sample of author bios, and thus were treated as a separate sample (hence the complementary purpose to our mixed-methods design). One journal (*TQ*) provided no email addresses of authors, and another journal (*LT*) listed only the email address of the corresponding author, necessitating us to search for the email addresses online using institutional affiliations and Open Researcher and Contributor ID (ORCID) information. Another journal (*LTR*) provided the email addresses on the advance online versions of the article, but the bios in the print issue only. Due to an 18-month backlog of accepted articles from online to print in *LTR*, we opted to sample the most up-to-date online publications for email addresses. We excluded our own research from the sample as well as any articles written by the editors of the current special issue to avoid bias in responses due to insider knowledge of the study. Starting with our initial sample of 480 (which included *MLJ*, as author email addresses were available), we constructed a mailing list in Qualtrics to contact the authors directly to distribute our questionnaire. After duplicate email addresses were removed in the system, 453 email invitations were sent out. Of these, four emails failed to deliver (i.e., an incorrect email address was provided) and 21 emails bounced (i.e., they were no longer active), resulting in 428 emails being successfully delivered. From these, we received 233 responses, indicating a 54.4% response rate.

Data Analysis

Author biographical data of articles were analyzed according to the authors’ positionality as a researcher and teacher, using qualitative content

analysis to explore prevalence of deductively derived themes in the data. Following Selvi's (2020) recommendations for qualitative content analysis, frequency counts of coded data were first used to provide an overview of trends in the data, which were then explored in more qualitative depth via representative excerpts. Where sample sizes were large enough to meet test assumptions, we also conducted quantitative data analysis. For example, when both teacher and researcher identities were established, we explored whether research credentials were more likely to occupy a position of firstness, which is seen as an indicator of greater importance (van Lier, 2002). We also were interested in exploring journal differences, because previous research has shown certain applied linguistics journals to focus on more pedagogic research—namely, *ELTJ* and *TQ* (see Rose & McKinley, 2017).

A short, 14-item questionnaire (see Appendix A) was used mainly to gather information on the profile of authors of language teaching research. Items were created to collect data on their current positions, professional and academic qualifications, and years of language teaching experience. Descriptive statistics from this data were used to complement the bio data, and some basic inferential statistics were used to explore group differences within the data, especially between authors in senior and junior research positions. The questionnaire also included six novel items that were used to explicate beliefs about the relationships between research and teaching. Principal components analysis (PCA) was used to elucidate a smaller number of variables, following the analytical procedures of Marsden & Kasproicz's (2017) short survey. These variables were then used to explore differences in beliefs in the sample. The questionnaire concluded with an open section for respondents to leave comments, which were drawn on to add qualitative depth to the data.

RESULTS OF BIOGRAPHIES

Following the procedures of Selvi (2020), data from our qualitative analysis are presented according to frequency counts of coded themes, alongside descriptive illustrative qualitative examples. Some of the data were further analyzed to explore differences across journals.

Status

One of the most consistent moves of the authors was to establish their identity via their official positions or titles, which accounted for

286 of the 400 bios. Examples of this were exclusively within the first lines of the bio and included the use of phrases such as “[AUTHOR] is an assistant professor in second language education at [UNIVERSITY]” (*TQ*). An additional 36 bios established an identity as a PhD student, such as “[AUTHOR] is a PhD student in education at [UNIVERSITY]” (*TQ*). Of the remaining bios without a clear current status, an identity was communicated via a range of experience such as “[AUTHOR] has been in ELT since 2007 and currently writes materials for National Geographic Learning” (*ELTJ*) or “[AUTHOR] has over 15 years of experience as a language teacher and teacher trainer” (*TQ*). PhD students in the data, who did not have an academic position, led their bios with mention of this status, usually followed by mentions of research interest, such as: “[AUTHOR] is a PhD candidate with [UNIVERSITY]'s Graduate School of Education. His research interests include candidate preparation for the IELTS [International English Language Testing System] test, teacher corrective feedback on L2 writing, and the role of pre-sessional EAP programmes in preparing students for English-medium tertiary study” (*JEAP*). In the few bios that included an academic position and PhD status, the academic position was prioritized, such as: “[AUTHOR] is an Assistant Professor at [UNIVERSITY] where he teaches content classes in intercultural communication and multicultural policy. He is a PhD candidate at [UNIVERSITY], where he studies willingness to communicate in the Japanese context” (*JEAP*). Thus, academic status was the most prevalent move to establish one's identity in the data. However, status alone did not always establish an identity as a teacher or researcher, so explicit mentions of research and teaching were explored.

