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ReaLiTea

Professional Development Framework

Target audience:
Teachers, Teacher Educators

Language:
EN

ReaLiTea

Research Literacy of Teachers



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The ReaLiTea project was co-funded in part by the European Union (ERASMUS+ KA220-HED-000157446, ReaLiTea). The author(s) are solely responsible for the content.

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Introduction

The ReaLiTea Professional Development Framework is designed to help language teachers reflect on their research literacy by identifying their strengths and priorities for professional skills and growth. It is premised on the belief that research literacy (i.e., the ability to meaningfully engage with the collective knowledge of the profession and contribute to it through practice-based research) can help teachers be more effective and agentic in their professional role, can lead to more effective teaching, and may prompt broader social change.

Language teaching is a situated and contextualized activity. This means that it takes place within a dense web of practices, beliefs, rules and more (an “ecology of ideas”, Vickers, 1968, p. 32; see also Bateson, 1987; Stelma & Kostoulas, 2021) that make certain courses of action possible and constrain others. Experience can help teachers become more effective in identifying affordances and challenging the constraints in their context, and this kind of experiential knowledge is valuable. However, it does come with three important limitations. Firstly, there is a danger of locking teaching into normative patterns (i.e., teaching that is defined by authority or past experience). Moreover, it is generally restricted to a narrow horizon of possibility, the one that is defined by the limits of personal experience, unable to capitalize on the collective knowledge that is deposited in the professional and academic repositories. Perhaps most importantly, the valuable experiential knowledge that is generated in classrooms does not get widely disseminated, which means that existing scholarship can be limited.

This Framework, and the ReaLiTea project more generally, is intended to foster a different perspective on language teaching and learning, one that retains its situated character, but also promotes shared understandings. What is proposed is a way of approaching language teaching that has five main characteristics:

- It is **grounded on the core knowledge and values of the profession**. This means that it builds existing knowledge about language and teaching, and connects meaningfully to issues of social justice through broadening participation.
- It is **theoretically and empirically informed**. This means that it seeks to constantly update its knowledge and challenge received knowledge by engaging with ongoing academic and professional conversations about language and learning.
- It is **theoretically and practically generative**. This means that it endeavours to transform new knowledge into locally relevant understandings and teaching practice.
- It is **inquisitive**. This means that it seeks to add to existing knowledge by learning more about the particularities of the setting where language teaching and learning take place.
- It is **shared**. This means that it shares its insights with peers, younger colleagues and the public. It subscribes to the belief that shared knowledge construction and dissemination contribute to better practice and understanding.

What is language teacher research literacy?

Building on the ecological perspective mentioned above (Stelma & Kostoulas, 2021), language teacher **research literacy is the ability to effectively engage with the collective knowledge of the profession**, in ways that challenge constraints in the local context and expand pedagogical possibility by creating new affordances for teaching and learning of additional languages.

Language teacher research literacy is a situated construct (Figure 1). This means that it is intertwined with the teachers' beliefs about and attitudes towards language, education, and themselves as teachers. It is also closely inextricably related to 'small cultures' (Holliday, 1999) of the communities in which teachers belong institutional practices and policies, and the sociocultural milieu in which teacher education and language teaching take place. All these antecedents are perceived by teachers, and synthesised by teachers through meaning-making, thus creating affordances for research literacy to develop, as well as constrain its development. For example, a teacher might be interested in experimenting with classroom-based research, and there may be relevant literature and courses available (thus generating learning affordances), but the growth of research literacy may be constrained by their school's professional development policy which only provides credit for formal courses.

Figure 1

Language teacher research literacy in context



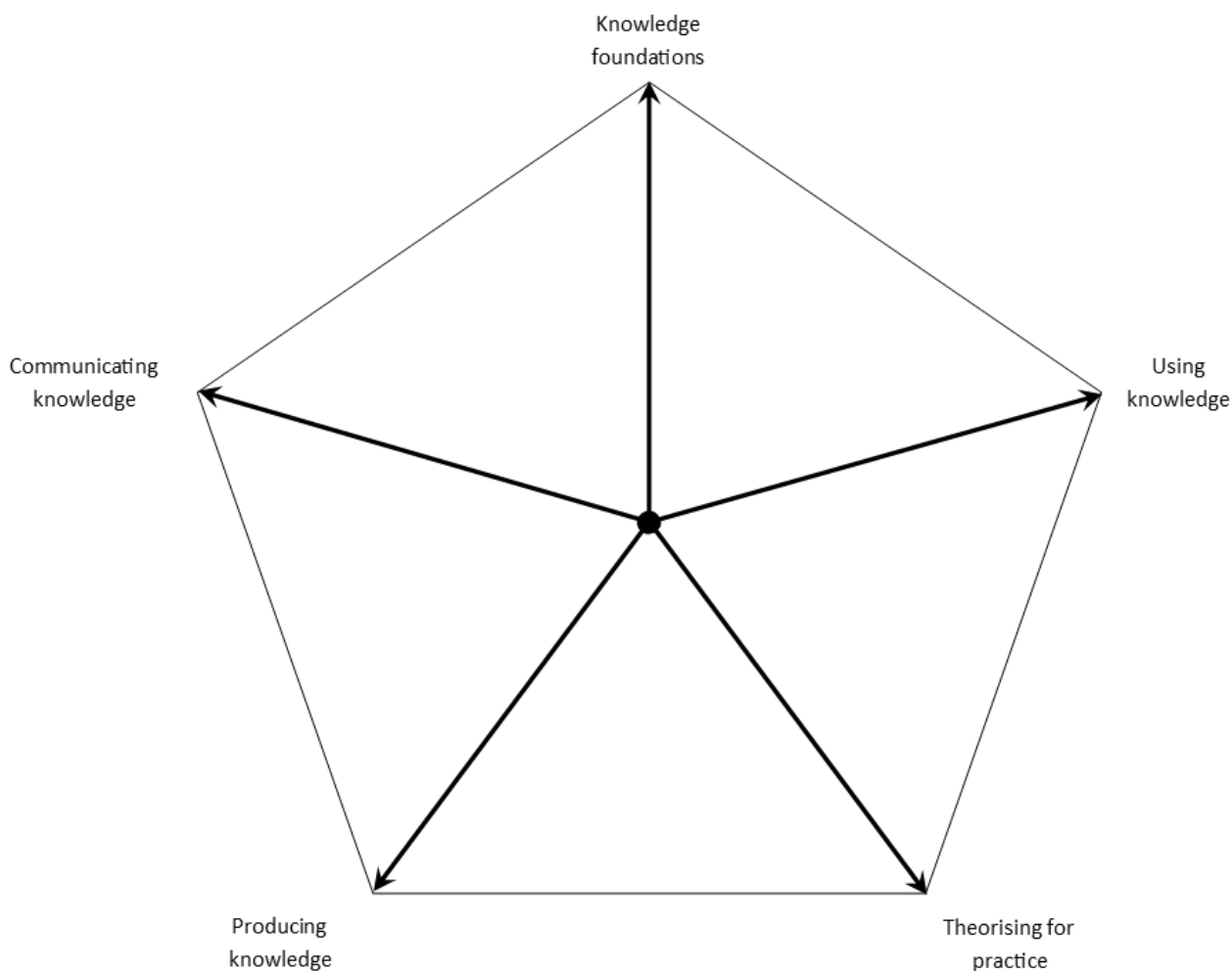
Language teacher research literacy is also closely connected to **research engagement** (Borg, 2010). Research engagement is the enactment of research literacy, in the sense that the latter refers to the capacity to engage with or in research. Research engagement, in turn, not only generates and empirically informed teaching practice, but also recursively shapes research literacy. For instance, a teacher could become more research literate through engaging with the professional and academic literature about language, culture or reaching, or they could become more apprehensive towards research if they have unsuccessful experiences.

Facets of language teacher research literacy

It is possible to view language teacher research literacy as a unitary construct, in the sense that it is oriented towards a specific outcome: research-informed teaching. However, it has a componential structure involving multiple distinct sets of skills and types of knowledge (Figure 2).

