



Fostering participatory action research methods in applied linguistics

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Symposium format:

- **Multimodal symposium**

Symposium mode:

- **Hybrid**

Sub-themes:

- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- **LINGUISTIC SOCIAL ISSUES:** linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice
- **LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture
- **RESEARCH:** methods, approaches and (collaborative) practices

Abstract

Though initiatives surrounding social justice have garnered interest in SLA, the arts, and the humanities, Participatory Action Research (PAR) methodologies, which specifically aim to achieve social justice and eliminate inequalities for underrepresented populations (Zuber-Skerritt, 2018), still remain rare outside the field of applied linguistics. As scholars who do implement the approach have shown, PAR holds as a key objective the integration of stakeholders into the research agenda and essentially distributes power to researchers and stakeholders with the end goal of creating social change and building sustainable programs within underrepresented communities (Rodriguez & Brown, 2009). This symposium aims to raise awareness, interest, and support for the implementation of PAR methodologies within the field of applied linguistics and give researchers the space to reflect on how knowledge can be co-created through various stakeholder perspectives to affect research practices, theories, and implications.

Key words

participatory action research, applied linguistics, research methods, social justice, multilingualism

Argument



Scientific Framework

Though initiatives surrounding social justice have garnered interest in SLA, the arts, and the humanities, Participatory Action Research (PAR) methodologies, which specifically aim to achieve social justice and eliminate inequalities for underrepresented populations (Zuber-Skerritt, 2018), still remain rare outside the field of applied linguistics. As scholars who do implement the approach have shown, PAR holds as a key objective the integration of stakeholders into the research agenda and essentially distributes power to researchers and stakeholders with the end goal of creating social change and building sustainable programs within underrepresented communities (Rodriguez & Brown, 2009). The few scholars within ethnic studies (e.g., Johnston & Marwood, 2017), sociology (e.g., Peltier, 2018; Zuber-Skerritt, 2018), education (e.g., Forbes & Colella, 2019; O'Neill, 2018), and Indigenous studies (e.g., Junker, 2018; Peltier, 2018) that implement PAR methods highlight the value of effective collaboration between researchers and stakeholders and, in particular, the implications of PAR for social and cognitive development (e.g., Anyon et al., 2018; Penuel & Gallagher, 2017). This symposium aims to raise awareness, interest, and support for the implementation of PAR methodologies within the field of applied linguistics and give researchers the space to reflect on how knowledge can be co-created through various stakeholder perspectives to affect research practices, theories, and implications.

An adoption of PAR, wherein participants and stakeholders are engaged in the research project design and delivery as partners, can encourage research and teaching approaches and outcomes that are relevant to broader multilingual and diverse stakeholder communities to amplify minoritized voices. These methodologies can, then, build meaningful pathways, where knowledge users are recognized as knowledge generators. The current symposium acts as a platform for PAR methods in language research and fosters a dialogue on the implications and potential for this methodology to drive forward initiatives for social change and social justice within the field, in action-oriented ways. Papers in this symposium might focus on, but are not limited to, themes in heritage language education, Indigenous studies, health care and language, multilingualism, disability studies, gender and sexuality, and education.

Proposed schedule

In order to lay a foundation in PAR methodologies, the symposium organizers will offer a brief introduction to potential implications of implementing the research method in applied linguistics. This will be followed by five (5) 15-minute papers, each with a 10-minute question-and-answer session, and a 5-minute break between papers. Following the fifth and final paper in the symposium,



participants will have a 15-minute break to digest ideas. Finally, the symposium will conclude with a 45-minute roundtable discussion with symposium presenters and attendees. The symposium will be 3.5 hours in total (see Table 1).

Table 1. Schedule of Events

Time	Activity
5 minutes	Introduction to topic
25 minutes	Paper 1 + Q&A
5 minutes	Break
25 minutes	Paper 2 + Q&A
5 minutes	Break
25 minutes	Paper 3 + Q&A
5 minutes	Break
25 minutes	Paper 4 + Q&A
5 minutes	Break
25 minutes	Paper 5 + Q&A
15 minutes	Break
45 minutes	Roundtable discussion
3.5 hours	Total

References

- Anyon, Y., Bender, K., Kennedy, H., & Dechants, J. (2018). A systematic review of Youth Participatory Action Research (YPAR) in the United States: Methodologies, youth outcomes, and future directions. *Health Education & Behavior*, 45(6), 865–878. <https://doi.org/10.1177/1090198118769357>
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- Junker, M. O. (2018). Participatory action research for Indigenous linguistics in the digital age. *Insights from practices in community-based research: From theory to practice around the globe*, 164-175.
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- Penuel, W. R., & Gallagher, D. J. (2017). *Creating research practice partnerships in education*. Cambridge: Harvard Education Press.
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