

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY –BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTEMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION



**EXPLORING SOME ASSESSMENT STRATEGIES
THAT ENHANCE EFL LEARNERS' AUTONOMY**

The case study of: second year LMD students

**Dissertation Submitted in Partial Fulfillment for the Requirements of Master Degree in
Sciences of Language**

Presented by:

Fatima DASSA

Supervised by:

MR.Turqui.B.D

Academic year

2015-2016

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY –BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION



**EXPLORING SOME ASSESSMENT STRATEGIES
THAT ENHANCE EFL LEARNERS' AUTONOMY**

The case study of: second year LMD students

**Dissertation Submitted in Partial Fulfillment for the Requirements of Master Degree in
Sciences of Language**

Presented by:

Fatima DASSA

Supervised by:

MR. Turqui. B.D

Academic year 2015-2016

Abstract

The present study investigates the effective role of using assessment strategies in enhancing learners' autonomy. One major problem within Algerian University students is the lack of independency. We have focused on ways to foster autonomy by using different assessment strategies for teaching. These assessment strategies should be proved as an active element that plays a significant role in language learning. Thus, we hypothesize that the using of assessment strategies enhances learners' autonomy. To confirm this hypothesis, a written interview has been conducted with both oral and written expression teachers and a questionnaire submitted to second year students. The main objective is to gain more information about their opinions and towards using assessment strategies in fostering autonomy. The essential aim of the research work is to enable students to become more familiar with the concept of autonomy and more aware of its importance in fostering the learning process. Lastly, teachers' contribution is crucial in the adaption of appropriate and various assessment strategies in order to help learners become autonomous inside and outside the classroom.

Dedication

“Goodness to parents”.do not hurt a heart that has sacrificed a lot just to make you happy.

I would dedicate this humble work to my beloved parents „Haniya and Abd.Elrahmane” whose education, support and patience made me the person I am today. Thank you for all these sacrifices you made to give us the good life are having and sorry for being such a demanding, tiring person sometimes.

To my siblings: Faical, Hamza, Belgacem, Bachire, Anoir, Zoubir, and husbands of my sisters kamal, choaibe, faical)

To my lovely sisters: Aichoche, Nora, Zahra, Khadija, Razika and wives of my brothers for their support and love and understanding for my grandmothers to whom I wish health and long life.

To all my closet friends without exception Nasira, Fatima, Leila, Sarah, Tearaya, Somaya, Hanane, Sabrina, Zinebe, Rabea, Merjana, Henda. thank you for the good times and for believing that I can indeed lucky that I had chance to know such wonderful and amazing friends like you

To my dear collegeoues whome I spent with them the best years in this university (Samira, Salma, Kenza, Radya, Ibtissame, Narjesse).thank you for the enjoyable times that I will never forget it.

To my future husband for the support and stand by my side in the sadness and happiness moments.

To my lovely nieces and nephews: Mehamed Ayemane, Mehamad amine, Mehamad hossame, Moetassime billah, Alaa, hanine, Ihsanne, Hanine, Salsabile.

I didecite this work,

Acknowledgment

Exalted in the above all, we would like to thank Allah, the almighty god, for providing me with strength and patience to finish this work. We praise him and glorify him as he ought be praised and glorified.

First, I owe special thanks and a deep sense of gratitude goes to my supervisor Mr. Turkui B.D. for being kind enough to accept supervising me despite all his academic and personal engagements. Without his help throughout the research I would not complete such detailed study. Thanks for his constant and patience with us during the period, for his valuable and helpful guidance.

I sincerely indebted for his kindness, wisdom guidance throught all the stages of writing this dissertation. Without his support this work could not have been possible.

We remain greatly indebted to the members of our jury for their fruitful comments and suggestions.

