

PSYCHOLOGICAL ASPECTS RELATED TO THE AUTONOMY OF LANGUAGE LEARNING

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Abstract

The process of autonomy in foreign languages learning is closely related to the affective factors as it is thought that the student should establish a special relation with this process and with the content of what he learns. The measurement of autonomy scale, developed and put into practice by a subject in the management of his learning, is an aspect that has always generated discussions, as it usually happens when we want to make objective something, which in the human psychological nature is completely subjective. The question is not which the way to measure the autonomy scale is, but whether it is possible to realise it. The aim of this article is to treat some of the affective factors, present in the process of language learning and the process of autonomy in learning foreign languages. The main issue which will be treated in this study, which is also the study object of this article, is “Which is the autonomy level of foreign language learning at the level of high school pupils”. The teacher plays a key role in this process, because he represents an external support, ready to guide the pupil in his personal and cognitive progress. Even though it might be thought that it is part of human nature to be independent and that the student can reach high independence levels without the teacher’s support, at the same time it is true that language learning is a whole process that requires the presence of an expert, who can offer the student the necessary language inputs and guide him in this process.

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