



Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

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Symposium format:

- **ReN 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
- **RESEARCH:** methods, approaches and (collaborative) practices
- **LEARNER CHARACTERISTICS:** autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- **LINGUISTIC SOCIAL ISSUES:** linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice
- **OTHERS:** Co-production in applied linguistics and language education, Fully Inclusive Practitioner Research

Summary :

This Symposium considers the role of context when conducting practitioner research in applied linguistics. What role does it play? What relationships exist between local/global contexts and how can we build strong connections for mutual development? We invite proposals reporting on empirical studies, or probing theoretical, methodological, ethical, or pedagogical issues.

Argument:

Practitioner research is 'deeply contextual' (Zeichner & Noffke, 2001: 315), yet its contribution to social cohesion in a globalized world is rarely mentioned in applied linguistics. This Symposium aims to bring practitioner researchers together locally and globally, as outlined in Hanks (2019), to discuss future goals of this global research network (ReN) for inclusive practitioner research.

Educational contexts and practitioner research communities have been re-defined dramatically due to global changes, notably the COVID-19 pandemic. Expanding technologies have allowed practitioners to connect around the world. Yet developing community and trust during these difficult times has tested many. Consequently, teachers, learners, teacher

educators, and others, are both offered new opportunities and challenged when conducting classroom inquiry. This ReN has been renewed, after the success of our Symposium at AILA 2021, to keep us connected and to share our practice aiming for social cohesion.

Practitioner research has long been interested in the development of localized understanding and its impact on different educational contexts. For example, Burns (1999) noted that teachers' investigations into their classrooms provide valuable information about values and practices, and empower teachers to see how their reflections, and actions, support program development. Moreover, Allwright (2003) discussed the mutually supportive relationship between *thinking globally* (understanding the principles governing how we conduct practitioner research) and *thinking locally* (considering how these principles are enacted in local contexts). However, as Edwards and Ellis (2019) highlight, practitioner researchers grapple with many contextual constraints. We invite discussion on issues of social cohesion and inclusivity (of learners as well as teachers researching their contexts, e.g., Rio de Janeiro Exploratory Practice Group, 2021) for/by practitioners. The Symposium probes the relationship between local and global thinking: how they interplay, with all their tensions.

We are curious about the role of context (individual, collective, local, and global), desiring to understand its role in inclusive practitioner research. Our FIPR ReN invites proposals addressing such questions as:

- How do our educational contexts shape/impact classroom inquiry?
- How does inclusivity/diversity in practitioner research appear in global/local communities?
- What frameworks exist to support/promote principles of inclusive practitioner research?
- What are the limitations and benefits of inclusive practitioner research in local/global contexts?
- How can we promote exchanges that create social cohesion in a globalized world?

Bibliography

- Allwright, D. (2003). Exploratory Practice: Rethinking practitioner research in language teaching. *Language Teaching Research*, 7(2), 113–141.
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- Edwards, E., & Ellis, N. J. (2020). Action research remodelled in a competitive, profit-oriented sector: Teachers' and managers' perspectives. *Educational Action Research*, 28(3), 480–496.
- Hanks, J. (2019). From research-as-practice to exploratory practice-as-research in language teaching and beyond. State-of-the-art article. *Language Teaching*, 52(2), 143–187.
- Rio de Janeiro Exploratory Practice Group. (2021). *Why seek to understand life in the classroom? Experiences of the Exploratory Practice group*. Available at [http://www.puc-rio.br/ensinopesq/ccg/licenciaturas/download/ebook_why_seek%20to_understand_lif
e_in_the_classroom_2021.pdf](http://www.puc-rio.br/ensinopesq/ccg/licenciaturas/download/ebook_why_seek%20to_understand_life_in_the_classroom_2021.pdf)
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