

TEACHERS' COGNITION AND BELIEVES ON SPEAKING AND LISTENING SKILLS

Netice Altun Demir
Ankara Üniversitesi
tjpasori@hotmail.com

Abstract

Teacher cognition is an umbrella term (Borg, 2006) which has a long tradition of research study (Beishuizen, Hof, van Putten, Bouwmeester & Asscher, 2001). According to Kumaravadivelu, teaching methods' period came to an end and teachers must be autonomous and self-directed persons who can construct their own theory of practice (2006a, 2006b). That unveils the role of teacher in language teaching. Both the efforts made for the acquisition of 'speaking skill' which is the cornerstone of communication (Bygate, 1987) and the 'listening skill' which is considered as an active process of communication (Vandergrift, 2004; Richards, 2005) cause the subject to be discussed and studied. Therefore, teachers and what they think and believe about the acquisition of these two skills become substantial. This study is carried out with English Teachers working in various high schools in Diyarbakır, to find out teachers' cognition on listening and speaking skills.

Key Words: Teacher Cognition, Listening Skill, Speaking Skill.