

From Cognition, Metacognition to Autonomy: A Framework for Understanding Language Learning Dynamics

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Abstract

Learning a language is not possible without cognition as cognition and language are inseparable. Metacognition and autonomy are well-established concepts in the domain of teaching and learning languages. Although these two constructs, metacognition and learner autonomy, introduced by John Flavell (1979) and Henri Holec (1980s) respectively, have received considerable attention, the close relationship of cognition, metacognition, and autonomy and their impact on language learning as a tripartite framework remain under-researched. This paper argues that understanding the role of cognition, metacognition, and autonomy substantiates the understanding of language learning dynamics. It concludes with a proposition of a framework of cognition, metacognition, and autonomy for language learning and an attempt to explain why this framework is essential and how it can be promoted in the language learning process.

Keywords: autonomy; cognition; framework; language learning; metacognition

Cite as: Haque, M. M. (2019). From Cognition, Metacognition to Autonomy: A Framework for Understanding Language Learning Dynamics. *Arab World English Journal, Special Issue: The Dynamics of EFL in Saudi Arabia*. 207-222.

DOI: <https://dx.doi.org/10.24093/awej/efl1.15>