Figure 2

Facets of language teacher research literacy



As seen in Figure 2, language teacher research literacy comprises five facets:

- **Knowledge foundations**, including language proficiency, background (schematic knowledge), sociocultural knowledge, knowledge practices, and knowledge autonomy;
- The ability to **use the published professional knowledge** by locating appropriate sources, extracting and critically evaluating information, and synthesizing it in meaningful ways;

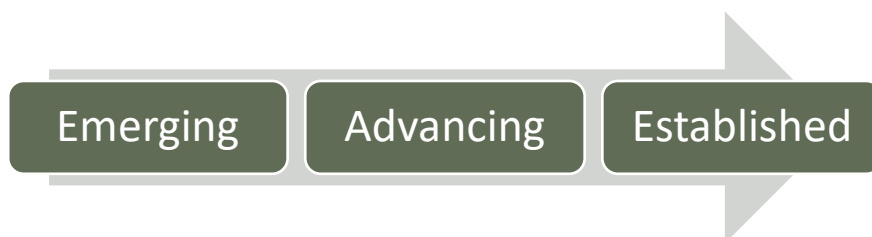
- The ability to **theorise for practice**, that is, develop a theoretical position that is sensitive to context and reflexively aware, and being able to derive theoretically informed practice from all the available sources of knowledge;
- The ability to **produce knowledge** through effective research design, and the application of appropriate empirical methods for the generation and analysis of information, while maintaining ethical standards;
- The ability to **communicate knowledge** effectively and appropriately to a variety of audiences, including peers, younger colleagues and the general public.

Levels of language teacher research literacy

Research literacy, thus defined, is an assemblage of interrelated competences that can be developed. To that end, the ReaLiTea project recommends a range of resources that teachers can use, both in structured learning environments and for self-study purposes, to develop their research literacy. While each development trajectory is unique, the Framework identifies three benchmarks (Figure 3) that may help teachers assess their strengths and directions for growth.

Figure 3

Levels of Research Literacy



Emergent research literacy makes possible research engagement that is largely directed or dictated by a knowledgeable other. For instance, it might include the ability to engage with an article that has been suggested by an instructor or a mentor, or to systematically organise information according to predefined criteria to answer an assigned question. In many contexts, emergent research literacy is associated with pre-service teacher preparation.

Advancing research literacy enables scaffolded research engagement, where a limited degree of autonomy is increasingly evident. This could include the supervised generation and analysis of data using a suggested methodology, or an ability to generate locally relevant understandings with the guidance of a knowledgeable other (e.g., a tutor or mentor). In many contexts, advancing research literacy is fostered through in-service professional development or in Master's level courses.

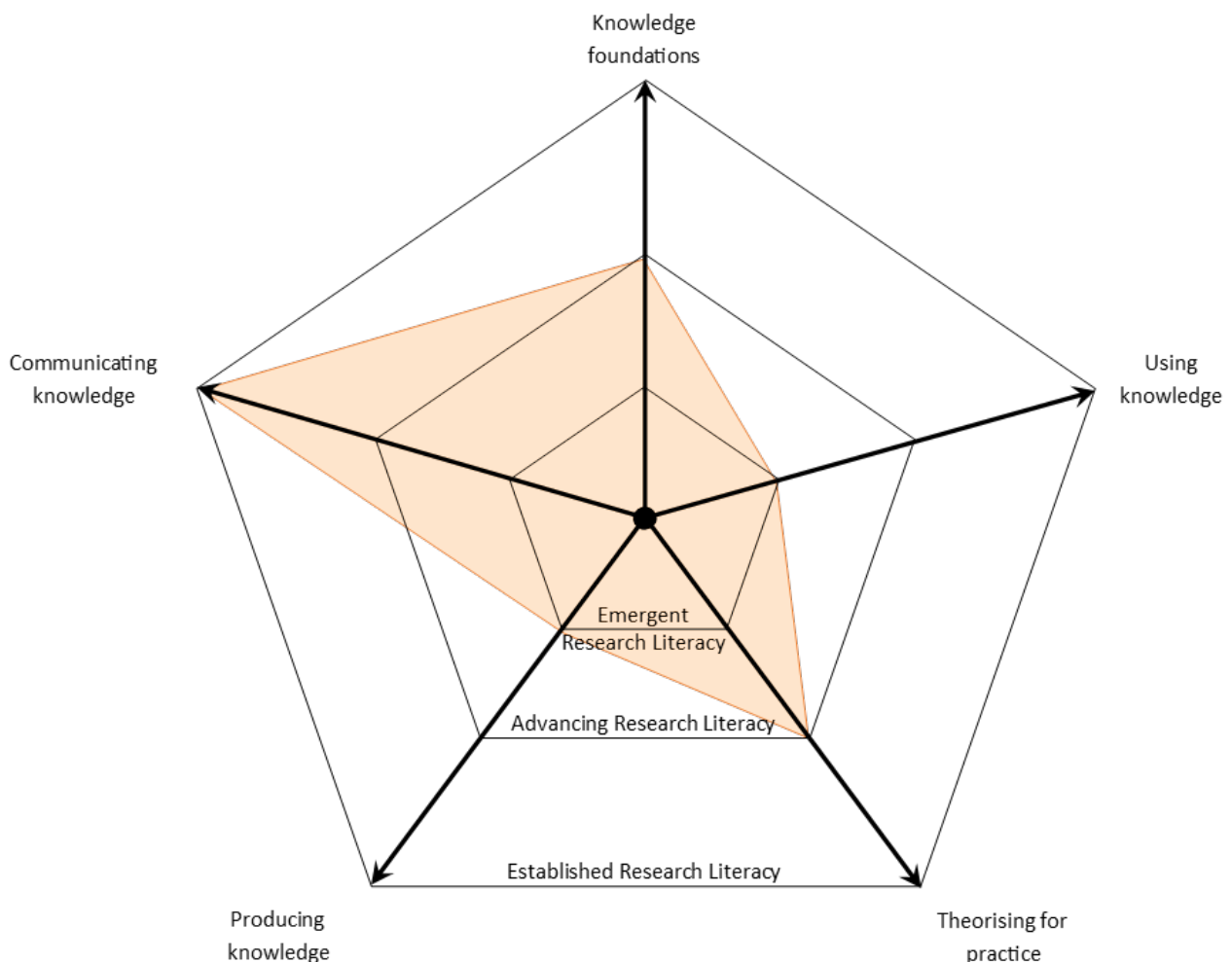
Established research literacy empowers language teachers to engage in researcher-initiated research. Language teachers at this level may be actively involved in mentoring novice language teachers or leading larger-scale inquiries into research. This might involve identifying, in one's

practice, issues that warrant investigation and designing appropriate empirical procedures to address this knowledge gap. It could also involve the ability to participate in ongoing professional and academic discussions about language and learning with growing confidence and authority.

It should be noted that these levels of research literacy are not envisaged as monolithic. This means that language teachers are likely to have unique research literacy profiles (e.g., Figure 4), which reflect their background, interests and priorities, as well as the expectations in their setting. For instance, a teacher may have emergent literacy levels in one area (e.g., the ability to evaluate and synthesise information) while being autonomous in others (e.g., locating appropriate sources and extracting information).

Figure 4

Example of a teacher's research literacy profile



How to use the Framework

The Research Literacy Development Framework is organised along the lines described above. It is divided into three parts, which deal with contextual information, language teacher research literacy, and research engagement.

Part I, **Affordances and Constraints**, which draws on Borg's (2010) taxonomy of factors that impact research engagement, invites teachers to reflect on and document the various shaping influences that impact their research literacy. Following the lines suggested by Stelma and Kostoulas (2021), this information encompasses: (a) sociocultural beliefs associated with teachers and education; (b) institutional factors, such as division of labour and expectations, policies etc.; (c) aspects of the 'small culture' (Holliday, 199) to which teachers belong; and (d) personal beliefs and attitudes associated with teaching and research. Taken together, these influences constitute the backdrop within which research literacy emerges.

Part II, **Strengths and Priorities**, constitutes the main component of the framework. It consists of five sections, corresponding to the five facets of teacher research literacy that were defined in the introduction. Each facet of research literacy is presented separately and acts as an overarching frame for presenting specific knowledge areas or skills that contribute to research literacy. These skills and knowledge areas are loosely organised from more accessible aspects of research literacy to those that are, perhaps, more ambitious. This, however, should not be interpreted as a direction to engage with this content in a linear way (e.g., by focusing on reading the literature before attempting to engage in a classroom-based research project).

Descriptors are provided for each of knowledge area and skill, and corresponding levels of research literacy are presented in the form of a grid. These have been modelled after CAN DO statements that will likely be familiar to many language teachers (cf. the Common European Framework of Reference for Languages, Council of Europe, 2001; the Digital Competence Framework for Educators, Punie & Redecker, 2017). These statements are to be read in an additive way: that is, teacher-researchers who have mastered the skills that are described under 'developing research literacy' are expected to also have mastered the corresponding 'emerging' ones.

Teachers are encouraged to use the grids to reflect on their existing knowledge and skills, individually or with support from a tutor or mentor, or in collaborative learning contexts such as peer learning communities. Space is provided at the final column of the grid where teachers can record evidence of the knowledge and skills they have. This description is not intended to be static (i.e., a 'snapshot' of the teachers' current levels of research literacy). Rather, it aims to help teachers dynamically develop their research literacy by identifying strengths and areas for growth, setting goals and recording their progress. To that end, further space is provided for recording

immediate time-bound and professionally relevant objectives and for planning development and accountability.