Finally, my huge thanks go to all my grateful teachers who have been teaching me through the past five years

List of Abbreviations

IEP: individualized education programs

FGA: formal group assessment

FIA: formal individual assessment

IGA: informal group assessment

IIA: informal individual assessment

AFL: assessment for learning

AOL: assessment of learning

AAL: assessment as learning

UK: united Kingdom

FG A :formal group assessment

FIA: formal individual assessment

IGA: informal group assessment

IIA: informal individual assessment

CRL: critical language awareness

List of Tables

Table 01: Students' Gender.....	56
Table 02: Students' Choice of English.....	57
Table 3: Students' Level in English Language	58
Table 04: Students' Attitudes towards the concept of 'Assessment'	59
Table 05: Teachers' Strategies for assessing the students'	61
Table 06: Giving the opportunity for students' to express their opinions and ideas.....	62
Table 07: Teachers' responsibility to design lessons for solving the needs of students in their learning process.....	63
Table 08: Teachers' Strategy of using examples for answering the students' difficulties.....	64
Table 09: Teachers' Activities for assessing students.....	65
Table 10: Teachers' Assessment during each semester.....	67
Table 11: Checking understanding of students during classroom activities.....	68
Table 12: Teachers' instructions for students in their learning progress.....	69
Table 13: Students' assessment information according to questioning and feedback activities..	70

Table 14: Students’ knowledge about ‘Learning Autonomy’	71
Table 15: Students’ preferred activities in the classroom.....	72
Table 16: Students’ perception of themselves as autonomous learners.....	73
Table 17: Psychological factors affecting learning inside classroom.....	75
Table 18: Teachers’ giving responsibilities.....	78
Table 19: Teachers’ Reasons for giving responsibilities to students.	77
Table 20: Students’ opinion about who is responsible for learning.....	79
Table 21: Students’ reliance on the given information in class.....	80
Table 22: Students’ dependence on their teachers.....	81
Table 23: The students ‘attitude towards and required task.....	82

List of Figures

Figure 01: Students' Gender.....	57
Figure 02: Students' Choice of English.....	58
Figure 3: Students' Level in English Language.....	59
Figure 04: Students' Attitudes towards the concept of ' Assessment'.....	60
Figure 05: Teachers' Strategies for assessing the students'.....	61
Figure 06: Giving the opportunity for students' to express their opinions and ideas.....	62
Figure 07: Teachers' responsibility to design lessons for solving the needs of students in their learning process.....	63
Figure 08: Teachers' Strategy of using examples for answering the students' difficulties	64
Figure 09: Teachers' Activities for assessing students.....	66
Figure 10: Teachers' Assessment during each semester.....	67
Figure 11: Checking understanding of students during classroom activities.....	68
Figure 12: Teachers' instructions for students in their learning progress.....	69
Figure 13: Students' assessment information according to questioning and feedback activities.....	70

Figure 14: Students’ knowledge about ‘Learning Autonomy’	71
Figure 15: Students’ preferred activities in the classroom.....	73
Figure 16: Students’ perception of themselves as autonomous learners.....	74
Figure 17: Psychological factors affecting learning inside classroom.....	75
Figure 18: Teachers’ giving responsibilities.....	76
Figure 19: Teachers’ Reasons for giving responsibilities to students.	78
Figure 20: Students’ opinion about who is responsible for learning	79
Figure 21: Students’ reliance on the given information in class.....	80
Figure 22: Students’ dependence on their teachers.....	81
Figure 23: The students ‘attitude towards and required task.....	82

Table of contents

DEDICATION.....	i
ACKNOWLEDGMENT.....	ii
ABSTRACT	iii
LIST OF ABBREVIATIONS.....	iv
LIST OF TABLES	v
LIST OF FIGURES.....	vii
TABLE OF CONTENT.....	ix

