

Potential connections between English teaching research and practice: The writing momentum of researchers and teachers

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Abstract

Linguistic learning has been with us since the beginning of human history and the very early stages of our own lives. However, beyond the abstract idea of language learning, we are constantly facing the concrete and globalized reality of English learning, and therefore of English teaching as well. Within English teaching we find English teaching research and practice, whose connection has been largely studied in the last years. In regard to that, improving our understanding of that connection, is key to establish a solid ground of research, that will potentially allow to improve the theoretical connection of these two aspects in the future. For that matter, the purpose of this article is trying to improve our understanding of the connection between English teaching research and practice. Through a theoretical analysis focused on researchers and teachers (which conceptually includes English teaching researchers and English teachers for that matter), we try to find connections between English teaching research and English teaching practice, aiming at finding a common ground between researchers and teachers in that area. The common ground we aim at finding through this research is very specific, in this case the potential connections between the writing momentums of English teaching researchers and teachers. The method used to carry out the analysis, is a theoretical exploration of each writing momentum separately, to then look for potential connections between them. It was found some features of researchers writing momentum, can be added to the list of teachers writing momentum. This allows to conclude there is indeed a connection between the writing momentums of researchers and teachers, and therefore specific common ground for them can be found.

Keywords: Connections, English teaching practice, English teaching research, researchers, teachers, writing momentum.

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I. INTRODUCTION

Linguistic learning has been with us since the beginning of human history and the very early stages of our own lives. It is certainly a very important aspect in our daily routine, and in how society works. Within linguistic learning, language teaching is an important and institutionalized system in which foreign and second languages can be learned. The particular area we will focus on for that matter is, in this case, English teaching. The field of English teaching has many aspects, two of the most important being its research and practice. Through this research, we will aim at finding common ground between English teaching research and practice, by analyzing the writing momentum of each of them.

II. THEORETICAL FRAMEWORK

Through this theoretical framework, we will be covering concepts, such as English teaching research and English teaching practice, and the writing momentum of researchers and teachers.

2.1 English teaching research and practice, and their connection

As Zhang (2023) suggests, English teaching research is important for the development of education. Additionally, the study underlying previous statement (*Design of an English Web-based Teaching Resource Sharing Platform based on Mobile Web Technology*), pointed to the importance of English teaching research in particular, in the context of designing a platform to share English teaching resources (Zhang, 2023). However, the importance of English teaching research can be identified in general as well.

English teaching practice is essential in TESOL (Nguyen, 2023). In the case of this research, the concept of practice has mainly to do with pre-service EFL teaching. However, it is perfectly applicable to professional teachers already working in the field. In other words, it is implied that TESOL depends to some extent on both kinds of English teaching practice, meaning pre-service and professional teaching (Nguyen, 2023).

Additionally, the connection between English teaching research and practice, has been identified by Sato & Loewen (2022), Farrell et al. (2022), and Chong and Reinders (2022), among other authors.

2.2. Writing momentum

The way writing momentum is approached in this article, considers researchers and teachers in general (i.e. not specifically in relation to English teaching and/or second language acquisition). This approach is useful for the purpose of this research as it helps build the construct; additionally, findings can be applied to English teaching research and practice. According to Wiebe et al. (2023), writing momentum, in the case of researchers, holds a relationship with a specific focus on writing and no other task while writing. This point opens the concept of focus, meaning writing momentum may be understood as one of specific focus on the activity of writing.

Writing momentum is also related with scholarly output (Daudt et al., 2026), meaning it helps the elaboration of an academic product such as an article or a book. As such, it is something to be maintained (Wonoshyn et al., 2022) as well, in order to get the best of it and help optimizing the writing momentum process and product (Wiebe et al., 2023; Daudt et al., 2026).

In the case of teachers' writing momentum, Lehman (2026) has published an interesting study, in which she sees teacher writing groups as an opportunity to restore hope and fight burnout. She describes some methods around it as part of a writing process (Lehman, 2026). Although writing momentum is not explicitly mentioned through this article, we can infer the methods shown aim at helping teachers gain both teaching and writing momentum.

Something similar can be said about Tondreau and Johnston's study published in 2022, about teacher writing groups aiming at identity restoration and professional learning. In this case, the writing momentum of teachers can be inferred as a backstage process, from the sessions in which they shared their stories and connect their lives and professions through them (Tondreau & Johnston, 2022).

III. DISCUSSION

3.1 English teaching researchers' writing momentum

We start by considering the writing momentums of researchers (Daudt et al., 2026; Wiebe et al., 2023; Wonoshyn et al., 2022) and teachers (Lehman, 2026; Tondreau & Johnston, 2022), as separately identifiable from one another. Therefore, they will be separately analyzed to begin with, to then analyze both momentums together. If we focus on the writing momentum of an English teaching researcher, we can consider the following statement:

The English teaching researcher is writing an article

, which in first person (the English teaching researcher's perspective), results in the following statement:

I'm writing an article

As we can see, the writing momentum of an English teaching researcher, can be observed from the outside as well as from within, both as a continuous action in present progressive tense. As such, it has the following characteristics:

Specific focus on writing (Wiebe et al., 2023).

Related with scholarly output (Daudt et al., 2026).

Something to be maintained (Wonoshyn et al., 2022).

3.1 English teachers' writing momentum

If we focus on the writing momentum of an English teacher, we can consider the following statement:

The English teacher is writing at work

, which in first person (the English teacher's perspective), results in:

I'm writing at work

As we can see, just like in the case of English teaching researchers, the writing momentum of an English teacher can be observed from the outside as well as from within, both as a continuous action in present progressive tense. As such, it has the following characteristics:

It is a help for internal restoration (Lehman, 2026; Tondreau & Johnston, 2022).

It is a way of reflecting and relaxing in the professional context (Lehman, 2026).

3.2 Looking for connections

In this section, we will evaluate whether the writing momentums of researchers and teachers, share some characteristics. Table 1 shows the features explored in previous section, to see if there is common ground for researchers and teachers writing momentum.

Researchers writing momentum features	Teachers writing momentum features
Focus on writing (Wiebe et al., 2023) Scholarly output (Daudt et al., 2026) Maintained (Wonoshyn et al., 2022)	Internal restoration (Lehman, 2026; Tondreau & Johnston, 2022) Reflection and relaxation (Lehman, 2026)

Table 1. Researchers and teachers writing momentum features.

As we can see, researchers and teachers writing momentums have each their own characteristics, apparently not allowing for finding connections. However and after some thinking, we realize focus on writing (Wiebe et al., 2023) and maintained writing momentum (Wonoshyn et al., 2022), are potentially integrated within teachers writing momentum. Table 2 shows the updated information with the changes we just mentioned.

Researchers writing momentum features	Teachers writing momentum features
Focus on writing (Wiebe et al., 2023) Scholarly output (Daudt et al., 2026) Maintained (Wonoshyn et al., 2022)	Internal restoration (Lehman, 2026; Tondreau & Johnston, 2022) Reflection and relaxation (Lehman, 2026) Focus on writing (Wiebe et al., 2023) Maintained (Wonoshyn et al., 2022)

Table 2. Updated researchers and teachers writing momentum features.

IV. CONCLUSION

Through this article, we analyzed the writing momentums of English teaching researchers and English teachers, aiming at finding common ground or connections between them. It was found some of the features of researchers writing momentum, can be features of teachers writing momentum as well. The common features emerging from both momentums, were added to the second column, as we have mentioned. Therefore, we have found that the writing momentums of English teaching research and practice, have some common features and therefore they have common ground.

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