Mentions of Research and Teaching

Statements of research were found in 95.25% ($n = 381$) of the bios. These mostly include mentions of research interests—“Her research interests are in linguistic ethnography” (*TQ*)—and publications:

Recent and forthcoming publications in these and other areas can be found in *Applied Linguistics*, *Language Learning*, and [*The*] *Modern Language Journal*, among many other journals and volumes. He has also written and edited several books. (*LTR*)

To a lesser extent, academic editorial work was mentioned, such as “He has sat on the editorial board of *Language Testing*” (*LT*). There were 10

TABLE 1
Mentions of Research and Teaching in Author Biographies

Mentioned	Research		Teaching	
	<i>n</i>	Percentage	<i>n</i>	Percentage
Yes	381	95.25	123	30.75
No	19	4.75	265	66.25
Unclear	0	0	12	3

Note. *N* = 400.

mentions of research awards, such as: “the recipient of [AWARD] 2015 and [AWARD] 2018 for outstanding research” (*LT*), and eight mentions of having received research grants, such as “Her current research project is funded by a (. . .) Post-doctoral Research Grant.”

Statements about teaching were found in 30.75% (*n* = 123) of the bios, such as the following explicit signposting of experience:

[AUTHOR] is an active practitioner and teacher-researcher working predominately in East and Southeast Asia for the past ten years. He has taught at all levels, beginning with young learners before shifting his focus to the upper secondary and tertiary levels. (*LT*)

More typically, however, mentions of teaching were within academic settings, and referred to teaching about language, such as “[AUTHOR] teaches Danish and German linguistics at the Department of Language and Communication at [UNIVERSITY]” (*LTR*). Thirty bios made explicit reference to the work in teacher education, via the inclusions of such information as “[AUTHOR] has worked in teacher education in the UK for over twenty years” (*ELTJ*). Thus, the results, which are summarized in Table 1, indicate that authors of language teaching research establish their identity primarily via their researcher selves in their author bios.¹

Firstness

Of the 400 bios, 112 (28%) made explicit reference to both teaching and research. The order in which these were presented was analyzed to investigate whether authors would prioritize their research identity over their teacher identity by giving it a position of firstness, which is associated with greater semiotic emphasis or importance (van Lier, 2002). That is, a position of firstness is seen to act as an anchor of reference for all other information that follows (Sonesson, 2013).

Contrary to our expectations, a majority of the bios (*n* = 79, 70.54%) displayed teaching firstness, such as the following:

[AUTHOR] has been a Spanish instructor at [UNIVERSITY] for the past two years. She taught English as a Second Language to groups of adults from various companies in Costa Rica for two years prior to moving back to the U.S. and shifting her focus to Spanish instruction. She has a Master’s Degree in Teaching Spanish from [UNIVERSITY]. Her past research has been focused primarily on the improvement of students’ listening skills through explicit strategy instruction in the classroom. She is particularly interested in the acquisition patterns of bilingual children, and how practices in bilingual education programs can be improved. (*LT*)

Others used teaching firstness in their bios to explicitly highlight a temporal shift from a previous teacher identity to a researcher one:

[AUTHOR] spent thirteen years as an English language teacher in the USA, Japan and the UK before turning her attention to the academic study of applied linguistics for her M.A. and Ph.D. She has been a professor at [UNIVERSITY] since 2009, publishing a wide range of journal articles on ultimate attainment in an L2, task-based interaction in L2 classrooms, and the design of research instruments. (*LT*)

Less than one third (*n* = 33, 29.46%) of the bios presented a researcher identity first, such as:

[AUTHOR] holds a doctorate in TESOL/Applied Linguistics with interests and publications in linguistic complexity, curriculum design, research methods, and computer-assisted language learning. As an ELT professional, he has over 12 years’ experience as both a program manager and language teacher. (*LTR*)

Thus, the findings indicate that in mixed teaching and research bios, teaching was semiotically prioritized in terms of firstness.

Differences Across Journals

To explore differences of mentions of teaching according to journal, the binominal data (i.e., whether teaching was mentioned or not) were analyzed using a Chi-square test of independence (with a Bonferroni adjustment), using the number of publications as the independent variable to investigate differences across journals. Results revealed a significant association between the journal and mentions of teaching $\chi(4) = 36.8$, $p < .001$, and the Cramer *V* statistic (.308) indicated a large effect size, adjusted for degrees of freedom (Cohen, 1988). Standardized residuals were significant at $p < .001$ for teaching experience to be mentioned more frequently in *ELTJ*

($z = 3.8$) and less frequently in *LTR* ($z = -2.9$). In total, 52.5% of *ELTJ* bios explicitly mentioned teaching activities compared to just 12.5% of *LTR* bios.

While the bios that made references to teacher education ($n = 30$) were too small for statistical analysis according to the journal, it is noteworthy that 21 of the 30 bios containing teacher education author identities were from *ELTJ*. The remaining nine were split among the other four journals (*LTR*, $n = 3$; *TQ*, $n = 3$; *LT*, $n = 2$; *JEAP*, $n = 1$). Thus, results indicate that of the five journals in the bio sample, *ELTJ* might be viewed as a primary avenue for self-identified teacher educators to publish their research, adding further support for a journal difference in representations of a professional teaching identity.