Finally, Part III, the **Personal Development Plan**, is a structured record template used to document research engagement and to reflect on their role in sustaining the development of research literacy. The personal development plan is divided into five sections, corresponding to the facets of teacher research literacy. Within each section, space is provided for teachers to record their long-term development goals, as part of their self-driven professional growth, a structured study programme, or an institution-supported professional development plan. Following that there is a table for recording various forms of research engagement that support this goal. Similarly to Part I, space is provided to encourage reflective appraisal of the activities (e.g., what expectations they had expectations, what effect it had on research literacy etc.).

Part III can also be used, with minimal modifications, as a portfolio for professional development. To facilitate this, space is provided after every research engagement entry, for cross-referencing the activity with appropriate documentation.

ACKNOWLEDGEMENT

The RealITea team is grateful to Prof. Simon Borg, Prof. Anne Burns, Prof. Graham Hall, Em. Prof. Friederike Klippel, and Prof. Masatoshi Sato for input during the production of the framework. The responsibility for any imperfections rests with the team.

Part I – Affordances and Constraints

Sociocultural influences

This section refers to the ways in which socio-culturally embedded knowledge and practices impact language teacher research literacy.

- What resources (e.g., course availability, stipends) do you have access to?
- To what extent are teachers expected to be research literate in your setting?
- To what extent are teachers expected to engage with research in your setting?
- To what extent are teachers expected to engage with research in your setting?
- To what extent are schools viewed as sites of knowledge production in your setting?
- To what extent are schools viewed as sites of professional development in your setting?
- What kinds of recognition might teachers expect from engaging in, or with research?

Institutional influences

This section refers to the influences on language teacher research literacy which are 'sedimented' in the institutional policies, job expectations, routinised practices and the like.

- To what extent is developing a research literate faculty a priority in the institution?
- To what extent does the institution make use of teacher-generated research evidence?
- How much time is available for professional development? How much of this time is available for developing research literacy?
- What resources (e.g., library access) are available for developing teacher research literacy within your institution?
- To what extent is management likely to support teachers in developing research literacy?
- What funding is available from your institution for developing teacher research literacy?
- What expectations does the institution have regarding the research literacy of teachers?
- What incentives are available for teachers to develop their research literacy?
- To what extent does management recognize teachers' research literacy?

‘Small culture’ influences

This section refers to the group dynamics that shape language teacher research literacy, in the context of various communities (e.g., schools, professional associations) of which teachers are members.

- How open or trusting is your workplace culture?
- To what extent is theoretical knowledge valued in your workplace culture?
- To what extent is initiative valued in your workplace culture?
- To what extent is your workplace culture collaborative?
- To what extent is your workplace characterised by a culture of inquiry?
- To what extent is your workplace culture open to change?
- Is there interest in the outcomes of teacher-led research?

Individual influences

This section refers to the teachers’ beliefs and attitudes that are associated with research literacy.

- How important is professional development to you?
- In what ways do you believe that research literacy can help you develop as a teacher?
- How capable do you consider yourself in generating knowledge?
- To what extent are you motivated to begin or follow through with teacher research projects?
- How likely are you to take risks?
- To what extent do you believe it is part of your job to produce and share professional knowledge?
- How confident are you that the findings of teacher research will not threaten you?
- How comfortable do you feel collaborating with others?
- How positive has your experience of teacher research been in the past?

Part II – Strengths and Priorities

A. Knowledge foundations of research literacy

This facet of research literacy refers to the knowledge base on which research engagement builds. It includes:

1. **Linguistic proficiency**, which enables teachers to engage with published scholarship and to conduct classroom-based research and to communicate their findings. Depending on the context, and the teachers' needs, this may refer to either the local language or an international language in which research communication is conducted.¹
2. **Schematic knowledge** about linguistics, cultural content associated with the language(s) one teaches, language education pedagogy, and the psychology of language education. This knowledge makes it possible to anchor developing understandings onto existing knowledge.
3. **Knowledge practices**, including the ability to store and retrieve information in responsible ways. This also encompasses digital literacy, including ability to use AI technology.
4. **Knowledge autonomy**, which covers the ability to define researchable problems and the ability to organise self-directed learning. This set of skills functions as a driver for research engagement.

¹ In cases where teachers and researchers are expected to have dual linguistic proficiency (in an international language and a less widely spoken one) two A.1 matrices may have to be used.

A.1 Linguistic proficiency

	Emerging	Advancing	Established	Current level indicators
A.1.1. Oral communication skills	I can understand oral research communications (e.g., conference presentations, podcasts) on topics about which I have some previous knowledge. I may have some challenges with technical terms, but I can still understand the main points made. With adequate preparation and appropriate support, I can present research problems, an outline of how my classroom-based inquiries were conducted and the basic findings of my research to local audiences (e.g., peers).	I can understand oral research communications (e.g., conference presentations, podcasts) on a range of discipline-specific topics. I can infer technical terms without much difficulty. I can effortlessly present my research problems, describe the methodological steps taken and their rationale, and present and discuss findings and implications. I can participate in small conferences and confidently address specialised audiences.	I can understand oral research communications, including complicated academic exposition. I can effortlessly present my research in a variety of oral formats, using appropriate language for diverse audiences. I can participate in most types of knowledge exchange events, including national and international conferences, and share my work in a confident and authoritative way by adapting my communication style to fit the needs and expectations of the audience.	
A.1.2. Written communication skills	I can understand the content of introductory textbooks and research that is presented in writing for a generalist audience. I can use support from a knowledgeable other for more challenging passages. With appropriate support, I can present my classroom-based inquiry in simple formats such as posters and practically-oriented items such as blog posts.	I can understand the main points of most research articles. I can discuss more challenging passages with my peers to support my comprehension. With appropriate support, I can produce written descriptions of my empirical work, including articles and dissertations.	I can understand the content of most scholarship published in my areas of interest. I can share my work in a variety of written formats, using precise and authoritative language tailored to the expectations of my audience.	

	Emerging	Advancing	Established	Current level indicators
A.1.3. Familiarity with research communication genres	I can use the typical structure of a research article to guide my reading and writing. I am familiar with the differences between different types of texts for teachers, e.g., teacher guidebooks, research articles, publisher's supportive materials.	I am familiar with a variety of research writing genres (e.g. review article, research article, position paper) and can use this knowledge to guide my reading and writing.	I am familiar with communication conventions in language teaching research, and I am comfortable using or subverting them to deliver content effectively.	
A.1.4. Visual communication skills	I can extract information from simple visual support elements. I can understand how processes are visually represented (e.g., in flow charts). I can understand where to locate statistical information in tables and simple graphics (e.g., bar-charts or tables). I can use simple visual support elements to communicate content effectively.	I can extract information from specialised visual support elements. With support from a knowledgeable other, I can understand the statistical information presented in visual form (e.g., scatterplots, box charts). I can use specialised visual support elements with appropriate support from knowledgeable others to communicate content effectively.	I have no difficulty extracting information that is presented visually in research communications. I can fully understand the statistical information presented in visual form (e.g., scatterplots, box charts). I can use a range of visual representation options to communicate content effectively.	

A.2 Schematic knowledge

	Emerging	Advancing	Established	Current level indicators
A.2.1. Applied linguistics	I have sufficient understanding of linguistics (e.g., knowledge of linguistic terminology, understanding of phonology, morphology etc, as well as phenomena such as plurilingualism, SLA) to accurately describe language and language learning. I understand the relevance of linguistic knowledge to language education.	I am familiar with the state of the art in one or more areas in linguistics (e.g., bilingual language acquisition, phonetics and phonology, atypical language development) and I can relate this knowledge to practice. I can understand, with support from a knowledgeable other, the potential and limitations of existing knowledge, and I can identify knowledge gaps.	I have a confident grasp of one or more subdisciplines of linguistics. Within this area, I can participate meaningfully in academic and professional dialogue. I understand what knowledge is required to improve practice and how it can be produced.	
A.2.2. Target culture and intercultural understanding	I am familiar with the mainstream culture(s) associated with the language I teach, including broad-strokes descriptions as daily life, literature and art, media etc. I understand the relevance of cultural knowledge to language education.	I have a nuanced understanding of the culture(s) associated with the language I teach, including the dynamics of the society and the role of less visible social groups. I can understand, with support from a knowledgeable other, the potential and limitations of existing knowledge, and I can identify knowledge gaps.	I have a confident understanding of the culture(s) associated with the language I teach, as well as topics associated with intercultural communication. I understand what knowledge is required to improve practice and how it can be produced.	

