The unprecedented COVID-19 has shaken up the landscape of language teaching and learning normally held in a physical class. The threat posed by “emergency remote teaching” (ERT) and its washback on language education remain an uncharted territory. How researchers bypass social distancing and gather data remotely also begs the question. This talk intends to unpack these burning issues that have impacted all the stakeholders in language teaching, learning and research. We will first demarcate ERT from standard online teaching, illustrated by language practitioners’ best practices and their empowered resilience and identity through ongoing mentoring, professional workshops and critical reflections. We will then explore how world language teacher researchers conduct studies using innovative approaches, such as online action research, online teaching practicum, social networking research, (Auto)ethnography and mixed methods. These vivid case studies foreground how teacher researchers can still rise to the occasion in the wake of crisis teaching and beyond.

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