Evaluating the Weight of Teaching and Research

To further explore differences in the weight given to teaching and research, scores were provided on a scale of 1 (*research only*) to 5 (*teaching only*) for each of the author bios. For transparency of this evaluation process, example bios are provided in Table 2. Data were all coded by the second author for consistency, but a randomized subset of 100 ratings (25% of the sample) was selected using a web-based tool (<https://www.randomizer.org>) and coded by the first author to check interrater reliability. Cohen's weighted kappa (κ_w) was run to determine reliability of the raters' judgments and showed a high level of agreement, $\kappa_w = .923$, $p < .001$, 95% CI [.876, .970], which provided confidence in the coding.

Descriptive statistics of this data show a median score of 1.00 (research only) and mean of 1.69 ($SD = 1.119$). The data were skewed (1.622; $SE = .122$) and kurtotic (1.722; $SE = .243$), which is unsurprising considering the dominance of a focus on research over teaching in the bios, as evidenced in the previous section. This resulted in 64.1% of the bios being rated as establishing credentials via research-only author profiles, compared to 4.7% of teaching-only profiles.

In order to investigate differences across journals, a Kruskal-Wallis test was conducted on the ordinal research positionality data according to journal of publication. A statistically significant difference was found, $H(4) = 45.123$, $p < .001$, meaning there were differences in author researcher-teacher positionality across journals. A pairwise comparison of journals with adjusted p values revealed statistically significant

differences between *ELTJ* and *JEAP*, $p < .001$, $r = .325$; *ELTJ* and *LT*, $p < .001$, $r = .364$; *ELTJ* and *LTR*, $p < .001$, $r = .437$; and *ELTJ* and *TQ*, $p = .003$, $r = .256$. Descriptively, the largest differences were found between *ELTJ*, which had 35% ($n = 28$) of its bios evaluated as research only, compared to *LTR* at 82.5% ($n = 66$). Further descriptives of frequency counts across all journals are in Appendix B.

Qualifications

To further explore the notion of credentials, mentions of research and professional qualifications in the author bios were coded (see Table 3). A majority of bios ($n = 260$) made no explicit mention of a research degree (e.g., PhD) or a teaching qualification ($n = 384$). Of the 400 bios, 136 mentioned a research degree such as a PhD; however, only 6 explicitly mentioned a teaching qualification. The Cambridge certificate in teaching English to speakers of other languages (CELTA) or diploma (DELTA) qualifications accounted for four of these, such as “[AUTHOR] has a BA (Hons) in Communication Studies, CTEFLA, DELTA and a master's degree in educational technology and ELT” (*ELTJ*), while the other two mentioned a postgraduate certificate of education (PGCE) or reference to being “a qualified secondary school teacher” (*ELTJ*). This added further support to the notion that very few authors established their credentials via explicit mention of professional qualifications in their bios. The fact that five of these six bios came from *ELTJ*, and one from *TQ*, also supported a difference in journals with teaching qualifications only found in journals that previous research has identified as being more pedagogically oriented (Rose & McKinley, 2017).

RESULTS OF QUESTIONNAIRE

Descriptive analysis of the questionnaire centered on investigating the general profile of authors in terms of their reported teaching experience and qualifications. The questionnaire data (which, unlike the author bio analysis, includes *MLJ*) fulfilled the complementary purpose of our two-pronged research design, to seek elaboration and clarification of author researcher-teacher positionality, which may not be immediately apparent in the author bio alone. We also aimed to explore author beliefs of the relationship between teaching and research and explore the core components of these beliefs. As previous research identified seniority as a key variable affecting

TABLE 2
Weight of Teaching and Research in Author Biographies

Focus	n (%)	Example text	Notes
1 - Research only	257 (64.1%)	[AUTHOR] is an Assistant Professor of English at [UNIVERSITY]. Her research focuses on second language writing pedagogy in ESL and EFL settings, global Englishes, and translanguaging. Her work has appeared in journals such as the <i>Journal of Second Language Writing</i> , <i>Composition Studies</i> , and <i>Language Learning and Technology</i> , and the edited collection <i>Transnational Writing Education</i> . (ELTJ)	The bio only references research positions, interests, and publications.
2 - Predominantly research	63 (15.7%)	[AUTHOR] is Associate Professor of English and Director of Composition at [UNIVERSITY] where she teaches courses in writing, composition theory, and language and linguistics. Her scholarly interests include composition pedagogy, writing assessment, generation 1.5 writers, sociolinguistic aspects of writing, and the interaction of language and gender. Her work has appeared in various journals including <i>Assessing Writing</i> , <i>Composition Studies</i> , <i>Language Testing</i> , <i>Writing & Pedagogy</i> , and <i>Journal of Basic Writing</i> . (LT)	Most of the bio focuses on academic status, scholarly interests, and research publication. Only 11 of 72 words concern teaching.
3 - Both teaching and research	45 (11.2%)	Her teaching, research, and supervision interests include (TQ)	Teaching is given equal weight to research and supervision.
4 - Predominantly teaching	16 (4%)	[AUTHOR] currently teaches EFL classes, seminars on British culture, children's literature, and teaching methodology to future primary school teachers in Germany. She holds a PhD in Applied Linguistics and a Master's degree in German, English and American Studies. She is a qualified secondary school teacher and previously taught FL classes at secondary level in Germany and the UK. Her main research interests are young learners, the primary EFL classroom, and multimodal texts in FL learning. (ELTJ)	The majority of the bio focuses on teaching experience and teaching qualifications. Only 23 of 76 words address research interests and research qualifications.
5 - Teaching only	19 (4.7%)	[AUTHOR] has been an ESL instructor for 20 years. She is currently the lead instructor for academic listening and speaking at [UNIVERSITY]'s International Foundation Program at New College. (TQ)	The bio only references previous and current teaching activities.