	Emerging	Advancing	Established	Current level indicators
A.2.3. Language education pedagogy	I have sufficient understanding of education theory, both general and specific to language teaching (e.g., learning theories, assessment) to accurately describe practice. I understand the relevance of pedagogical knowledge to language education.	I am familiar with the state of the art in one or more areas of general education or language education theory, and I can relate this knowledge to practice. I can understand, with support from a knowledgeable other, the potential and limitations of existing knowledge, and I can identify knowledge gaps.	I have a confident grasp of one or more subdisciplines of general education or language education theory. I can participate meaningfully in academic and professional dialogue. I understand what knowledge is required to improve practice and how it can be produced.	
A.2.4. Language education psychology	I have sufficient understanding of language education psychology (e.g., motivation, identity) to describe how learners experience learning. I understand the relevance of language learning psychology to language education.	I am familiar with the state of the art in one or more areas of language education psychology and I can relate this knowledge to practice. I understand, with support from a knowledgeable other, the potential and limitations of existing knowledge, and can identify knowledge gaps.	I have a confident grasp of one or more subdisciplines of language education psychology. I can participate meaningfully in academic and professional dialogue. I understand what knowledge is required to improve practice and how it can be produced.	

A.3 Knowledge practices

	Emerging	Advancing	Established	Current level indicators
A.3.1. Digital literacy	I can use ICT to retrieve specific information following instructions. I can produce outputs (e.g. presentations, research reports) according to a prescribed format or template.	I can use ICT to retrieve information I need. I can produce outputs (e.g. presentations, research reports) to communicate information in a variety of ways according to instructions.	I can use ICT to search for potentially useful information. I can flexibly produce outputs (e.g. presentations, research reports) in original ways.	
A.3.2. AI-associated skills	I can use AI-powered tools to facilitate various aspects of research engagement, such as search for information, translate texts, summarise documents, curate reference lists etc.	I can use AI-powered tools in an effective, appropriate and ethical way to facilitate my research engagement. I am aware of the potential and limitations of AI technology, and can critically appraise the output of AI applications.	I can use multiple AI tools in creative, flexible, and effective combinations to facilitate my research engagement.	
A.3.3. Learning practices	I can use learning resources (e.g., books, online resources) that have been assigned to me in order to further my professional growth.	I can use suggested learning resources in order to develop my skills and knowledge based on my strengths, interests and needs.	I can locate appropriate learning resources to develop my skills and knowledge based on my strengths, interests and needs.	
A.3.4. Information management	I can store information in paper or digital formats, according to instructions, so as to facilitate efficient retrieval. I am familiar with the basic functions of supportive or relevant digital tools.	I can confidently experiment with a variety of suggested information management strategies in order to store and retrieve the information I need. I am proficient in the use of my preferred digital tools for knowledge management.	I can use well-developed and flexible information management strategies that allow me to efficiently store and retrieve the information I need. I can use meta-data to help share the data when appropriate. I am proficient in my preferred digital tools and comfortable using alternatives.	

	Emerging	Advancing	Established	Current level indicators
A.3.5. Knowledge attribution	I can understand the importance of respecting intellectual property. I can follow specific instructions to properly credit the work of others in my notes and output. I can understand how to correctly credit my intellectual property, and what are appropriate options for sharing content.	I can understand citation and fair use conventions in language education research. I can independently apply the most common ones to properly credit the work of others in my notes and output. I can understand how to correctly credit and share my intellectual property using a variety of licences as appropriate	I am fully proficient in citation and fair use conventions in language education research. I consistently apply them to properly credit the work of others in my notes and output. I can apply meta-data to my work. I can make informed decisions about how, when and why to share my intellectual property.	

A.4 Knowledge autonomy

	Emerging	Advancing	Established	Current level indicators
A.4.1. Problem setting	I can use appropriate empirical methods to respond to questions that people ask about my teaching practice.	I can generate potential questions about my teaching practice and refine them based on instructions and support from knowledgeable others.	I can generate researchable questions OR appropriate / suitable / feasible research questions prompted by my teaching practice.	
A.4.2. Self-directed growth	I can follow prescribed learning paths in order to develop professionally. I can use feedback from a knowledgeable other to develop in the areas they suggest.	I can select the most appropriate learning resources from a range of options in order to professionally develop. I can use feedback from a knowledgeable other to identify my strengths and opportunities for improvement.	I can design a professional development pathway using appropriate resources in my context. I can monitor my own professional growth.	

Priorities for developing the knowledge foundations of research literacy

Goal-setting	<i>What is my next objective?</i>	<i>Why is this important to me?</i>
Action Plan	<i>What can I do to achieve this objective?</i>	
Accountability	<i>How will I know that I have been successful?</i>	<i>When will I next assess my progress?</i>

B. Using published professional knowledge

This facet of research literacy refers to language teachers' ability to engage with published professional knowledge, which is akin to "engaging with research" (Borg, 2010, p. 391) and also engaging with other forms of professional knowledge that are publicly available. Published knowledge is construed in an inclusive sense here, to encompass various channels of knowledge dissemination, ranging from peer-reviewed research articles to relevant teacher blogs and from conference presentations to podcasts.

It consists of the following skills:

1. The ability to **locate** relevant sources of information, which comprises being able to identify useful content, being able to make informed initial assessments about its relevance and trustworthiness, and being able to access said information;
2. The ability to **extract information** from the literature, through general and detailed reading comprehend, and effective note-taking;
3. The ability to **critically evaluate** information, by appraising the authority of the source, the trustworthiness of the information, and its relevance to the problem at hand;
4. The ability to **synthesise information** in a comprehensive, well-organised and critical way in order to generate new understandings that are relevant to one's teaching practice.

B.1 Locating appropriate sources of information

	Emerging	Advancing	Established	Current level indicators
B.1.1. Searching for information	I can implement a search strategy with a pre-defined scope and reading focus. I can locate relevant print and digital sources that have been suggested to me by a knowledgeable other.	I can create a search strategy (e.g., define the scope of a search and reading foci), if necessary in collaboration with peers or with assistance from a knowledgeable other. I can implement this plan by locating relevant print and digital sources by following up on suggested reading or by using simple keyword searches.	I can create a search strategy based on my research and teaching interests. I am sensitive to issues of inclusiveness in defining my search strategy. I can flexibly implement this plan by efficiently locating relevant print and digital sources, using advanced search methods and tools if needed.	
B.1.2. Filtering information	I can make an initial assessment of the credibility and relevance of sources, based on pre-defined criteria.	I can make an initial assessment of the credibility and relevance of sources by creating a list of criteria in collaboration with peers and/or knowledgeable others.	I can make an initial assessment of the credibility and relevance of sources by creating a list of criteria suited to my research interests.	
B.1.3. Accessing information	I can access information that is readily available (e.g., in the public domain or through my institution's subscriptions).	I can access information using a growing number of alternative approaches (e.g., by accessing online repositories).	I am proficient in accessing information, including grey literature and information that is out of print or behind a paywall, using multiple approaches.	

B.2 Extracting information

	Emerging	Advancing	Established	Current level indicators
B.2.1. General comprehension skills	I can use the abstract, keywords and structure of texts to predict content (e.g., aims and main findings of a study). I can read the text in a linear or iterative way to subsequently confirm my predictions. I can understand the secondary literature (e.g., introductory textbooks), and have growing confidence in my ability to engage with primary research.	I can strategically read primary and secondary literature by focusing on specific content areas (e.g., methods, results), in order to achieve a specific learning goal (e.g., learn about a new teaching technique, familiarise myself with recent literature). I understand the main points, as well as implications and limitations of the text.	I can strategically and flexibly consult primary and secondary literature to inform my research and teaching. I can use a variety of reading strategies to support the global and detailed comprehension of the text, by flexibly adjusting to genre conventions. I understand how my reading is influenced by the authors' and my positionality.	
B.2.2. Detailed comprehension	I can locate relevant information in a text, including information that is displayed in non-textual form (e.g., diagrams, figures), in order to answer specific questions. I can use appropriate resources (e.g., glossaries) to assist me in the comprehension of more challenging content.	I can identify the areas in a text that are most relevant to my teaching and research needs, and use these to extract specific information that I need. I have few, if any, difficulties comprehending the text, and can use appropriate resources to assist me in comprehension.	I can focus my reading on the areas of the text that are most relevant to my teaching and research needs, and use these to extract specific information, including information that has to be inferred.	
B.2.3. Note-taking	I can record the information extracted from a source into simple, linear notes, summaries or in prescribed formats. I can paraphrase to avoid plagiarism.	I can record the information I need, using a variety of ways, by flexibly selecting the one most suited to my current needs. I use a range of strategies to retrieve and appropriately cite information.	I can make notes that summarise the text, highlight important parts, and document my reflexive thinking as I read.	

