

Learner Autonomy from the Teacher's Perspective

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Abstract. The development of autonomy in language learning is not a goal in itself nowadays but a major support to the development of language use. This aspect encourages a shift in approaches to foreign language teaching away from “traditional” to ones focusing on collaborative partnership between teachers and learners. Developing autonomy requires conscious awareness of the learning process, i.e. conscious reflection and decision making. The autonomy-driven learning process facilitates the formation of a learning community. Setting up an autonomous learning environment which is neither teacher centered or directed, nor learner centered or directed, but learning centered and directed puts certain demands on teachers as well as learners. One of the most important issues becomes metacognitive awareness, which incorporates language awareness, cognitive awareness, social awareness and cultural awareness. All these involve the development of positive attitudes, self-awareness and self-confidence, which are essential to the development of a foreign language. The issue of learner autonomy is surveyed from the perspective of teaching composition writing at secondary level in Lithuania. The article presents a survey of the research, based on the aspect of autonomous learning during the process of foreign language composition writing.