Note. EFL = English as a foreign language; ELTJ = ELT Journal; ESL = English as a second language; LT = Language Teaching; TQ = TESOL Quarterly. N = 400.

TABLE 3
Mentions of Academic and Professional Degree in Author Biographies

Mentioned	Research degree	Teaching degree
No	260	384
Yes	136	6
Unclear	4	10

Note. $N = 400$.

TABLE 4
Respondents' Positions

Position	<i>n</i>	Percentage
Professor	52	25.87
Associate professor	52	25.87
Senior lecturer	23	11.44
Lecturer [assistant professor]	22	10.95
Doctoral student	14	6.97
Language teacher trainer	9	4.48
Other	9	4.48
Postdoctoral researcher	8	3.98
Language instructor	6	2.99
Reader [top-rank associate professor]	3	1.49
Adjunct academic	3	1.49

Note. $N = 201$.

beliefs about teaching and research (Marsden & Kasprovicz, 2017), this was also explored in the analysis.

General Profile of Authors of Language Teaching Research

Of 201 total responses, 52 had reportedly published in *TQ*, 48 in *LTR*, 44 in *ELTJ*, 43 in *LT*, 41 in *MLJ*, and 32 in *JEAP*. In terms of position, the profile of respondents is shown in Table 4.

In terms of educational background, 200 authors responded to a question regarding the highest academic degree they had obtained. One

hundred and fifty-five of these authors reported holding a PhD (77.5%), and a further 12 (6%) reported an EdD, resulting in 83.5% of the sample population having obtained a doctoral degree. Teaching qualifications of 201 total respondents are shown in Table 5. Almost one third ($n = 65$) of the respondents reported having a schoolteacher qualification, and about one quarter ($n = 50$) had a language teacher professional certification such as a CELTA or DELTA. Other teacher qualifications held by authors included higher education teaching certifications ($n = 38$), institutionally awarded teacher certifications ($n = 23$), or higher education teaching fellowships ($n = 16$) such as a Higher Education Academy (HEA) fellowship in the United Kingdom. Of the 201 respondents, only 37 (18.41%) reported having no teaching qualification.

In terms of previous teaching experience, 194 respondents indicated that they had teaching experience. The mean (on a scale of 0 to 20) was 13.4 years ($SD = 6.24$). The maximum was 20 and the minimum 1, indicating that all of the 194 authors who responded to this question reported some prior language teaching experience. Seven of the 201 respondents who answered questions prior to this item did not submit an answer for teaching experience. Thus, in general, the diversity of author profiles presented in the survey data pointed to a range of academic and professional positions, qualifications, and experience.

While there was no discernible "typical" general profile for authors, we next explored trends in the data according to seniority to see if differences in profile existed according to this variable. This was based on an assumption that as the field of language teaching research has intellectualized, it may attract more career researchers into academic positions who do not come from a language teaching background or hold teaching qualifications. Seniority was operationalized using

TABLE 5
Teaching Qualifications of Authors of Language Teaching Research

Qualification type	<i>n</i>	Percentage
School teacher certification (e.g., PGCE)	65	32.34
Language teacher certification	50	24.88
Higher education teaching certification (e.g., PGCHE)	38	18.91
Institutional teacher training certification	23	11.44
Higher education fellowship (e.g., HEA)	17	8.46
Other (unspecified)	16	7.96
No qualification	37	18.41

Note. PGC(H)E = postgraduate certificate of (higher) education; HEA = Higher Education Academy.