B.3 Evaluating information

	Emerging	Advancing	Established	Current level indicators
B.3.1. Understanding authority	I am familiar with the typical features of academic and professional communication, and can identify them in oral and written texts. I can distinguish between such communications and uninformed or pseudoscientific writing.	I can make an informed decision about the authority of academic and professional readings using criteria such as the reputation of the journal or publisher where the text appears. With appropriate support, I can identify possible indicators associated with predatory or low-tier publications.	I can make informed decisions about the authority of the texts I read by considering a range of factors, drawing on my familiarity with the field. I can confidently distinguish between publications of different standards, by critically synthesising a range of criteria. I understand the limitations of single criteria (e.g., impact scores) as proxies of authority.	
B.3.2. Evaluating trustworthiness	I can evaluate whether the information in a text is trustworthy (e.g., valid, reliable, etc.) using a list of pre-defined criteria. I can use the statement of limitations, if present, to guide my appraisal.	I understand how research design factors might impact the quality of a study. With support from a knowledgeable other, I can make informed decisions regarding the trustworthiness of texts. I can infer limitations of the study, even if they are not explicitly stated in the text.	I can make confident and informed decisions about the trustworthiness of the texts I read, by critically synthesising a range of criteria. I can critically discuss the limitations of a study, including issues of bias, even if these are not mentioned.	
B.3.3. Evaluating local relevance	I can make an impressionistic assessment about whether the findings of the study can be generalised to my local teaching context, and articulate a rationale based on specific criteria.	With appropriate guidance and contextualisation, I can situate a text in the social and historic setting in which it was produced and relate its context to my own practice.	I can situate a text in the context and ideological space where it was produced, by using inference and interpretation as needed. I can make informed decisions about its relevance to my practice.	

	Emerging	Advancing	Established	Current level indicators
B.3.4. Evaluating potential impact	I can make a general evaluation about how the content of a text can have an impact on teaching practice, especially in the case of professional and practice-oriented publication. If the text contains a clearly defined statement of implications, I can assess their practical value.	I can derive specific teaching implications from a text, especially in the case of professional and practice-based publications, even if these are not explicitly stated. With appropriate support, I can discuss the teaching implications of publications that do not directly focus on language teaching and learning.	I can actively engage with a text, including publications that do not directly focus on teaching, in order to generate implications for teaching. I can derive potential implications for a range of teaching situations, including outside mainstream language education.	

B.4 Synthesising information

	Emerging	Advancing	Established	Current level indicators
B.4.1. Scope	I can synthesize trending and / or fundamental information about aspects of language teaching and learning, using a relatively small number of suggested papers.	I can comprehensively synthesize information about a focused topic in language teaching and learning by surveying the field according to instructions.	I can produce a detailed synthesis of information about a focused topic in language teaching and learning, as needed for my research and/or teaching needs.	
B.4.2. Organisation	I can use notes and summaries to present information using relatively simple organisational patterns, such as comparison and contrast or chronological order, according to instructions. I can use simple signposting to facilitate reading of synthetic texts.	I can use sophisticated notetaking techniques, such as information matrices, to synthesise information from multiple sources and present it in ways that suit my research and teaching needs. With appropriate scaffolding, I can produce texts such as annotated bibliographies, literature reviews or memos.	I can flexibly use a variety of notetaking techniques to structure a synthetic text, such as an annotated bibliography, a literature review or a memo, for the purposes of my research and teaching needs. I can produce a fine-grained synthesis of information.	
B.4.3. Criticality	I can recognise critical issues in information I synthesise. I can use guidance, such as scaffolding questions, to insert critical commentary in a synthesis.	I can apply critical skills in synthesizing information, in order to compare and contrast sources, evaluate their relative merits and limitations, and point out knowledge gaps.	I can apply highly refined critical skills in order to create original syntheses of information. In producing a synthesis, I can take into account both the content of the text that is synthesised and issues of positionality and reflexivity. I can use the synthesis to identify possible knowledge gaps, including ones that are not immediately apparent.	

Priorities for developing the ability to use the published professional knowledge

Goal-setting	<i>What is my next objective?</i>	<i>Why is this important to me?</i>
Action Plan	<i>What can I do to achieve this objective?</i>	
Accountability	<i>How will I know that I have been successful?</i>	<i>When will I next assess my progress?</i>

C. Theorising for practice

This facet of research literacy refers to the ability to transform derived knowledge (e.g., from the literature or classroom-based research) into understandings that are relevant to their professional practice.

It consists of the following skills:

1. **Theoretical positioning**, defined as the ability to synthesise conceptual, historical, experiential and empirical information to develop a personalised understanding of one's practice;
2. **Contextual sensitivity**, which involves the ability to identify the particular constraints and affordances that shape language teaching in one's professional context, including influences at the sociocultural level, the institutional setting and the 'small culture' (Holliday, 1999) in which one belongs;
3. **Reflexive awareness**, which encompasses the ability to reflect on how teaching and research practices are shaped by one's experience and value system;
4. **Practicality**, meaning the ability to translate theoretical information and personal understandings into actionable insights that can inform practice.

C.1 Theoretical positioning

	Emerging	Advancing	Established	Current level indicators
C.1.1. Conceptual grounding	I can make connections between what I read, discover or experience and other theoretical accounts of language and learning. With guidance from others, I can locate relevant scholarship in linguistics, language pedagogy and language learning psychology that is relevant to what I read or investigate.	I have a solid understanding of the interconnections between what I read, discover, or experience and other relevant existing scholarship, and I am increasingly able to see interconnections among multiple areas of knowledge. With appropriate scaffolding, I can develop theoretical hypotheses about my teaching practice that draw on specific theoretical accounts.	I have a deep understanding of how competing theories of language, language learning and language learning psychology can describe aspects of my practice. I have a growing understanding of how meta-theoretical accounts can provide coherence to my theoretical meaning-making. I can develop theoretical hypotheses about my teaching practice that cut across disciplinary boundaries.	
C.1.2. Historical grounding	I can connect what I read, discover, or experience to the historical particularities of its time of production.	I can place what I read, discover, or experience in longer historical traditions. With appropriate support from others, I can meaningfully reflect on the historically contingent ways in which knowledge was produced.	I can connect what I read, discover, or experience to historically contingent processes of knowledge production. I can reflect reflexively about how these operate in my attempts at meaning-making.	
C.1.3. Experiential grounding	I can make connections between what I read, discover, or experience in my language teaching practice. I can draw examples from my experience to better understand the new information.	I can use my language teaching experience as a criterion for evaluating the relevance and utility of what I read and discover. With appropriate support, I can use my experiential knowledge as a prompt for further reading or research.	I can use my language teaching experience as driver for setting a research agenda that aims to make my teaching practice more effective.	

	Emerging	Advancing	Established	Current level indicators
C.1.4. Empirical grounding	I can relate new information that I read, discover, or experience with previous research. I can use information from suggested research articles in order to articulate the rationale underpinning my practice.	I can seek out new information, either through scaffolded literature searches or supervised empirical methods, as a means for articulating the rationale underpinning my practice.	I can actively construct a research engagement agenda in order to test the empirical grounding of the rationale underpinning my practice.	

C.2 Contextual sensitivity

	Emerging	Advancing	Established	Current level indicators
C.2.1. Sociocultural influences	I can provide concrete examples of how prevailing beliefs, social practices, and ideological frames may shape teaching and research choices.	With appropriate guidance, I can describe how prevailing beliefs, social practices and ideological frames may influence teaching and learning choices. I can conduct guided reading or supervised research to better understand or challenge such processes.	I understand the socially situated character of knowledge construction in teaching and in research. I can take this knowledge into account when engaging with / in research. I can conduct research to question or challenge such influences, in order to promote learning.	
C.2.2. Policies and practices	I can provide concrete examples of how normative structures, such as rules and routinised practices, may shape teaching and research choices.	With appropriate guidance, I can describe how normative structures, such as rules and routinised practices, emerge and what their recursive effect on language teaching is. I can conduct guided reading or supervised research to better understand, or challenge normativity.	I understand the emergent character of policies and practices in language teaching and language teaching research. I can take this knowledge into account when engaging with / in research to identify constraints and opportunities for knowledge production. I am aware of the recursive effects that research engagement might have on practice.	
C.2.3. Group dynamics	I can provide concrete examples of how phenomena in language learning and knowledge production in research may connect to interpersonal or group dynamics.	With appropriate guidance, I can describe how group dynamics can impact language learning and knowledge production in research. I can conduct guided reading or supervised research to better understand how such phenomena are locally produced.	I understand the local character of phenomena in language learning and knowledge production in research. I can take this knowledge into account when engaging with / in research focusing on locally relevant knowledge production.	

