World Academy of Science, Engineering and Technology
International Journal of Cognitive and Language Sciences
Vol:9, No:12, 2015

EFL Teacher Cognition and Learner Autonomy: An Exploratory Study into Algerian Teachers' Understanding of Learner Autonomy

Authors : Linda Ghout

Abstract : The main aim of the present case study was to explore EFL teachers' understanding of learner autonomy. Thus, it sought to uncover how teachers at the de Department of English, University of Béjaia, Algeria view the process of language learning, their learners' roles, their own roles and their practices to promote learner autonomy. For data collection, firstly, a questionnaire was designed and administered to all the teachers in the department. Secondly, interviews were conducted with some volunteers for the sake of clarifying emerging issues and digging deeper into some of the teachers' answers to the questionnaire. The analysis revealed interesting data pertaining to the teachers' cognition and its effects on their teaching practices. With regard to their views of language learning, it seems that the participants hold discrete views which are in opposition with the principles of learner autonomy. The teachers seemed to have a limited knowledge of the characteristics of autonomous learners and autonomy- based methodology. When it comes to teachers' practices to promote autonomy in their classes, the majority reported that the most effective way is to ask students to search for information on their own. However, in defining their roles in the EFL learning process, most of the respondents claimed that teachers should play the role of facilitators.

Keywords : English, learner autonomy, learning process, teacher cognition
Conference Title : ICLLTL 2015 : International Conference on Linguistics, Language Teaching and Learning
Conference Location : Paris, France
Conference Dates : December 30-31, 2015

Open Science Index, Cognitive and Language Sciences Vol:9, No:12, 2015 publications.waset.org/abstracts/38581/pdf