TABLE 6
Descriptive Statistics of Beliefs of Teaching–Research

Item	Statement	N	Min	Max	Range	Mean	SD
8	Language teaching research is written for a researcher community.	196	1	6	5	4.69	1.086
12	Language teaching research addresses issues of importance to language teachers.	196	1	6	5	4.42	.944
10	There is a gap between research published in journals and issues of importance to the teaching profession.	196	2	6	4	4.39	1.106
11	There is a gap between issues that teachers and researchers are interested in.	196	2	6	4	4.31	.986
9	Language teaching research is written for a language teacher community.	196	1	6	5	3.57	1.077
13	Teachers tend to refer to language teaching research.	196	1	6	5	2.86	1.072

Note. 1 = *strongly disagree*; 6 = *strongly agree*.

a categorization that the titles of professor, associate professor, reader, and senior lecturer typically denote senior academic positions (Walker et al., 2020); thus, 130 of the 201 respondents were categorized as holding seniority. Having first checked that the data met assumptions, and after removing the seven participants with missing data on teaching experience, an independent samples *t*-test revealed that the difference between the mean number of years of language teaching for the senior academic group ($n = 123, M = 14.11, SD = 5.91, SE = .53$) and nonsenior group ($n = 70, M = 12.07, SD = 6.62, SE = .79$) was not significant. A Cochran Q test was used to further explore differences of seniority of the respondents and teaching qualifications. This test was chosen to account for respondents who reported more than

one qualification. No differences in teaching qualifications were found based on seniority.

Beliefs About Teaching and Research

Eight questionnaire items that were intended to tap into beliefs about the relationship between teaching and research are shown in Table 6. These were measured on a 6-point Likert scale from 1 (*strongly disagree*) to 6 (*strongly agree*).

There was greater agreement with the notion that authors write to a researcher readership (Item 8, $M = 4.69, SD = 1.086$), compared to a teacher readership (Item 9, $M = 3.57, SD = 1.077$). This was supported by some of the open-ended comments on the questionnaire, such as one respondent who stated that if one attempts

TABLE 7
Factor Loadings of Survey Items Onto PCA Components

Item	Component	
	1 Research addresses teaching (33.24% of variance)	2 Research–practice divide (23.82% of variance)
Language teaching research is written for a language teacher community.	.816	−.045
Teachers tend to refer to language teaching research.	.778	−.059
Language teaching research addresses issues of importance to language teachers.	.612	−.243
There is a gap between issues that teachers and researchers are interested in.	−.103	.896
There is a gap between research published in journals and issues of importance to the teaching profession.	−.167	.879

Note. PCA = principal components analysis.

to target both audiences in every article, “we risk watering down theory and complicating practice (. . .) not all papers can serve both researchers and teachers.” Another respondent stated that it depended on the journal: “When writing for different journals I write with a different audience in mind, e.g., [*The Modern Language Journal*—researcher audience, *ELTJ*—teacher audience.” This view adds some qualitative evidence of a differentiation in journals that are seen to focus more on pedagogical research. Another respondent stated there was a difference in teacher readership: “We do research for teacher educators and future teachers. Current teachers may not read our stuff but future teachers probably would.”

There was also general agreement of a gap between research published in journals and issues of importance to the teaching profession (Item 10, $M = 4.39$, $SD = 1.106$) and a gap between issues that teachers and researchers are interested in (Item 11, $M = 4.31$, $SD = .986$). Some of the qualitative comments were very frank about this divide, such as the following from a respondent who stated, “Sorry to be blunt, but if research were to completely disappear, teaching practice will not be affected.” Another respondent stated that the divide was very real, but they were “not at all convinced the situation is broke[n] or needs fixing,” because the whole discussion of a gap was “starting from the conventional assumption that these two communities need to interact.” Another responded that “teachers are usually told what to do by authors who have not been in the classroom for years.” A further comment highlighted a changing focus of journals in addressing this gap: “There is a need for journals and articles that bridge the gap between researchers and teachers. Some journals used to do this (. . .) but they have largely given up this role.”

Despite some of the previous scepticism (which constituted most open responses), there was still general positive agreement that language teaching research addresses issues of importance to language teachers (Item 12, $M = 4.42$, $SD = .944$). One respondent stated that most “researchers have once been teachers and still enjoy a blended career of teaching and researching.” Another described the relationship as “symbiotic,” stating that “research needs to be informed by language teaching experience and language teachers benefit from developing research literacy.” However, not all responses were so positive, as illustrated by the following comment: “Researchers in our field seem to be keen on researching issues of their personal interest or issues that are currently hot

without thinking about whether teachers need to know about those issues in order to teach better.”

Finally, respondents reported general disagreement to the statement that “Teachers tend to refer to language teaching research” (Item 13, $M = 2.86$, $SD = 1.072$). In the qualitative statements, the reasons given were: paywalls that made research “inaccessible to teachers,” a lack of “time to read anything published in language research journals,” “managerial and performance cultures” in schools, being “too busy teaching and fulfilling all the administrative obligations,” devaluation of “modes of research most relevant to practising teachers” such as action research, and a research field that is “too fragmented” necessitating a need to return to research “investigating more general approaches” to language teaching. Three respondents highlighted the Open Accessible Summaries in Language Studies (OASIS) project (Marsden et al., 2019) as helping to combat the barriers associated with a lack of access and time to engage with research.