C.3 Reflexive awareness

	Emerging	Advancing	Established	Current level indicators
C.3.1. Reflexive influences on teaching	I have an intuitive understanding of how my teaching practice is shaped by my own background, ideological positioning, psychology, and experience. I am able to provide examples of this influence in response to focused questions.	With appropriate prompting, I can discuss the reflexive processes that shape my teaching practices, and account for the effects of my background, ideological positioning, psychology, and experience.	I have awareness of the aspects of my background, ideological positioning, psychology, and experience. I critically interrogate my practice to understand the ways in which it is shaped by such factors.	
C.3.2. Reflexive influences on research	I have a pre-theoretical understanding of how my research priorities and practices are shaped by my own background, ideological positioning, psychology, and experience. I am able to provide examples of this influence in response to focused questions.	With appropriate prompting, I can discuss the reflexive processes that shape my research priorities and practices, and account for ways in which my findings may have been influenced by my background, ideological positioning, psychology, and experience.	I have awareness of the aspects of my background, ideological positioning, psychology, and experience. I critically interrogate my research agenda to understand the ways in which it is shaped by such factors.	

C.4 Practicality

	Emerging	Advancing	Established	Current level indicators
C.4.1. Implications for teaching	I can copy or directly apply teaching suggestions described in the professional and academic literature that I read. I can transfer insights from the literature to similar situations in my teaching practice.	I can selectively and adaptively apply teaching suggestions described in the professional and academic literature that I read. I can transfer insights from the literature to my teaching practice with appropriate contextually sensitive modifications.	I can produce original teaching experiences drawing on inspiration from the professional and academic literature I read. I can use insights from the literature to inform my teaching practice without constraining my creativity or agency.	
C.4.2. Implications for research	I can replicate research ideas described in research articles that I read, provided a detailed description of the methods is provided. I can follow up on directly stated suggestions for further research, with appropriate guidance.	I can use research articles as examples for developing empirical methods, making appropriate modifications to suit my research strengths, needs and interests. I can identify limitations and knowledge gaps where additional research is useful.	I can produce original research work drawing on inspiration published scholarship. I can use insights from the literature to inform my research without constraining my creativity or agency. I can develop or adapt unique empirical methods as particular research questions warrant.	

Priorities for developing the ability to theorise for practice

Goal-setting	<i>What is my next objective?</i>	<i>Why is this important to me?</i>
Action Plan	<i>What can I do to achieve this objective?</i>	
Accountability	<i>How will I know that I have been successful?</i>	<i>When will I next assess my progress?</i>

D. Producing knowledge

This facet of research literacy pertains to the ability to conduct practice-based research (Sato & Leuwen, 2022). or 'engage in research' (Borg, 2010), with a view to developing locally relevant understandings that inform language teaching and learning.

This involves the following skills:

1. **Research design**, which involves setting effective research goals, using an appropriate research orientation and making efficient use of available resources. Research design, in this case, refers primarily to research procedures and protocols that are suitable for practice-based research, such as Action Research (Burns, 2009), Exploratory Practice (Hanks, 2017) etc.;
2. **Data generation**, meaning the ability to design effective protocols and instruments for collecting information;
3. **Data analysis**, or the ability to engage in careful and effective restructuring of data in order to derive actionable insights from them;
4. **Ethical competence**, which refers to the ability to engage in research practices in ways that protect, respect and benefit all the research participants including the teacher-researcher.

D.1 Research design

	Emerging	Advancing	Established	Current level indicators
D.1.1. Setting research questions	I can formulate research questions based on my research strengths, needs and interests, with substantial guidance from a knowledgeable other.	I can co-create research questions in collaboration with knowledgeable others, based on my strengths, needs, and interest and structure my research around them. I can adjust the questions to improve their focus or respond to emergent themes in the data.	I can create researchable questions based on my language teaching experience. I can continue to refine the questions in response to dialogic interaction with my data.	
D.1.2. Research design	I can implement a simple research protocol by following detailed instructions, or by replicating the research design of a study I have read.	I can co-create a research protocol with knowledgeable others drawing on examples from published research or on advice in the research methodology literature. I can make limited adjustments to the plan in response to challenges or opportunities arising during data generation.	I can create effective research protocols by considering my strengths, needs and interests, as well as institutional policy on research. I can flexibly adjust my plan without losing focus, to respond to challenges and opportunities arising during data generation.	
D.1.3. Use of resources	I can locate and use resources (e.g., time, library access, software) that are available to me in order to implement my research protocol. I can seek guidance for using resources (e.g., software) with which I am not familiar or confident.	I can co-create a research protocol that makes efficient use of available resources (e.g., time, library access, software). I can follow the procedures for requesting necessary resources that are not immediately available. I can train myself in the use of resources (e.g., software) with which I am not familiar or confident.	I can create a research protocol that makes efficient and creative use of available resources (e.g., time, library access, software). I can proactively request resources that will be needed for my research. I seek out opportunities to proactively familiarise myself with new resources (e.g., software).	

D.2 Data generation

	Emerging	Advancing	Established	Current level indicators
D.2.1. Sampling	I can follow instructions to create a sample of participants with the size and characteristics needed for my research.	I can co-create criteria of inclusion and exclusion for the creation of a sample with the characteristics needed for my research with appropriate support. I can make an informed decision about the sample size that is appropriate to my research. I can contact potential research participants and elicit their participation.	I can make informed decisions about the appropriate sample size and inclusion or exclusion criteria that are appropriate for my research. I can recruit participants in a sensitive and ethical way.	
D.2.2. Qualitative data generation	I can use data generation instruments, such as observation protocols or interview guides, that are provided to me or that I replicated from existing research. I am familiar with the use of recording equipment.	I can co-create, with appropriate support, data generation instruments, such as observation protocols or interview guides, according to the needs of my research, using examples from published studies and advice in the research methods literature. I can use these instruments with some flexibility, depending on contextual considerations. I am competent in the use of recording equipment, and can use it in non-intrusive ways.	I can design original and effective data generation instruments, such as observation protocols or interview guides, according to the needs of my research. I can personalise these instruments and use them flexibly or improvise to respond to situations that arise during data generation, depending on contextual considerations. I am proficient in the use of recording equipment, and can use it in non-intrusive ways.	

	Emerging	Advancing	Established	Current level indicators
<i>D.2.3.</i> Quantitative data generation	I can use data generation instruments, such as structured observation protocols or questionnaires that are provided to me or that I replicated from existing research. I am familiar with the use of digitally delivered questionnaires.	I can co-create, with appropriate support, efficient data generation instruments, such as structured observation protocols or questionnaires, using examples from published studies and advice in the research methods literature. I can use latent variable measurement and negatively worded items with appropriate guidance. I am sensitive to the effects of question wording and question order in shaping responses. I am competent in the use of digitally delivered questionnaires.	I can design original and effective data generation instruments, such as structured observation protocols or questionnaires, according to the needs of my research. I can proactively avoid challenges in data analysis through appropriate design choices. I am proficient in the use of digitally delivered questionnaires.	

D.3 Data analysis

	Emerging	Advancing	Established	Current level indicators
D.3.1. Qualitative data analysis	I can observe recurring patterns in the data, and arrange qualitative information into thematic categories according to given methodologies. I can use non-specialised software (e.g., word processors, note-taking applications) to facilitate analysis. I can make simple inferences based on the data patterns I observe.	I can follow advice in the research methods literature to analyse qualitative data following an established method. I am familiar with the use of computer-assisted qualitative data analysis software, and can use it where appropriate to manage data analysis. With appropriate guidance, I can abstract meaning from the data, infer meaning that is not directly articulated, and make sophisticated or nuanced connections. With appropriate guidance, I can relate the findings to the existing literature and make empirically supported theoretical statements.	I can use a variety of qualitative methods to analyse the data, and I can flexibly combine different methodological approaches where triangulation is desirable. I am proficient in the use of computer-assisted qualitative data analysis software, and can use it where appropriate to streamline data analysis. I can use reflexivity to highlight researcher influence in the analytical process. I can make original theoretical abstractions from the data, to support, extend or challenge existing language education theory and teaching practices.	

	Emerging	Advancing	Established	Current level indicators
<i>D.3.2.</i> Quantitative data analysis	I can conduct descriptive statistics and univariate analysis according to instructions. I understand the differences between levels of measurement (i.e. categorical, ordinal and scale data) and can use appropriate procedures for each type of data. I can use non-specialised software (e.g., spreadsheets) to facilitate statistical analysis. I can present data in appropriate formats (e.g., tables, bar and pie charts, etc.). I can make simple statements about the findings and their generalisability.	I can follow advice in the research methods literature to conduct simple inferential statistics and bivariate analyses. I am familiar with a statistical package. With appropriate guidance, I can deal with irregularities in the data set, such as negatively worded items, missing values, etc. I can present data in appropriate ways, including specialised diagrams (e.g., scatterplots and box charts). With appropriate guidance, I can discuss the implications of my findings, their generalisability and limitations.	I can use a variety of statistical methods to analyse the data, including regression and analysis of variance. I understand the conditions (e.g., normality of distribution, heteroscedasticity) that need to be met for various statistical procedures and can test that these are met. I am proficient in the use of a statistical package. I can use statistical data to support, extend or challenge existing language education theory and teaching practices. I understand how the choices of my statistical tests may shape my findings.	
<i>D.3.3.</i> Synthesising qualitative and quantitative research strands	When using mixed-methods research designs, I can compare and contrast findings from the qualitative and quantitative strands.	I can make broad statements about how the qualitative and quantitative strands of my research inform each other (e.g., to provide nuance or generalisability to each other).	I can make detailed statements about specific patterns in the data where the comparison of qualitative and quantitative information creates tensions or highlights nuanced observations.	

