

Investigating the Role of Algerian Middle School Teachers in Enhancing Academic Self-Regulation: A Key towards Teaching How to Learn

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Abstract : In the 21st, century the concept of learners' autonomy is crucial. The concept of self-regulated learning has come forward as a result of enabling learners to direct their learning with autonomy towards academic goals achievement. Academic self-regulation is defined as the process by which learners systematically plan, monitor and asses their learning to achieve their academic established goals. In the field of English as a foreign language, teachers emphasise the role of learners' autonomy to foster the process of English language learning. Consequently, academic self-regulation is considered as a vehicle to enhance autonomy among English language learners. However, not all learners can be equally self-regulators if not well assisted, mainly those novice pupils of basic education. For this matter, understanding the role of teachers in fostering academic self-regulation must be among the preliminary objectives in searching and developing this area. The present research work targets the role of the Algerian middle school teachers in enhancing academic self-regulation and teaching pupils how to learn, besides their role as models in the trajectory of teaching their pupils to become self-regulators. Despite the considerable endeavours in the field of educational setting on Self-Regulated Learning, the literature of the Algerian context indicates confined endeavours to undertake and divulge this notion. To go deeper into this study, a mixed method approach was employed to confirm our hypothesis. For data collection, teachers were observed and addressed by a questionnaire on their role in enhancing academic self-regulation among their pupils. The result of the research indicates that the attempts of middle school Algerian teachers are implicit and limited. This study emphasises the need to prepare English language teachers with the necessary skills to promote autonomous and self-regulator English learners.

Keywords : Algeria, English as a foreign language, middle school, self-regulation, Teachers' role

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