

Why do we research for whom?: Exploring ways for bridging the research-practice gap

Thursday, May 23, 2024
20:00-21:30 (JST)
Zoom



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Abstract

In this talk, I will discuss the professional goals and challenges of second language researchers, with a focus on the research-practice relationship. The overarching question of the talk is: 'Who is my research for?' First, I will explain the two missions that researchers are supposedly responsible for: (a) to advance our theoretical understanding of learning phenomena, and (b) to contribute to society, that is, second language education. Those two missions often conflict with each other. Second, I will overview research of the research-practice relationship and argue that it is time to focus on researchers, as opposed to practitioners. Third, I will propose several ways in which a bi-directional, mutually-beneficial, and equitable dialogue between practitioners and researchers can be nurtured. Finally, I will focus on transformation of professional identities from second language teacher to second language researcher, by exploring a rather mysterious tendency: 'Do researchers forget the daily teaching challenges that they used to face as teachers?'

Bio

Masatoshi Sato is a Professor at Universidad Andrés Bello, Chile. His research agenda is to conduct theoretical and applied research in order to facilitate the dialogue between practitioners and researchers. In addition to his publications in international journals, he has co-edited volumes from John Benjamins (2016: Peer Interaction and Second Language Learning), Routledge (2017: Routledge Handbook of ISLA; 2019: Evidence-Based Second Language Pedagogy), Language Teaching Research (2021: Learner Psychology and ISLA), and The Modern Language Journal (2022: The Research-Practice Relationship). He is the recipient of the 2014 ACTFL/MLJ Paul Pimsleur Award. He is currently the Editor of Language Awareness and a member of the Editorial Advisory Board of Taylor & Francis.

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