D.4 Ethics

	Emerging	Advancing	Established	Current level indicators
D.4.1. Informed consent	I can follow the guidelines of my institution or professional organisation to ensure that research participants are fully informed about the purposes of my study and are not coerced or misled into participating.	I can co-create a recruitment strategy and design literature to ensure that research participants are fully informed about the purposes of my study and are not coerced or misled into participating, providing informed consent. I am familiar with the ethics involved in researching people with whom I have a pre-existing relationship, and I can, with appropriate guidance, address them.	I can autonomously design a recruitment strategy and design literature that guarantees informed consent. I can safeguard against the effects of conducting research on people with whom I have a pre-existing relationship. I can consult the literature or ethics guidelines in my institution or professional association for guidance on issues with which I am not familiar.	
D.4.2. Beneficence and non-maleficence	I can follow instructions to ensure that participants are not harmed by research, and work with a supervisor in order to ensure that possible problems or concerns are addressed. I can follow instructions to ensure my safety and the safety of participants.	I am sensitive to the ways in which my research might impact the lives of participants, and can co-create, with appropriate guidance, appropriate measures to mitigate any inconvenience. When designing research protocols, I can take reasonable precautions to ensure my safety and the safety of participants.	I am sensitive to the ways in which my research might impact the lives of participants, and can take steps to mitigate any inconvenience or potential harm. I am familiar with guidelines in my institution and professional association regarding the use of incentives and tokens of appreciation.	

	Emerging	Advancing	Established	Current level indicators
D.4.3. Confidentiality and data protection	I understand the rationale of data protection laws (e.g., GDPR) and related policies, and their application to school-based research. I can follow the policy of my school or professional institution to protect the participants' anonymity. I can take simple electronic and physical precautions to protect data. I can work with a supervisor or informed others to ensure that national and international data protection law standards are met. I can consult with a supervisor if I have concerns about confidentiality or data protection.	I have a detailed understanding of data protection laws (e.g., GDPR) and related policies and their application to school-based research. I can co-create an effective data protection protocol to ensure the participants' anonymity, based on applicable institutional rules and national and international legal standards. I am familiar with the conditions in which confidentiality must be breached for legal or ethical grounds (e.g., danger to informants). I am familiar with the data and ethics accountability procedures in my context.	I have a detailed understanding of data protection laws (e.g., GDPR) and related policies and their application to school-based research, and can make informed decisions about issues that are not explicitly described in the regulatory framework. I can design an effective data protection protocol to ensure the participants' anonymity, based on applicable institutional rules and national and international legal standards. I can proactively design contingency plans for unexpected situations that impact confidentiality and data protection.	
D.4.4. Working with minors and vulnerable populations	I can work appropriately with minors or vulnerable populations (including students in classes I teach) with close supervision.	I can co-create a research plan with informed others that takes into account the ethics of working with minors or vulnerable populations and submit it for approval to the authority that oversees research in my context. I can work with a supervisor or informed others to ensure compliance with the research plan.	I can use my extensive knowledge of procedures for researching minors and vulnerable populations in order to design a research plan that complies with institutional rules and legal standards. I can submit this plan for approval to the authority that oversees research. I can organise appropriate supervision if this is not available.	

Priorities for developing the ability to produce knowledge

Goal-setting	<i>What is my next objective?</i>	<i>Why is this important to me?</i>
Action Plan	<i>What can I do to achieve this objective?</i>	
Accountability	<i>How will I know that I have been successful?</i>	<i>When will I next assess my progress?</i>

E. Communicating knowledge

This facet of research literacy focuses on sharing the understandings that were derived from engaging with research and in it. Although it is possible to answer questions about one's practice in isolation, research is by definition a shared activity. Consequently, the abilities associated with communicating research are valuable for foster dialogue with teachers, stakeholders and the general public.

It involves the following skills:

1. **Talking about research**, which is about the ability to communicate information about research engagement with confidence and clarity.
2. **Writing about research**, which involves the ability to effectively communicate information in a variety of written formats depending on the needs of the audience;
3. **Participation in communities of practice**, meaning the ability to take active part in communities of practice (or create such communities) based on specific aspects of teaching and learning, with a view to supporting research engagement and disseminating findings;
4. **Outreach and activism**, or the ability to reach out to stakeholders in language education and the general public and educate them on matters related to language, language learning, language policy, education etc.

E.1 Talking about research

	Emerging	Advancing	Established	Current level indicators
E.1.1. Presentations	I can deliver a prepared talk about my research engagement, in which I summarise the main information that I read or the main findings of my study. I can use language that is appropriate to the audience. I can enhance my presentation with simple visual support such as a poster or slides.	I can deliver a prepared talk about my research engagement, in which I present the information that I read or the main findings of my study. I can use language that balances credibility and audience engagement. I can enhance my presentation with sophisticated visual support.	I can talk about my research with little preparation. I can relate the information I am presenting to the specific needs of the audience I am addressing. I present my work in a unique, personal voice.	
E.1.2. Asking questions and providing feedback	I can ask for clarifications about points in a presentation that are not clear to me.	I can comment on the strengths of research that has been presented and offer additional perspectives that might not have been considered.	I can offer constructive feedback in response to research that has been presented. I can point out limitations or even major flaws in tactful ways.	
E.1.3. Responding to questions	I can provide direct answers to most straightforward questions that are posed in response to a conference presentation.	I can elaborate on my work in response to questions that are posed in response to a conference presentation.	I can respond in constructive and respectful ways to all the feedback I receive in response to a conference presentation.	

E.2 Writing about research

	Emerging	Advancing	Established	Current level indicators
E.2.1. Text production	I can produce simple descriptive texts (e.g., posters, blogposts) presenting the information I have read or generated. I can follow the conventions of professional and academic writing, by following appropriate examples and feedback from knowledgeable others. I can ensure that my text is comprehensive, cohesive and coherent.	I can produce extended texts presenting my research engagement output (e.g., annotated bibliographies, research articles, dissertations) with appropriate feedback. I can follow the conventions of professional and academic writing in order to establish authority. I can transparently report on my work to ensure accountability.	I can produce extended texts presenting my research engagement output. I can follow the conventions of academic writing with flexibility in order to adjust to the particularities of the outlet and intended audience. I develop a personal authorial voice. I can produce accessible versions of my research in a variety of media, such as lay summaries, infographics and social media communications.	
E.2.2. Selecting publication outlets and submitting work for publication	I can prepare a manuscript for submission to a journal by following author instructions (e.g., adjusting the word length, formatting the text according to the recommended style etc.)	I can work with a knowledgeable other to select an appropriate journal for a manuscript, using criteria such as local and thematic relevance, quality, review time, and open access policy. I can distinguish between <i>bona fide</i> and predatory publishers and use this knowledge to inform my publication decisions.	I can make an informed decision about the appropriate publication outlet for my research output. I can ensure maximum visibility of my work by considering the open access policy of the journal.	

	Emerging	Advancing	Established	Current level indicators
E.2.3. Dealing with peer review	I can make surface-level edits to my text in response to comments from an expert, such as a reviewer or editor.	With appropriate help from a knowledgeable other, I can engage with constructive feedback from a reviewer, including addressing major changes where needed.	I can constructively engage with reviewer and editor comments, including negative feedback. I can synthesise advice from multiple reviewers. I can state and justify my objections to feedback with which I do not agree.	

E.3 Participation in Communities of Practice

	Emerging	Advancing	Established	Current level indicators
E.3.1. Networking	I can participate in communities of practice, conferences, networking events, and continuing professional development opportunities that are suggested to me.	I can actively seek opportunities to network, by finding out about relevant communities of practice, conferences, networking events, and continuing professional development opportunities.	I can proactively construct networking spaces, such as communities of practice, conferences and networking events, and continuing professional development opportunities.	
E.3.2. Knowledge building	I can use my contacts in order to seek advice on relevant reading or about various aspects conducting research.	I can exchange ideas with contacts in order to refine my research skills, or discuss the relevance, implications and limitations of research findings.	I can provide constructive advice and mentorship to help junior teacher-researchers become more effective using and producing research.	

