



University of Zabol
Faculty of Humanities
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**Exploring EFL teachers' and students' cognitions on autonomous learning
and investigating teachers' performance to foster autonomy in learning.**

MA. Thesis

Submitted to the English Department of the Faculty of Literature and
Humanities, University of Zabol, in Partial Fulfillment of the Requirements for
the M.A. Degree in Teaching English as a Foreign Language

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Summer, 2019

Abstract

In language teaching, teachers apply various strategies and techniques to make students be independent in order to support students for being an autonomous learner. Since improving learner autonomy requires well-planned program, the ability of taking responsibility of one's own learning is not innate. In recent years, these practices have greatly attracted the attention of managers. The present study attempts to find teachers' and students' cognitions on autonomous learning and explore strategies for improving independent learning. To achieve this purpose, a semi-structured interview was conducted with fifteen EFL teachers and a questionnaire was administered to seventy-five students. At the end, also a narrative was performed with fifteen EFL teachers to investigate their reported autonomous behaviors and their practices. The findings showed that both groups of the students and teachers have positive perceptions regarding advantages of learner autonomy and making autonomous learner. The outcomes indicated that we should involve both teachers and their students in learning and teaching strategies about autonomy learning. However, the study findings showed that EFL teachers don't have high quality of cognitions about autonomy. In addition, there is no a direct relationship between teachers' views and their practices. The findings of the study carry pedagogical implications to practicers and teacher educators.

Key words: Learner Autonomy, Autonomous Learner, Teacher Cognition, Student Cognition