Exploring Relationships

For the questionnaire items related to beliefs about language teaching research, PCA was used to elucidate a smaller number of variables. All items were checked for normality and collinearity, after which one item was excluded due to severe negative skewedness. This was a statement with which few authors of language teaching research disagreed (i.e., “Language teaching research is written for a researcher community”). The dataset was deemed suitable for PCA, based on most recommended ranges of sample size per items (Plonsky & Gonulal, 2015), Kaiser–Meyer–Olkin statistics (.60), and Bartlett’s test of sphericity ($>.001$). All components with eigenvalues greater than 1 were retained. An oblique (direct oblimin) factor rotation was applied. The two components accounted for 65.016% of the variance in the data, which was above the recommended minimum range of 55–65% (Field, 2013). Inspection of the correlation coefficient values (–.152) indicated factor dependence. The items that clustered on the same components indicate that Component 1 represents the construct that research addresses teaching and Component 2 represents a research–practice divide (see Table 7).

Having confirmed the data met parametric test assumptions, we then explored group differences in the composite scores for Component 1 and Component 2. An analysis of between-group differences of senior and junior academics revealed no statistically significant differences in mean

scores for Component 1 or Component 2, meaning that seniority of the academic did not seem to differentiate how researchers thought about the relationship between teaching and research. Next, regression was used to explore the predictive ability of language teaching experience on beliefs, and also revealed no statistically significant relationship between the number of years of language experience and Component 1, $R = .043$, $p = .551$, nor Component 2, $R = .059$, $p = .414$. This indicated that the years of language teaching experience of a researcher neither significantly influenced opinions about the importance of research for teaching, nor a research–practice divide.

DISCUSSION

For our discussion, we return to our four RQs. We bring together the findings from the two complementary prongs of the study and contextualize them within a discussion of a wider literature on researcher identities.

How Does the Presentation of Author Identities in Biographical Statements (RQ1) Compare With Their Actual Reported Identities (RQ3)?

The findings revealed that a majority of authors do not highlight their teaching experience or teacher identities in their author bios, despite evidence from the questionnaire that many authors have extensive classroom experience and consider their teacher selves as important parts of their identity. Teacher and teacher educator identities were also found to be more prevalent in the biographical data of *ELTJ*, indicating a journal difference (RQ1). While the survey data confirmed some researchers saw *ELTJ* as being more targeted to bridging research and practice, it was clear that most authors across our journal sample embodied a dual researcher–teacher identity that was absent from a majority of the bios. Given that author biographical statements are powerful genres of academic self-representation (Hyland & Tse, 2012; Matsuda, 2015), and given that the negotiation of identities is crucial for those who research language teaching (Edwards & Burns, 2016; Norton & Early, 2011), it seems that current author bios are not being written for a teacher community, despite this community being explicitly highlighted as a crucial part of a journal’s readership. Such practices may be contributing to popular discourse of bifurcation of teachers and researchers (McKinley, 2019), in which a research community is only

concerned with addressing other researchers (Rose, 2019).

Our study suggests that this view may misrepresent the complex identities of authors of language teaching research who consider themselves both teachers and researchers, often giving their teacher identities a position of firstness, signifying greater semiotic importance (van Lier, 2002). Nonetheless, this finding must be contextualized by the fact that mixed teacher–researcher bios were in the minority (64.1% were research only), and were significantly concentrated in *ELTJ*. Thus, a majority of author bios may be contributing to the idea that researcher and teacher are distinct identities (Maley, 2016; Medgyes, 2017). It is important to note that these findings do not repudiate the valuable contributions to language teaching research of career researchers with research-only identities, but merely highlight that where a dual identity exists, it is not being communicated in author bios. Our finding that researcher–practitioners tend to highlight only their researcher identities in author bios may be because they do not see their teacher identities as establishing the requisite authority for their readers.

How Do Authors Establish Their Authority and Communicate Their Credentials in Biographical Statements (RQ2), and How Does This Compare with Their Reported Credentials (RQ3)?

When communicating an author’s credentials, the biographical data contained very little reference to teaching qualifications (1.5% of the sample), even though the questionnaire revealed a majority of authors (81.59%) held them. Further to this, there was little mention of language teaching experience in the bios, even though 196 of the 201 surveyed authors reported having extensive language teaching experience ($M = 13.4$ years; $SD = 6.24$). Some of our analysis was led by the assumption that intellectualization in the field (Kramsch, 2015) may have resulted in newer (junior) researchers entering a burgeoning research community without language teaching experience or qualification. This was underpinned by the notion that journals used to be an avenue for language teachers to share informed practice but had drifted toward becoming pure research outlets (McKinley, 2019). On the aspect of seniority, we note in our dataset that while those in senior academic positions outnumbered those in nonsenior positions 123 to 70, and even though the bios indicated that some junior researchers—especially

PhD students—seemed to emphasize their PhD status and research interests, the questionnaire data demonstrated that junior researchers were no different from senior researchers in terms of their teaching qualifications or length of prior language teaching experience. Thus, there does not seem to be evidence that journals are attracting scholarship from researchers who are severed from the profession of language teaching, even though these credentials may not be apparent in most author bios.

