

Friday 5 June

2:20pm - 3:00pm

Room: Block Y, Room Y302

Presentation Title: Problematizing learning learner development

Presenter / Co-presenters:	Dr Andy Barfield, Chuo University Japan
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Theme:	Autonomy and teacher education
Presentation Type:	Paper presentation

Abstract

Much of what we know about developing a knowledge base of teacher education for learner autonomy (TELA) is based on pre-service and in-service programmes. However, most teachers' ongoing involvement with learner autonomy takes place outside such formal contexts, with their learners, and/or in informal workplace interactions, teacher networks, meetings and conferences. How should we interpret such TELA? Is it simply self-directed professional development towards a pedagogy for autonomy? Or is it more of a socially engaged process of seeking improved understanding with peers about how to interpret "learning" in new ways? Or is it something else? In this presentation, I report on extended interviews with four teachers working in different local contexts in Japan, and explore their interpretations and histories of how they have variably engaged with their own teacher education around learner autonomy issues over several years. I focus in particular on how they re-construct their engagement with learner development issues through becoming and staying involved in the same special interest group, as well as through creating and sustaining different development forums within their workplaces and beyond. I also look at the constraints they notice and have experienced, and consider how they problematise their learning learner development.

Biodata

Andy Barfield is currently editor of Independence, the newsletter of the IATEFL Learner Autonomy SIG, and is interested in new writing and new research on autonomy in language education - and in hearing from new writers on the same.

He teaches at Chuo University in Japan. His research interests include teachers' stories and interpretations of their learning learning development, collaborative curriculum development, and L2 collocation development.