GENERALINTRODUCTION

Introduction Aims

of the study

Statement of the problem

Research Questions Research

Hypothesis Research

Methodology

Type of Research Methodology

Chapter one: Introducing Assessment to EFL Learners

Introduction.....	7
1. Defining Assessment	7
2. When, Who, and How should assess?	8
2.1. When should we assess?.....	8
2.2. Who should we assess?.....	9
2.3. How should we assess?	10
3. What is Assessment for learning, of learning, as learning?	10
3.1. What is assessment for learning?	10
3.2. What is assessment of learning?.....	12
3.3. What is assessment as learning?.....	13
4. Why introduce assessment for learning to your classroom(s)?.....	13
4.1. Increasing learning independence.....	13
4.2. Improving morale, motivation, and risk-taken.....	15

4.3. Enhancing relationship and reflection	15
5. Assessment in relation to testing, measurement, and evaluation.....	16
6. Classroom techniques.....	17
6.1. Portfolios.....	18
6.2. Assessing cooperative group work.....	19
6.3. Performance Assessment.....	20
6.4. Summative Assessment	20
6.5. Formative Assessment.....	21
7. Assessment Types.....	23
7.1. Formal group assessment	23
7.2. Formal individual assessment.....	24
7.3. Informal group assessment	25
7.4. Informal individual assessment.....	25
8. The changing nature of assessment.....	26
9. How teachers use assessment?.....	27

Conclusion.....	28
-----------------	----

Chapter two: Introducing The Importance of Learners Autonomy

Introduction.....	29
1. Defining Learners Autonomy.....	30
2. Why is Learner Autonomy Important?	31
3. Promoting Learner Autonomy.....	32
4. Types of Autonomy.....	34
4.1 Emotional Autonomy.....	34
4.2 Behavioral Autonomy.....	35
4.3 Value Autonomy.....	35
5. Fostering Language Awareness.....	35
6. Implementing Learner Autonomy.....	37
6.1 Learners Logbook.....	38
6.2 Teachers Logbook.....	39
6.3 Posters.....	39
6.4 Classroom Routine.....	41

6.4.1 Two minutes Talk.....	41
6.4.2 Free Activities	41
6.4.3 Home work	42
6.4.4 Reflection.....	42
7. Psychological Factors Influencing Learning.....	43
7.1 Motivation	43
7.2 Anxiety.....	44
7.3 Beliefs and Preferences.....	44
8. Moving the spotlight from Teaching to learning.....	44
8.1 The Role Learners	45
8.2 Teachers Role	45
8.3 Autonomous Classrooms	46
9. Responsibility and Autonomy.....	47
9.1 What makes a responsible Learner?	48
9.2 What makes an Autonomous Learner?	49

9.3 Why should you develop Responsibility and Autonomy?	49
Conclusion.....	50

Chapter Three: Analysis and Evaluation of Data

Introduction

1. Research Design.....	53
1.1 Choice of the Method.....	53
1.2 Sample of the Study.....	53
1.3 Data Gathering Tools.....	54
1.3.1 Students' Questionnaire.....	55
a- Aim of the Questionnaire.....	55
b- Description of the Questionnaire	56
c- Analysis of the Students' Questionnaire.....	56
1.3.2 Teachers written interview	83
Introduction	83
a- Description of the Teachers' Written interview.....	83
b- Analyses of Teachers' Written interview.....	85
c- Discussion the findings.....	92
Conclusion.....	93
Suggestions and Recommendations.....	95

General conclusion.....96

References

APPENDICES

1. Appendix A : Students' questionnaire
2. Appendix B : Teachers ' Written Interview
questionnaire
3. الملخص

GENERAL INTRODUCTION

As we notice in our days, the world become as knowledge society. To develop students as confident people in today's knowledge society means to have access to education. For more development, a new term has been brought to the process of education. Researchers have created a term known as "autonomy" which enriches the domain of adults learning and encourages students to become more active in the learning process. It also leads to better achievement inside and outside the formal contexts.

Besides the analyses of autonomy, our study is concerned with learning through the use of assessment strategies and their relation to the improvement of the learning process. Our major is to consider autonomous as a skill that should be acquired by students of English at University and be improved by one of the most important techniques which is the role of using assessment strategies.