Do Authors of Language Teaching Research View the Relationship Between Teaching and Research and if so, How (RQA)?

Beliefs of research and teaching centered around two main components of the notion that research addresses teaching, and of a teaching–practice divide. Despite the scepticism found in the qualitative data of the questionnaire, we found authors did uphold the important relationship between teaching and research. This adds an important researcher perspective to previous findings that teachers generally find value in research (Marsden & Kasproicz, 2017; Sato & Loewen, 2019). Although there may be a gap between some of the interests of researchers and teachers, the relationship may not be as divided as others have suggested (Maley, 2016; Medgyes, 2017). The lack of teacher identities in the biographical data might exacerbate a belief of a divide, in that authors of language teaching research are seen to align their work to a researcher readership, rather than emphasizing their connections with practitioners.

IMPLICATIONS

The data differentiated *ELTJ* as the only journal in the sample to exhibit greater references to teaching and teacher identities in the biographical data. This may highlight it as an important avenue for authors who are more closely aligned to teacher identities. We speculate that this difference may be associated with the short-length format of articles in this journal, as well as explicit aims of the journal that positions it as a forum for the exchange of ideas among members of the teaching profession. If such formats attract more teacher–researcher authors, other journals might consider introducing dedicated segments in their journals for research-oriented reports on practice, or practice-oriented research reports. *JEAP* has addressed this need via the introduction

of a ‘Researching EAP Practice’ strand, which it states is a “vibrant genre that integrates and creates enriching synergy between research and practice” (Hu, 2018, p. A2). Similarly, in 2019, *LT* introduced a new segment where practitioners respond to research published in the journal. Such innovations might help to promote synergies between teacher and researcher identities of authors who are showcased in these journals.

A second implication of this study is for researchers to consider the benefits of offering more balanced researcher–teacher identities in their bios, when one exists, to connect more to a broader readership and establish their dual professional selves. Journals could even provide templates or models for bios to authors of teaching-focused articles to ensure salient credentials are foregrounded. The author bio is one of the few genres in academic publishing that allow authors to “unmask” (Tse, 2012, p. 69) their identity and establish their credentials. To unshackle authors from this constraint, a further recommendation might be for journals to encourage authors to include subsections in publications that address author positionalities. These sections would ideally be written in first person, and include discussions of reflexivity to unearth past experiences and writer identities. Use of first person could also personalize sections in the article that discuss real-world classroom implications of the research.

If the genre of research articles proves too constraining for authors to personalize their research, additional modes of dissemination could be considered for researchers to communicate more directly with a practitioner audience. *ELTJ*, for example, provides an option for some authors to produce publicly available video abstracts of their articles, which allows authors to unmask themselves to a broader audience. In the absence of such innovations by journals, authors could make videos of their research presentations available online in which they can more freely disclose and discuss their positionalities.

We conclude that in order for language teaching research to bridge the rhetorical divide between researchers and teachers, authors (and the language teaching journals they publish in) must make concerted efforts to foreground their own professional credentials that legitimize their authority to write about language teaching. We urge language teaching researchers to carefully consider how they construct their identities for a broad readership to reveal the complexly qualified professional who is often hidden underneath a seemingly impenetrable author profile.

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NOTE

¹ An additional 12 bios contained unclear references to teaching. An example of an unclear reference to teaching was “[AUTHOR] works across disciplines and educational levels to identify and resolve language-related learning issues” (*JEAP*). Despite moderation between the two researchers during coding, bios such as this were evaluated as ambiguous in terms of what type of work the author was engaged in.

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APPENDIX A

Language Teaching and Research Questionnaire

Introduction**Teaching and Research Questionnaire**

We would like to invite you to participate in a research project entitled “Language Teaching Researcher Identities.” (. . .) You have been contacted to participate in the survey as you have recently published in a language teaching journal (e.g., *ELT Journal*, *Language Teaching Research*, *EAP*, *TESOL Quarterly*, [*The Modern Language Journal*, *Language Teaching*]), so we are interested in your insights.

Research aim and objective: The project explores the identities of researchers who publish in language teaching journals. It is designed to account for the current and previous language teaching experience of people engaged in language teaching research.

The value of taking part: In our field, we are always striving to make connections between teaching and research. By completing this questionnaire, you will provide valuable data to help clarify the status of those (researchers, research–practitioners, etc.) currently publishing in the leading language teaching research journals.

