

Invitation à la soutenance publique de thèse
Pour l'obtention du grade de Doctorat en Langues, lettres et traductologie

Monsieur Remy DECORTE

BRIDGING THE L2 RESEARCH-PRACTICE GAP WITH DESIGN-BASED RESEARCH

THE CASE OF L2 TEACHERS' ADOPTION OF METACOGNITIVE ORACY INSTRUCTION

Le lundi 15 décembre 2025 à 15H00

Salle Polyvalente

Place Cardinal Mercier 31 - Louvain-la-Neuve



In this dissertation, I investigate how Design-Based Research (DBR) can help bridge the persistent gap between Second Language Acquisition (SLA) research and classroom practice, with a focus on teacher professional development. More specifically, I examine how L2 teachers adopt and adapt Metacognitive Oracy Instruction (MOI) (an approach that integrates explicit instruction in speaking and listening with the development of learners' metacognitive awareness).

Empirically, the study draws on a two-year DBR project conducted with lower-secondary language teachers in the French-speaking community of Belgium (FW-B), within the framework of a large-scale educational reform (*Pacte pour un enseignement d'excellence*). Teachers and researchers co-designed, implemented, and refined MOI over successive iterative cycles. Using mixed methods, I analyzed how teachers' perceptions and reported practices evolved during and after the project, including a follow-up phase one year later.

The findings document a gradual increase in teachers' understanding and appreciation of MOI, the empowering role of collaboration in fostering teacher agency, and the continuation of MOI practices beyond the project. The dissertation contributes to Applied SLA by showing how DBR can generate *particularizable knowledge*, viz. insights that are empirically grounded yet adaptable to comparable educational contexts rather than universally generalized.

Le jury est composé de Mesdames et Messieurs les Professeur-es :

Fanny MEUNIER (UCLouvain), Promotrice et Secrétaire du jury

Séverine DE CROIX (UCLouvain), Présidente du jury et lectrice

Tore NILSSON (Stockholm University), Lecteur extérieur

Germain SIMONS (ULiège), Lecteur extérieur

Steven THORNE (Portland State University, USA), Lecteur extérieur