

**AN INVESTIGATION OF EXPERIENCED EFL TEACHER'S
AUTONOMY IN DEVELOPING TEACHING MATERIALS: A
NARRATIVE INQUIRY**

A THESIS

**Submitted as a partial fulfillment of the requirements for a master's degree
in English Education**



By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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APPROVAL PAGE

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ABSTRACT

This study aims to investigate an experienced EFL teacher's understanding of teacher autonomy and how she implemented her autonomy in developing teaching materials. It follows the conceptual framework of teacher autonomy from Wilches (2006) concerning professional development. This study used a qualitative design, specifically a narrative study, and involved one experienced EFL teacher who was regarded as an exemplary teacher. The data were obtained from narrative frames, interviews, and document analysis, which then analyzed thematically. The findings reveal that the teacher views autonomy as a balance between having freedom and bearing responsibility. She sees autonomy not merely as the liberty to make independent decisions but also as a commitment to bear the responsibilities that come with such freedom. The study also highlights that effective utilization of autonomy in developing teaching material requires two essential attributes: capability and willingness. Capability means having the necessary skills in developing teaching materials, which can be improved through ongoing professional development, thereby increasing her confidence and fostering a stronger sense of autonomy. Willingness refers to a proactive attitude towards developing teaching materials, which can be strengthened through reflective practices, helping teachers better understand their teaching beliefs and influences from the past. The study concludes that the participant's personal understanding of autonomy, shaped by her teaching experiences, plays a crucial role in her professional practice. It shows that both capability and willingness are crucial for fostering teacher autonomy in developing teaching materials. If teachers lack willingness, even with adequate capability, they may not fully utilize their autonomy. These insights offer significant implications for educational policymakers and practitioners aiming to enhance teaching quality.

Keywords: *Experienced EFL teacher, narrative inquiry, teacher autonomy, teaching material*

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AN INVESTIGATION OF EXPERIENCED EFL TEACHER'S AUTONOMY IN DEVELOPING TEACHING MATERIALS: A NARRATIVE INQUIRY

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