

## **Reflections on co-production as a research practice in the field of foreign language teaching and learning**

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### **Symposium format:**

- **Symposium Multimodal**

### **Symposium mode:**

- **100% online**

### **Sub-themes (multiple choices - delete the others):**

- ☐ **RESEARCH: methods, approaches and (collaborative) practices**

### **Short abstract in English:**

In this symposium we aim to explore co-production as a research practice in projects related to the teaching and learning of foreign languages and/or the training of future foreign language teachers. First, we explore the added value that may come with (which) co-produced research, e.g., by discussing how reflectivity and reflexivity are developed, i.e., the capability to decenter and to reflect on one's own conceptions and practices in relation to those of others. Second, we discuss shifted roles between the involved people, their potentially (in-)compatible agendas and power struggles at stake. Third, we wish to exchange views on methodological decisions (e.g., including multimodal, multilingual data co-produced by language teachers/learners/student teachers) and at times unforeseen consequences (e.g., ending up with unforeseen types of data). Finally, we want to initiate a critical debate on the fact that co-production is not necessarily a panacea, but comes with many crucial dilemmas, tensions and questions that can arise and need to be addressed.

### **Argument:**

Research in applied language studies – like language studies in general – is experiencing a movement from a person-centered view of language repertoires and skills as well as of their assessment towards a participatory and multi-person view of social action (Bednarz, 2013; Bento, 2020). When adopting this view linked to participatory/collaborative research practices, different demands are placed on researchers and the chosen methodology, and all aspects of the research process are affected, from planning to reporting (Grasz et al., 2020). Furthermore, the role of researchers is shifted from that of objective observers to that of active participants, whereby research participants are seen as people who co-produce data rather than seeing them merely as passive sources of data (Altrichter & Mayr, 2004; McKinley & Rose, 2020; Wulf et al., 2020).

In classic research papers, limited room is given to methodological reflections and debates on co-collaborative, co-constructive research practices. This symposium aims to go beyond short methodological descriptions referring to buzzwords and explores co-production as a research practice. It highlights the related benefits and challenges of collaborative, co-constructive research approaches and stimulates debate about how these affect the research process in projects related to the teaching and learning of foreign languages and/or the training of future foreign language teachers (Christianakis, 2010).

First, we would like to explore the added value that may come with (which) co-produced research, e.g., by discussing how reflectivity and reflexivity are developed, i.e., the capability to decentre and to reflect on one's own conceptions and practices in relation to those of others (Guignon & Morrisette, 2006; Scarino, 2014). Second, we discuss shifted roles between the involved people, their potentially (in-)compatible agendas and power struggles at stake. Third, we wish to exchange views on methodological decisions (e.g., including multimodal, multilingual data co-produced by language teachers/learners/student teachers) and at times unforeseen consequences (e.g., ending up with unforeseen types of data). Finally, we want to initiate a critical debate on the fact that co-production is not necessarily a panacea, but comes with many crucial dilemmas, tensions and questions that can arise and need to be addressed.

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Wulf, C., Haberstroh, S., & Petersen, M. (2020). *Forschendes Lernen: Theorie, Empirie, Praxis*. CvO Universität Oldenburg.

***We are happy to receive contributions in German, English and French.***