Teacher Researchers and Researcher Teachers:

Bridging the Research-Practice Gap at University Language Centers

25 October 2024, 10:00 – 16:00

Free University of Bozen-Bolzano (Italy)

Keynote Speakers

Carmen Argondizzo (Università della Calabria, Italy)

Thomas S.C. Farrell (Brock University, Canada)

The need for evidence-based practice and data-driven decisions in language education has never been as urgent as it is in the 21ˢᵗ Century. Yet language education, like education in general, continues to be afflicted by a blatant gap between research and practice.

The consensus that has emerged over several decades of debate is that we need more *teacher researchers* and *researcher teachers* working together to bridge this gap. Teacher researchers are teachers who have received formal training in research methodologies, and who can read and interpret published research, engage in reflective practice, and actively participate in communities of practice within and beyond their own contexts and institutions. Some teacher researchers can also conduct applied research for the purpose of exploring their classrooms, piloting new practices, and evaluating efficacies with or without the support of academics. Researcher teachers, on the other hand, are academics and scholars who continue to teach language for communicative purposes—rather than only theories and methods—and regularly collaborate with language teachers as equals in the knowledge creation process. Researcher teachers and teacher researchers are natural partners in the realization of evidence-based and data-driven language education.

The Language Centre of the Free University of Bozen-Bolzano—as a service center charged with meeting the language learning needs of a dynamic multilingual and multicultural university community—fully embraces evidence-based practices and data-driven decisions in language education. We aspire to foster the development of reflective practitioners and teacher researchers among our teaching staff, and we welcome collaboration with researcher teachers in the realization of our institutional objectives.

It is with our *raison d'être* in mind that we are organizing a full-day international conference to bring together language teaching practitioners who engage in reflection or research and academics who are focused on language teaching applications. We invite proposals **for 20-minute practical presentations** which offer training in, tips for, and examples of reflection and research conducted by and for language teachers. Potential themes include, but are not limited to: *questionnaires, ethnographic methods (participant observation, interviews, narrative inquiry, etc.), content and thematic analysis, peer*

observation, learner corpora, reflective practice, classroom-based research, action research, case studies, correlational studies, statistics and statistical literacy, pseudo-experimental design, needs analysis, test evaluation and item analysis, mixed-method research, data science, learning analytics, machine learning and artificial intelligence, program evaluation and curriculum monitoring, literature reviews, evidence-based practice, data-driven decision making, and *research literacy*.

Accepted presentations will be considered for publication in the conference proceedings.

Colleagues interested in presenting should submit abstracts of no more than **250 words (in English, German, or Italian)** completing this [form](#) **by 1 July**. All submissions will undergo double blind review.

Notifications of acceptance will be sent **by 1 August**.

There are no conference fees or publication fees for this event.

Please send inquiries to LanguageCentreEvents@unibz.it.

Steering Committee: Elena Bonetto, Cristina Maria Boscolo, Michael Joseph Ennis, Alice Siviero, Dietmar Unterkofler, and Andrew Wimhurst.