



CETAPS / TEALS

12th Advanced Research Seminar: Researching language learning, curricula and teacher education

Date: 12 February 2026

Time: 09.15 to 16.45

Venue: Zoom

This **12th Advanced Research Seminar** welcomes abstracts from the CETAPS community to contribute to a day of focused presentations and discussion around the broad topic of, **'Researching language learning, curricula and teacher education'**.

Language learning, curricula, and teacher education form a complex puzzle — one that resists simple assembly. This seminar invites CETAPS researchers to share how their work engages with, connects, or challenges these interrelated pieces, creating new ways of understanding the evolving field of language education.

We welcome presentations on the conference theme, or if you are a doctoral student, on any stage of your research - a literature review, methodological choices, emerging results, or the presentation of a particular project you are involved in.

Deadline for abstracts: 28 November 2025

- ✓ Abstracts (max. 250 words) should include a title (max. 10 words) and brief theoretical background – depending on the focus of your presentation, include research questions/aims, research methods and (projected) findings. Please include (max. 5) references using APA 7th edn.
- ✓ Please include a biodata of approx. 50 words – if you are a PhD scholar also indicate your supervisor(s).
- ✓ **Guidelines** for presenting PhD project proposals are annexed to this call.

Please **send proposals** to: sandiemourao@fcsch.unl.pt and catarina.castro@fcsch.unl.pt

The Advanced Research Seminar is open to all CETAPS/TEALS members and PhD students

The CETAPS/TEALS *Advanced Research Seminar* began in 2019 – it aims to provide avenues of interaction between established and early-career researchers and to address areas of research associated with languages in education. As a scientific seminar, it also aims to contribute towards breaking new ground in language education and to involve the presentation and discussion of both recently published work and research in progress.

Annex: Structure of an abstract or presentation

Prepared by Dr. Chrysi Rapanta, e-mail: crapanta@fcs.unl.pt

1. What is the issue? The first thing you should present is the issue, meaning a concrete topic in a concrete field that is worthy of attention/research. The issue is not your research problem. You first have to situate your readers in your field, explain why this particular aspect of your field needs further attention, and then present your research problem / question. The issue must be an indisputably important topic, such as: the current need for teacher professional development in the use of educational technologies, teachers' cultural sensibilisation, students' support in L2 learning environments, etc. Since the beginning of your abstract/presentation, the audience needs to understand what is the specific field you are situated in, in other words, what is the scientific community you belong and talk to.
2. What is the problem? The problem emerges from a lack in the current research on the issue. It is very important that we mention that. Usually in a presentation we briefly present our literature review to convince our audience that the particular problem/question we are tackling with is still unanswered. In an abstract we do not have to do this. It is enough to say things such as "Although the XXX issue has been an object of extensive research, it is still unknown what is necessary to solve YYY problem". For example: "Although there exists extended research on what successful online teaching and learning is, it is still not clear what aspects of pedagogical content knowledge are necessary for a face-to-face teacher to pass to the online mode". This still not answered part is my problem, something that is still open to be researched within a specific issue and field.
3. What is my solution? In academic writing, the solution corresponds to the methods the writer chooses as the most adequate to reply to the research problem (s)he had previously presented as unresolved and worthy to be resolved. In the abstract, the solution can be simply described in a sentence or two. In a presentation, you need to convince your audience that the methods you chose are valid, reliable, and adequate for the problem.
4. What are my findings? Not all presented research is finished. If you do have findings, it is important to present the major ones already in the abstract. If you don't have findings yet, you should take about expected contributions of the application of your methods.
5. So what? This "so what" aspect of an abstract/presentation is very important as it opens up the floor for discussion even with people who do not belong directly in your field. You must explain what the main (expected) contribution of your work is, what the limitations/challenges are, mainly related to your Method, and how you think of solving them (future work). In our Advanced Research Seminar, we look forward to this last part as it will lead to constructive discussions aiming at bringing to light underlying limitations and to think together about ways in solving them.