

JACET Annual Convention Plenary Symposium

Teacher Research and Teacher Autonomy

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Teacher research is commonly promoted in language teacher education as a valuable strategy for supporting teacher autonomy (in relation to both self-directed behaviour and freedom from control by others – see McGrath, 2000). Despite many theoretical arguments in favour of teacher research, though, its real impact on language teacher autonomy world-wide remains limited for a number of reasons. In this presentation I will discuss three kinds of constraining factors: those related to teachers, those related to the workplace, and those related to the research projects teachers engage in. An awareness of how these factors constrain teachers is necessary if teacher research is to become a viable strategy for the development of language teacher autonomy.

Key References

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