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Type: Practice-oriented Oral Face-to-face presentation

Enhancing Researcher Agency Through Multi-Perspective Research

Sunday 18 May 2025 10:05 (25 minutes)

TITLE

Enhancing Researcher Agency Through Multi-Perspective Research

RELEVANT SIG

Learner Development

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

agency, research design, practitioner research, language learning advising

First-time presenter?

ABSTRACT

As an “emergent phenomenon”(Priestly et al., 2015) facilitated by collaboration (Edwards, 2015), the agency of instructor-researchers can be enhanced through research designs that draw on multiple perspectives for collecting and analysing data (Paltridge, 2020). This presentation will explore how the complementary positionalities of a classroom teacher and a learning advisor were brought to bear in an investigation of learner agency at a Japanese university. As a practitioner-research case study focusing on 14 learners in his own classes, the teacher, a non-Japanese male, collected data via direct observation of learners’ activities, interactions, and assignments as they engaged with a course component targeting self-directed language learning. Meanwhile, the learning advisor, a Japanese female, conducted stimulated recall interviews in participants’ L1 based on their self-directed learning plans and reflections. Our different roles, expertise, experience, and cultural backgrounds contributed significantly to research validity and data quality, as well as enhancing our

agency as instructor-researchers. We will discuss the rationale, benefits, and challenges of our research design and offer specific recommendations for incorporating multiple perspectives into classroom-based practitioner-research.

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