

RIKKYO UNIVERSITY
Center for Foreign Language Education and Research
3rd Symposium

The Ethics and Practice of L+ Classroom Research

外国語教室研究の倫理と実践

Saturday, March 5, 2022,

18:00 - 20:00 (JST) Online

**Ema
Ushioda**

University of Warwick

An Ethical Case
for Practitioner
Research

**Richard
Pinner**

Sophia University

Teaching as
Research :
A Case in Practice

**Sal
Consoli**

Hong Kong Polytechnic
University

For What and
Whom is
Practitioner
Research?

**Richard
Sampson**

Rikkyo University

L+ Learner
Psychology through
Action Research
Spirals



立教大学



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Education and Research



Pre-registration is required for this online event.

Rikkyo University Center for Foreign Language Education and Research e-mail : fler@rikkyo.ac.jp

Please register from the following QR code:

The need for practitioner research has been long emphasized in order to obtain more contextualized and nuanced understandings of additional language learning and teaching. Practitioner research engages teachers (and learners) in exploring educational processes and practices in their own contexts. This symposium will see a carefully gathered group of scholars offer both experienced and emerging perspectives on the ethics and conduct of classroom practitioner research via short case studies and extended panel discussion. It is anticipated that the symposium will lend momentum to those who wish to try implementing or further deepen their understandings of practitioner research.



Ema Ushioda
University of Warwick

Ema Ushioda is a Professor and Head of Applied Linguistics, University of Warwick, where she has been based since 2002. Ema is known for her work on motivation and autonomy in language learning, particularly for promoting qualitative approaches to researching motivation, and she has published widely in these areas. Her books include *International Perspectives on Motivation : Language Learning and Professional Challenges* (2013), *Teaching and Researching Motivation* (co-authored with Dörnyei, 2021), *Motivation, Language Identity and the L2 Self* (co-edited with Dörnyei, 2009), and *Language Learning Motivation : An Ethical Agenda for Research* (2020).



Richard Pinner
Sophia University

Richard S. Pinner is an Associate Professor in the Department of English Literature at Sophia University. He holds an MA in Applied Linguistics and ELT from King's College London and a PhD from The University of Warwick. He is the author of four books, including *Authenticity and Teacher-Student Motivational Synergy : A Narrative of Language Teaching* (2019) and *Complexity Perspectives on Researching Language Learner and Teacher Psychology* (co-edited with Sampson, 2021). He has also published various articles which have appeared in international journals such as *Language Teaching Research* and *Applied Linguistics Review*. His research focuses on the dynamic relationship between authenticity and motivation in language teaching and learning.



Sal Consoli
Hong Kong Polytechnic University

Sal Consoli is Assistant Professor in the Department of English and Communication at the Hong Kong Polytechnic University (PolyU). His research focuses on the psychology of language learning and teaching with emphasis on learner motivation and engagement as well as language teacher wellbeing. He also has an active interest in research ethics and reflexivity in applied linguistics. Sal has developed the concept of life capital which offers a heuristic to account for language learners' and teachers' life stories and understand how these interact with learning and teaching experiences. Sal has recently co-edited a Special Issue on Narrative Inquiry for the journal *System* and one on Research Engagement for the journal *Educational Action Research*.



Richard Sampson
Rikkyo University

Richard J Sampson (PhD, Griffith University) is an Associate Professor at Rikkyo University, teaching courses in English communication and language learning psychology. His research focuses on the social and dynamic emergence of language learner and teacher psychology by drawing on complexity thinking. He uses action research approaches to explore experiences of classroom language learning from the perspectives of students and teachers. Richard has published widely in international journals, and is the author of *Complexity in Classroom Foreign Language Learning Motivation : A Practitioner Perspective from Japan* (2016), and co-editor (with Richard Pinner) of *Complexity Perspectives on Researching Language Learner and Teacher Psychology* (2021).