On the Relationship between Iranian EFL Teachers' Computer Literacy and Their Learners' Autonomy

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The present study aspires to examine the relationship between Iranian EFL teachers' computer literacy and their learners' autonomy. To this end, a sample of 753 teachers and 5,871 learners from different provinces in Iran, mainly from Khorasan Razavi, Tehran, Semnan, Esfahan, Shiraz, Yazd, and Golestan participated in this study. As for quantitative phase of the study, data were collected through the use of two valid and reliable instruments titled "Computer Literacy Questionnaire" and "Learner Autonomy Questionnaire". For the analysis of the quantitative data, Pearson Product Moment Correlation was run to check the level of significance. The results revealed that there was a significant relationship between Iranian EFL teachers' computer literacy and their learners' autonomy. Consequently, it was recommended that all the stakeholders in education in Iran should be exposed to well-planned workshops and seminars with the purpose of making them consider the realism that computers are very significant in today's effective teaching and learning.

Keywords: Computer Literacy, Learner Autonomy

https://www.civilica.com/Paper-ELSCONF03-ELSCONF03_124.html

این صفحه به معنای تاییدیه نمایه سازی مقاله در پایگاه استنادی سیویلیکا می باشد. در هر لحظه به منظور تایید اصلت این گواهی می توانید وضعیت ثبت مقاله را از طریق لینک فوق به صورت آنلاین کنترل نمایید.