Call for Papers

Organisers: Richard Pinner and Sal Consoli

Symposium Number: S116

More information at https://uniliterate.com/2019/07/aila/

AILA 2020 World Congress

09-14 August | Groningen, NL

Deadline: 16th September 2019

Notification: 18 November 2019

This symposium brings together teachers engaged in research, who can offer valuable insights into their own practices and provide a more nuanced and contextually specific cross-section into their classrooms utilising various methods suited to practitioner-research. These include action research, exploratory practice, evidence-based reflexive practice, and autoethnography.



Practitioner Research & Classroom Dynamics: Emic Insights Through a Small Lens

Ushioda's 'small lens' approach to researching classroom phenomena was originally intended to home in on motivation with a 'more sharply focused or contextualised angle of inquiry' (2016: 566). This can be achieved by employing various established and emerging practitioner-based research methodologies which utilise a methodical and evidence-based design in order to gain emic insights into the language learning classroom. In this symposium, researchers will draw on a small lens approach to examine a range of psychological and social factors relating to classroom dynamics focusing on both learners and teachers, such as emotions, identity, motivation, autonomy, values and beliefs.

Research done by practitioning teachers is strongly advocated in the literature on complexity paradigm approaches, both within education (Davis and Sumara, 2008) and SLA (Larson-Freeman and Cameron, 2008). As the field of applied linguistics is reshaped by a tendency toward more situated and complexity-informed ways of understanding, insights from practitioner research are also gaining traction. The complex social dynamics that emerge inside specific classrooms are still rare and underreported within applied linguistics, and this symposium aims to provide a springboard to learn from more emic perspectives from inside language learning classrooms.