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.

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