

commercially controlled volumes that remain inaccessible to precisely those most affected by precarious research cultures. By removing financial barriers for readers and authors alike, the editors align scholarly ideals with their own actions. This decision stands as a powerful reminder that research culture is shaped not only by what we write, but by how and with whom we choose to disseminate our work. I hope this book serves as a beacon for others in our field to look for diamond open access outlets for their own future research.

CONCLUDING THOUGHTS

For me, the book prompted personal and professional reflection and raises uncomfortable questions about how senior scholars, editors, and leaders participate—often unwittingly, and at times complicitly—in our current systems. *Research Cultures in Applied Linguistics and TESOL* does not offer simple solutions to these deeply entrenched problems. It makes research culture visible and discussable within a field that has often skirted the margins of broader debates about academic labor and governance. It is impossible to read it without recognizing aspects of one's own professional life, and harder still to read it without reconsidering what kinds of research cultures we are willing to reproduce in the years ahead.

DATA AVAILABILITY STATEMENT

Data sharing not applicable to this article as no datasets were generated or analysed during the current study.

The Routledge Handbook of Language Teacher Action Research

Anne Burns and Kenan Dikilitaş
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Action research (AR) is a cyclical process where practitioners identify a problem, plan and implement a solution, observe the results, and reflect to improve practices. As AR is inherently geared toward

change and improvement, impact becomes central to its significance. Traditionally defined as the influence, effect, measurable contribution, or benefits arising from research, impact can also be seen as the process by which research knowledge benefits recipients. In structuring this handbook around different dimensions of impact, Burns and Dikilitaş show how inquiry within AR is intrinsically impactful for practitioners. This edited collection explores AR's transformative role in language education, where impact is not just a by-product but an integral part of knowledge construction, sharing, and application. It underscores AR's suitability for creating meaningful impact and highlights the interconnected processes of inquiry, teaching, and learning. The book is divided into five parts, addressing AR's professional, pedagogical, personal, and educational dimensions, and concludes with reflections from teacher-researchers working in diverse contexts.

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■ AR significantly influences language teachers' professional development, pedagogical practices, and research engagement. Part 1 showcases how AR fosters growth by addressing ethical considerations (Barnard), encouraging creativity (Banegas & Villacañas de Castro), and involving students as co-researchers (Hanks). It highlights AR's role in promoting a research-based teaching culture (Siegel) and driving change through critical inquiry (Hadley). The challenges and benefits of publishing teacher-led AR are discussed in Cárdenas's chapter. Part 2 explores AR's impact on teaching and learning through assessment (Giraldo & Murcia), technology-enhanced instruction (Hockly), and hybrid learning (Liontas). Collaborative AR supports data-driven reflection (Sert & Jonsson), while its connection to student engagement (Dikilitaş) and grammar instruction (Reed & Chappell) reinforces its transformative potential. Farr's chapter demonstrates how corpus linguistics helps gather and analyze classroom language data.

Beyond teaching, AR impacts teachers' identities, well-being, autonomy, and cognition. Part 3 delves into its role in fostering agency (Bahrami & Gao), enhancing motivation (Sampson & Pinner), and strengthening reflective practice (Canh). It explores AR's influence on teacher identity (Barkhuizen), emotional development (King & Gkonou), and self-efficacy (Wyatt). Gregersen highlights AR as a tool for self-care and job satisfaction, while Webb and Mumford emphasize its role in fostering autonomy. Feryok examines AR's influence on teacher cognition, leading to transformative growth.

The broader impact of AR is explored in Part 4, focusing on institutional development (Edwards & Ellis), teacher education (Barahona & Darwin; Burns), and social justice (Porto). AR supports teachers,

particularly in challenging contexts. Yuan et al. highlight AR facilitators' role in guiding teachers, ensuring meaningful engagement. Padwad demonstrates how AR empowers teachers in under-resourced environments, fostering resilience and innovation.

Finally, Part 5 amplifies teacher voices, illustrating AR's role in shaping teaching practices and inspiring further research (Brereton; Pentón Herrera; Perca Chagua; Malecka). Affirming AR as a dynamic force for change, in the concluding chapter, Burns and Dikilitaş discuss the future of language teacher AR, emphasizing student involvement, social–emotional impact, mentorship, and the importance of disseminating findings.

This handbook is a comprehensive and insightful resource for language teachers, teacher educators, and researchers interested in exploring the transformative impact of AR in language education. It provides a rich and diverse array of perspectives, highlighting the potential of AR to impact teachers and students positively. By emphasizing the importance of reflection, collaboration, and innovation, the handbook serves as a valuable guide for those seeking to engage in AR to improve their teaching, enhance student learning, and promote positive change within language education.

Through their exploration of various dimensions of impact, Burns and Dikilitaş highlight how engagement in AR fosters professional growth, pedagogical innovation, and deeper reflective practice. This perspective underscores the idea that impact is not solely measured by tangible outcomes but also by the transformative effects on practitioners and their communities. While the editors effectively highlight the benefits of action research, the book at times risks conflating the process of AR itself with the notion of impact, overlooking the need to critically distinguish between the act of inquiry and the outcomes it produces. Nevertheless, by viewing impact as an ongoing and dynamic process, rather than a static end result, the discussion expands beyond traditional metrics to encompass the broader, evolving influences that practitioner research can have on individuals and educational contexts.

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