Participation in the project will involve the following activities: You will be asked to fill in a 5-minute questionnaire about your teaching and research background. All questionnaire data will be anonymous. We will not ask for any identifying information such as your name, email address, or place of work in the questionnaire. We will not collect IP addresses. If you agree to participate, your input will form part of research into identities of language teaching researchers. The research will be published in academic journals and may be presented in conference papers in the future, but data from this questionnaire will not be identifiable to you.

This project has been reviewed by, and received ethics clearance (. . .) If you have any questions, please feel free to contact the lead investigator by e-mail.

(. . .)

If you agree to take part in the questionnaire, please click on the button below to begin.

About you

Useful definitions for filling out this questionnaire

Language Teaching Research: works published in language teaching research journals

Language Teacher: someone who teaches language as a subject to students (usually in a classroom, but could be 1–1 tutorials)

Teacher (general): an educator of any subject

Language Teacher Educator: someone who teaches language teachers (current or future) how to teach language and/or the theory supporting language teaching

Teaching Credentials: teaching certifications or acknowledgments of teaching expertise

In which of the following journals have you published language teaching research in the past 2 years?
(Tick all that apply)

- ELT Journal*
- [*The*] *Modern Language Journal*
- Journal of English for Academic Purposes*
- Language Teaching Research*
- TESOL Quarterly*
- Language Teaching*

What best describes your current position?

- Professor
- Associate professor
- Reader [high-ranked associate professor]
- Lecturer [associate professor]
- Senior lecturer

- Teaching fellow
- Adjunct academic
- Language instructor
- Researcher
- Doctoral student
- Working in educational management (e.g., Director of Studies)
- Working in educational testing
- Language teacher educator/trainer
- None of the above

What is your highest academic degree completed?

- BA/BEEd/BSc
- EdD
- MA/MEd/MSc
- PhD
- I do not hold an academic degree
- Other

What teaching qualifications or credentials do you have? (Tick all that apply)

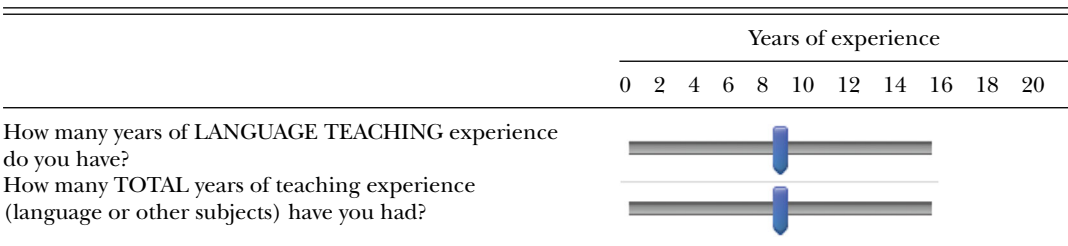
- School teacher certification
- Language teacher certification (e.g., CELTA/DELTA)
- Higher education teaching certification (e.g., postgraduate certification in higher education)
- Institutional teacher training programme certification
- Higher Education Fellowship (e.g., HEA)
- I do not have a teaching qualification
- Other

What best describes your current identity?

- A researcher
- A researcher who does some teaching
- Equally a researcher and teacher
- A teacher who does some research
- A teacher
- None of the above

Your Teaching Experience

Tell us about your teaching experience? (if more than 20 years, please choose the maximum)



On a scale of *Agree* and *Disagree*, please respond to the following statements:
 Thinking about the research you published in language teaching research journals (*English for Academic Purposes*, *ELT Journal*, *TESOL Quarterly*, *The Modern Language Journal*, etc.), respond to the following statements:

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Language teaching research is written for a researcher community (not analyzed).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language teaching research is written for a language teacher community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a gap between research published in journals and issues of importance to the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a gap between issues that teachers and researchers are interested in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language teaching research addresses issues of importance to language teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers tend to refer to language teaching research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Finally, are there any comments you would like to make concerning the relationship between language teaching research and language teaching? (Or researchers and teachers in general)

APPENDIX B

Frequency Counts and Percentages of Researcher Positionalities in Biographical Data According to Journal

Journal	Research only	Predominately research	Both	Predominately teaching	Teaching only	Total
<i>English Language Teaching Journal</i>	28 (35%)	20 (25%)	17 (21.25%)	10 (12.5%)	5 (6.25%)	80 (100%)
<i>Language Teaching Research</i>	66 (82.5%)	5 (6.25%)	6 (7.5%)	0 (0%)	3 (3.75%)	80 (100%)
<i>Language Teaching</i>	56 (70%)	18 (22.5%)	6 (7.5%)	0 (0%)	0 (0%)	80 (100%)
<i>TESOL Quarterly</i>	50 (62.5%)	13 (16.25%)	8 (10%)	2 (2.5%)	7 (8.75%)	80 (100%)
<i>Journal of English for Academic Purposes</i>	57 (71.25%)	7 (8.75%)	8 (10%)	4 (5%)	4 (5%)	80 (100%)
Total	257	63	45	16	19	400