1. The aims of the study

This study aims to investigate the importance of some new assessment strategies to enhance EFL learner's autonomy. Some new assessment strategies are related to performance, development, achievement of learners. The main purpose of learners is to flourish skills, acquire knowledge, and open all the choices for success. We attempt to shed light on the interaction between the teachers and the learners for perfect harmony.

2. The Statement of the Problem

New assessment strategies are considered very flexible and adopting in the form of education. The assessment strategies conclude many types and functions that are the most important elements for the process of learning. These strategies of assessment give the learners the chances to learn effectively and mastering their needs. The strategies of assessment are probably including aptitude, which means looking for abilities and using knowledge in new situations. In addition. Assessment strategies involved many functions such as the performance, the process one and the product, also the formal and the informal. Two of them are the summative and the formative functions. The summative function includes the formal tests, examination and evaluation .the formative function (diagnostic) which looks for the strengths and the weaknesses of the learners. The learners are the essential element, it is necessary to be aware about what can the learners assess and make the correct techniques for greatest results. One of these techniques which the most important is the portfolio. Annmaria (2006, p,136-137) define portfolio as: "The portfolio is an important because it is a collection of students work, evidence, and achievement over a period of assessment .this technique can motivate learners by makes them focus what they are good at and develop ownership of the learning process, this promoting learner independence".

When new assessment strategies are working effectively, they lead directly to producing autonomous learners. Autonomous learners can include features such as self-confidence, and well-organized. The learners are following previous experience for being independent. Scharle & Szabo (2000, p, 4) “We may define autonomy as the freedom and ability to manage one’s affairs, which entails the right to make decisions as well”. Learner’s autonomy is depending on the teacher’s support and the learner’s ability to be responsible to success in learning.

We are going to study the importance of some new assessment strategies to enhance EFL learner’s autonomy. These some new assessment strategies are supposed to give insightful views about their learning. The point is to make learners study intensively under these strategies and to have enough knowledge for perfect achievement. This study attempt to show how some new assessment strategies are considerable main elements in enhancing EFL learner’s autonomy and to have a better understanding.

1. Research questions

The present study aims to answer the following research questions:

1. What are the features of autonomous learners ?
2. What is the importance of new assessment strategies?
3. To what extent are the teachers aware of the importance of introducing some new assessment strategies?
4. What is the impact of new assessment strategies to enhance learner’s autonomy?

2. The hypothesis

This study designed to test the following hypothesis:

1. Introducing new assessment strategies will improve learner's autonomy.
2. If learners explore new assessment strategies it will make them as autonomous learners.

3. Methodology

Research method: Quantative, which contain the tool:

Questionnaire: is the suitable tool for our research because the time is limited and is the best tool to measure the level of the specific students that we has chosen in this short time.

Written interview: is the appropriate tool for our research because it can aide us to see the points of views of teachers'' about using assessment strategies for successful teaching.

Type of research

Descriptive: the descriptive study attempts to describe situation, or provide information about the living conditions of a community or group of students.

The method that can be used in the descriptive is:

The survey method: in survey method research, participants answer questions administrated through questionnaire.

Population: we specify our study on English students at MOHAMED KHIDER UNIVERSITY-BISKRA.

Sample: is one group of English students, in specifies Second year (randomly). Normally one group contain about 50students.the students are mix (boys and girls).we select the second year students because they have a previous experience from first year. The students are aware to learn and have the ability to receive any knowledge. The students at this level are active and they try to discover everything that is related to their studies.

INTRODUCTION

Now days, the field of education is the core of teaching and learning. Education is essential for higher language and communicates with others; is increase the level of people to improve themselves. Education and the forms are the key to produce the information successfully.

In this chapter, the concept of assessment will be defined in addition to its relation to measurement, testing and evaluation. Also the importance of the teachers and the learners and what influence they have on each other. The main purpose of assessment refers to the techniques or teachers use strategies. The way of teachers that should assess to improve the performance of students. As well as the importance of assessment for teachers will also be discussed.

