Learning to foster autonomy: The role of teacher education materials

Reinders, Hayo; Balçikanli, Cem

Abstract

In recent years there has been an increased appreciation of the interrelationship between learner autonomy and teacher autonomy, both in the classroom and in the self-access centre.

One obvious impact on learners’ autonomy is their teachers’ understanding of what autonomy means, and their ability to implement it in the classroom. Especially for beginning teachers, knowledge of learner autonomy is likely to be shaped in large part by the professional training they receive and the amount of attention given to the topic during their teacher education. It is therefore important to ask to what extent teacher training courses prepare teachers for fostering autonomy, including those teachers working in self-access centres. This study attempts to answer that question by critically investigating a range of popular teacher training course materials widely used in professional programmes worldwide. We apply an evaluative framework to identify 1) what information teachers are given about learner autonomy, and 2) the extent to which the materials cover the teaching of different skills for independent learning. Perhaps surprisingly, despite the growing interest in autonomy, it was found that the selected books included almost no information about learner autonomy at all and did not, with one or two minor exceptions, focus on the development of skills for supporting autonomous learning.

Keywords: learner autonomy, teacher autonomy, teacher education, teacher education resources

ANZSRC Field of Research: 130207 LOTE, ESL and TESOL Curriculum and Pedagogy (excl. Māori)

Copyright Holder: The authors


Rights: This digital work is protected by copyright. It may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use: Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person. You will recognise the author's and publishers rights and give due acknowledgement where appropriate.

Metadata
Show detailed record

This item appears in
Education Journal Articles [233]
Teacher autonomy refers to the professional independence of teachers, especially the degree to which they can make decisions about what and how they teach. Created by the Great Schools Partnership, the GLOSSARY OF EDUCATION REFORM is a comprehensive online resource that describes widely used school-improvement terms, concepts, and strategies for journalists, parents, and community members. | Learn more ». Search. Teacher Autonomy. LAST UPDATED: 08.12.14. The extent to which learning standards limit the autonomy of teachers remains a subject of ongoing discussion and debate, but many educators argue that standards do not impose significant limitations on the professional autonomy of teachers. View Teacher Autonomy Research Papers on Academia.edu for free. Due to the importance of teacher success in the adequacy of teaching and learning, the present study aimed to examine the role of two factors, namely language teachers' professional identity and autonomy with respect to their success. To more. Due to the importance of teacher success in the adequacy of teaching and learning, the present study aimed to examine the role of two factors, namely language teachers' professional identity and autonomy with respect to their success. To this end, 190 Iranian EFL teachers, including university lecturers and language institute teachers partic In order to foster learner autonomy, it is necessary to develop a sense of responsibility and encourage learners themselves to make decisions about their learning. What is more, it's possible to do at any age. How to develop learner autonomy: 1) Teach the students how to learn Show the students how to learn, teach different study skills and strategies, even simple ones like writing coloured words on papers, highlighting key words, creating mind maps, techniques to remember the words better. Show them the ways they can use course book at home (listening to the tracks and working with transcript