Assessment of Language Teachers' Metacognitive Awareness and its Impact on Their Pedagogical Success

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Abstract

Several recent studies have revealed that EFL students who employ metacognitive strategies are more successful. However, limited research has explored EFL teachers' explicit awareness of their cognitive knowledge. The aim of this study was to examine the role of EFL teachers' metacognitive knowledge in their pedagogical performance. Furthermore, the role played by years of their teaching experience was also studied. Fifty female EFL teachers were selected. They completed Metacognitive Awareness Inventory (MAI) that assessed six components of metacognition including procedural knowledge, declarative knowledge, conditional knowledge, planning, evaluating, and management strategies. Near the end of the academic semester, the students of each class filled in the "Characteristics of Successful EFL Teachers Questionnaire" to evaluate their teachers' pedagogical performance. Four elements of MAI, declarative knowledge, planning, evaluating, and management strategies were found to be significantly correlated with EFL teachers' pedagogical success. Significant correlation was also established between metacognitive knowledge and teaching experience. The findings obtained from this research have contributing implication for EFL teacher educators. The discussion concludes by setting out directions for future research.

Keywords: metacognitive knowledge, EFL teachers, pedagogical performance, Characteristics of Successful EFL Teachers Questionnaire, Metacognitive Awareness Inventory

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