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An experiment in role reversal: teachers as language learners

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Abstract

This article describes an experiment in which, with the aid of individually kept, confidential diaries, a group of teachers consciously reversed role:

they became learners of a foreign language. The article describes the nature of the experiment, and presents an edited compilation of some of its findings, as expressed in a public seminar. Though this was a one-off experiment designed to give individual teachers an opportunity to develop their personal awareness, two important issues emerged. First, many of the issues raised seem to have general relevance to language teachers. Second, the format itself of the experiment seems to provide an accessible model for similar experiments that could be set up by teachers anywhere, as part of a programme of action research.

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