E.4 Outreach and activism

	Emerging	Advancing	Established	Current level indicators
E.4.1. Mentoring	I can follow advice by more experienced teacher-researchers. I can ask for clarifications where needed. I can seek out opportunities to develop my research literacy.	I can seek advice on relatively challenging issues involving sophisticated research methods, or challenging (ethical) situations. I can balance the need for autonomous and scaffolded growth by setting boundaries as needed.	I can support the research literacy development of teachers in informal and structured mentorship arrangements. I can proactively create learning opportunities and collaborations for the teacher-researchers that I mentor. I can respect the autonomy of the teacher-researchers that I mentor.	
E.4.2. Peer interaction	I can exchange ideas with other language teachers about the implications on practice and limitations of research that we are familiar with.	I can create reading groups and practice-based research groups in my institution and beyond it. I can develop research collaborations with other teachers and with university-based researchers.	I can actively participate in the research engagement activity in my institution and beyond it. I can lead collaborative research projects with more junior teacher-researchers.	
E.4.3. Engaging with authority	I can discuss my needs (e.g. library access, time) as a teacher researcher with people who have authority in my organisation. I can provide specific examples of how research engagement can make a positive impact on language teaching.	I can present a coherent case for developing a research engagement agenda in my institution. I can present convincing arguments about the relevance to language teaching of engaging with and in research.	I can educate stakeholders in my institution about the importance of research literacy for language educators. I can secure resources for my own and my colleagues' research agenda.	

	Emerging	Advancing	Established	Current level indicators
E.4.4. Public engagement	I can use knowledge derived from the research I read or conduct in order to discuss the linguistic, pedagogical and psychological rationale of my teaching practice, on an <i>ad hoc</i> basis, with members of the public (e.g., students' parents)	I can organise occasional outreach events in order to inform members of the public in the community I serve about language education and its linguistic, pedagogical and psychological underpinnings.	I can systematically share knowledge derived from the research I read or conduct, in ways that are accessible to the lay audiences (e.g., social media posts, podcasts, articles in school newsletters) in order to educate the general public.	

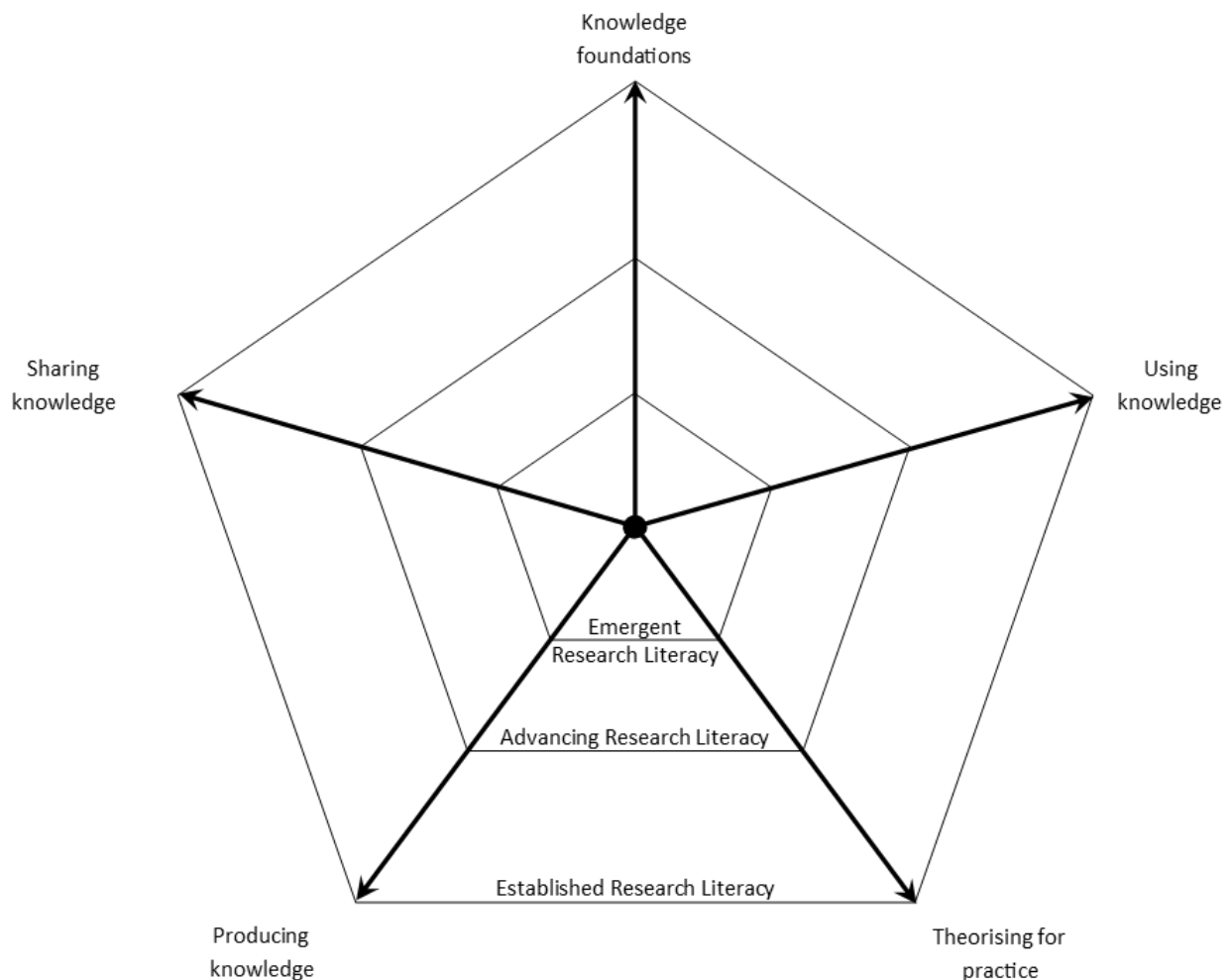
Priorities for developing the ability to communicate knowledge

Goal-setting	<i>What is my next objective?</i>	<i>Why is this important to me?</i>
Action Plan	<i>What can I do to achieve this objective?</i>	
Accountability	<i>How will I know that I have been successful?</i>	<i>When will I next assess my progress?</i>

Part III – Professional Development Plan

Setting goals for Language Teacher Research Literacy

After completing Part II (Strengths and Priorities), use the following diagram to set the goals for your teacher research literacy development. On each of the five axes of the diagram, note your current level of language teacher research literacy (i.e., emergent, developing, autonomous). To better visualise your level, connect the marks on the axes and colour the area of the shape that is produced. Next, repeat the process, using a different colour, to record your immediate development goals.



Knowledge foundations

Use the following table to record any research engagement activities that you have undertaken in order to develop the **knowledge foundations** of your research literacy. If you are building a portfolio, use the final column to cross-reference entries to the corresponding sections of your portfolio.

Summary of research engagement activity	Timeframe	In what ways did you expect this activity to develop your research literacy?	In what positive or negative ways did this activity impact your research literacy?	Are there any other skills or areas of knowledge that you need to develop based on your experience of this activity?	Cross-reference to evidence

Using published professional knowledge

Use the following table to record any research engagement activities that you have undertaken in order to become more proficient in **using the academic and professional** literature. If you are building a portfolio, use the final column to cross-reference entries to the corresponding sections of your portfolio.

Summary of research engagement activity	Timeframe	In what ways did you expect this activity to develop your research literacy?	In what positive or negative ways did this activity impact your research literacy?	Are there any other skills or areas of knowledge that you need to develop based on your experience of this activity?	Cross-reference to evidence

Theorising for practice

Use the following table to record any research engagement activities that you have undertaken in order to develop your ability to **theorise for practice**. If you are building a portfolio, use the final column to cross-reference entries to the corresponding sections of your portfolio.

Summary of research engagement activity	Timeframe	In what ways did you expect this activity to develop your research literacy?	In what positive or negative ways did this activity impact your research literacy?	Are there any other skills or areas of knowledge that you need to develop based on your experience of this activity?	Cross-reference to evidence

Producing knowledge

Use the following table to record any research engagement activities that you have undertaken in order to develop your ability to **produce professionally relevant knowledge**. If you are building a portfolio, use the final column to cross-reference entries to the corresponding sections of your portfolio.

Summary of research engagement activity	Timeframe	In what ways did you expect this activity to develop your research literacy?	In what positive or negative ways did this activity impact your research literacy?	Are there any other skills or areas of knowledge that you need to develop based on your experience of this activity?	Cross-reference to evidence

Communicating knowledge

Use the following table to record any research engagement activities that you have undertaken in order to your ability to **communicate professional knowledge**. If you are building a portfolio, use the final column to cross-reference entries to the corresponding sections of your portfolio.

Summary of research engagement activity	Timeframe	In what ways did you expect this activity to develop your research literacy?	In what positive or negative ways did this activity impact your research literacy?	Are there any other skills or areas of knowledge that you need to develop based on your experience of this activity?	Cross-reference to evidence

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