1. Defining assessment

The term of assessment is central component of teaching because it has increased over years. The assessment is use to assess student achievement and determine grades .also, to provide opportunities for students to develop their skills and knowledge .so; the concept of assessment has defines by Gary (1997, p.8) as "it would seem that everyone knows what assessment is.there is certainly no standard usage of the term: it is used in so many different ways, in so many different contexts, and for so many different purposes. That it can mean almost anything." it means that the term assessment can be used in specific fields or situations.

In addition, assessment is designed for students, for gathering information and follows instructions from teachers.

There are many of broad definitions that introducing assessment in different ways. Yet; the appropriate one which determined by Mark and Francis was "(a) as set of procedures (b) designed to provide information about student development, growth, and achievement (c) as compared with a standard. Also they claims that "classroom assessment is the planned collection of information about the outcomes of teaching on student learning." It enables the teachers to look for the needs of students as individuals. In addition; the teachers should makes methods that will help them to achieve the goals of students. For effective learning, the teachers are using data through the behavior of students. Assessment has defined also by Dr Ciara as "the systematic and ongoing method of gathering, analyzing and using information from measured out comes to improve student learning in terms of knowledge acquired, understanding developed, and skills and companies gained. " (p.22). It means the teacher responsibility is to knows more information about learners to develop their levels and if the assessment methods for teaching are effective or not. The assessment on general is use to make judgments about learners learning, it is the link as we said before between the teacher activities and method and learners understanding. So, the main goal of assessment is to help learners to achieve the highest standards and achievement.

2. When, who and How should we assess?

2.1. *When should we assess?*

It is obvious that the teachers are making a slowly steps in their teaching .however, they are correct steps to achieve a perfect teaching .As for Michael and Paul (1994, p.3) claims "to provide constant feedback which itself helps to direct the learning process, assessment has got to be a continuous process on at different levels. At an everyday level, it is important for some kind of informal assessment by teachers to be done in nearly every lesson, hand in hand with learning. More in- depth formal assessment should be done at frequent points throughout the course giving feedback to both the learner and the teacher (rather than waiting for the end of term) ." It is important to use feedback into the course.it is not only affecting course content, but also flourishing topic are discovered. In addition, Michael & Paul (1994,p.3) determined that "at the same time self-assessment needs to be done at regular intervals, so that learners can be given on opportunity to think about what progress they are making and what their problems are." it means that, by the end of a course all the assessment that has gone on should then be put together and final decisions about students progress made." the feedback it really helps teachers to distinguish the abilities of learners for better understanding to success in their studies.

2.2. *Who should assess?*

The assessment is the domain of teacher .the teacher responsibility is to help students motivate and avoid the stress that them in the examination, or even in the activities. As Michael & Paul (1994, p.4) says that " not only do we gather useful information through self-assessment, but involvement of students in the assessment process also means that their attitudes towards their own learning can change significantly.at the same time assessment, self-assessment can helps students to become more efficient as learners, to diagnose their own

weakness and problems and then to try to do something about them." It means the learners should work together in groups or peers. As a result, working together it helps the students to encourage between them the spirit of cooperative. The cooperative work helps to sharing ideas, save time and transmitting knowledge to each other's. (Michael & Paul, 1994).

2.3. *How should we assess?*

The teacher should assess during the course by trying to following typical programs of teaching. Assessment should have some degrees that are reliability, validity and accountability. Michael & Paul (1994,p.4) point out that "reliability it is consistent and under the same conditions and with the same performance by students .our assessment produces the same or at least similar results", also determined that "we should also inform students of at least the basic outlines of our assessment, so that not only is our assessment reliable, but it is seen to be reliable and fair by our students."

