

ReaLiTea

Research Literacy of Teachers

Objectives: Enhance the **research literacies** of pre-service and in-service foreign language educators to bridge the gaps between **theory and practice**, meet the needs of **marginalised learners**, and improve **critical literacies**.



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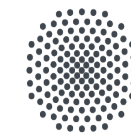
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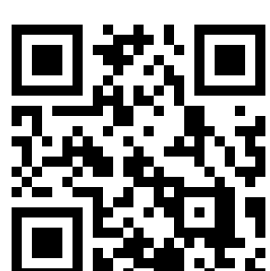
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Rationales

- After leaving university training, foreign language educators **infrequently engage with research** as part of their professional practice (Marsden & Kasprowicz 2017)
- Pre-service teachers who do engage in research-related activities have **higher self-efficacy beliefs** (Eginli & Dikilitas 2022)
- A broader understanding of what constitutes research can foster classroom-based research and **reflective practice** (Kostoulas et al. 2019)

Outputs

- Develop a **criterion-based framework** of research literacy competence for pre-service and in-service foreign language educators
- Disseminate a **corpus of text types** for practitioners for practice-aligned research
- Design **blended learning and self-instruction modules** regarding research literacy for foreign language teachers
- Facilitate a sustainable **virtual community of practice** for foreign language educators



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