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Talk

Navigating expertise in language teaching and learning: disseminating practitioner understandings

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Professional learning is critical for language teachers to understand the complex contexts of their practice and to expand theoretical and practical knowledge in the scholarship of language learning and teaching. Practitioner research offers one pathway to engage in professional learning. Ongoing practitioner enquiry fosters a particular type of expertise, understood here as artistry (Schön, 1987), which blends autonomy with creativity, emphasising teachers' ability to adapt, take risks, and draw on their personal practical knowledge to navigate the complexities of classroom environments. Developing expertise as artistry might enable teachers to theorise personal practical experiences and practicalise theoretical knowledge (Tsui, 2003). In this talk, I focus on dissemination, a critical dimension of such expertise, as it provides the basis for peer scrutiny, ensuring rigour and potentially generating impact or influence (Norton, 2019). Drawing on recent editorial experience with a journal focused on practitioner-driven research, I discuss the affordances and challenges of disseminating—and ultimately embracing—an open-ended and often elusive form of expertise. Finally, I propose a discussion on reimagining spaces for language teaching expertise and its dissemination.

References

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