The assessment has reliability as Michael & Paul (1994,p.4) determined that "to reach the goal of validity in our assessment it is thus very important that we have clear assessment objectives in the first place and then try to make sure that objectives are reached " Michael & Paul (1994,p.4). Another important element is accountability .As Michael & Paul says that "as professionals, teachers should be able to provide learners, parents, institutions and society in general, with clear indications of what progress has been made and if it has not, why that is so." We should be able to explain the rationale behind the way assessment takes place and how conclusions are drown, rather than hiding behind a smoke screen of professional secrecy (1994).

3. What is Assessment for learning, of learning, and as learning?

3.1 Assessment for Learning

Effective teaching should assess according to the use knowledge of what has been learned. (November 2013, p.6). As assessment reform group(2002) defines that "assessment for learning is the process of seeking and interpreting evidence for use by learners and their practitioners to decide where the learners are in their learning, where they need to go and how to get there"(Cited in the national literacy and numeracy framework , November 2013,p.6). National and international research has introduced a large body of improvement and evidence, which determined that application of AFL principles, improves the classroom experience, practitioners, progress, and achievement of learners. In addition to that; AFL is not new, many of good specialists and researchers know a lot about it previously some of them not defined as AFL.

Actually, is a connected and complement part of everyday teaching, adaptive practice and clear focus on their learning, and through shared understanding.(november2013). Also point out that "is important that AFL practice is implemented in active and mechanistic way, and that teachers have time and opportunity to develop a deep and shared understanding the underlying principles." (November 2013, p.6). According to Earl, Lorna (2003) "when they are doing assessment for learning, teachers collect a wide range of data so that they can modify the learning work for their students." Also asserts, "In assessment for learning, they use their personal knowledge of the students and their understanding of the context of the assessment and the curriculum targets to identify particular learning needs." Normally, AFL happens more than once and in the middle of learning: is a part of teacher's assessment to help to scaffold next steps to make it work.(Earl, Lorna 2003).

Many of research evidence collected around the world shows what going on to student's achievement, when principles of assessment for learning permeate the classroom atmosphere. Many studies conducted about the strong achievement gains in student performance as measured by standardized tests. (Bloom et al., 2007). As they explains by saying that "in the case of assessment for learning, assessment becomes not only the measurer of impact, achievement, but also the innovation that causes change in student achievement, assessment is not just the index of change, it is the change." (Bloom et al 2007, p. 37). For Black and William (1998) they put the classroom features that bring about gains such as the teachers use descriptive, feedback to students rather than evaluate them, also assessments come in accurate information, and should involve student in assessment.(Cited in Bloom et al 2007).

3.2 Assessment of learning

Assessment of learning normally takes place at the end of unit, course, key stages, and a program. AOL is takes the form of exams of tests that contain questions draws from the materials studied during that time. (Earl, Lorna 2003,p.6). Also they states that "this kind of assessment still dominates most classroom assessment activities, especially in secondary schools, with teachers firmly in charge of both creating and marking the test." i.e. the teachers used it to assess the quantity of student work, to indicate which students are doing well and which ones are poorly. Also determined that typically, they don't give much indication of mastery of particular ideas or concepts because the test content is generally too limited and scoring are too simplistic to represent the broad range of skills and knowledge that has been covered." Moreover, assessment of learning and grades are interrelated in the field of education as point out "as education becomes an essential ingredient for a successful future, more attention will be paid to show grades are calculated and how will they actually reflect

what they are taken mean. And educators have a great deal to learn to ensure that it and the grades that result from it are defensible and worthwhile." (Earl, Lorna 2003, p.6).

3.3 Assessment as learning

The notion of assessment as learning is emphasized the role of students, not only support the assessment and learning process, but a critical link between them. The student is the connector. Students can be engaged, an active, and assessors, they can make a sense of information, relate to previous knowledge, assessment as learning is final goal, where students are best assessors. The learning goal is to achieve their needs; they will be self-motivating and able to bring their talents and knowledge to bear on the decisions. The smart students are all the time thinking and creators. In other words, they cannot just wait the teachers to tell them whether the answer is „correct“ or not. They ask reflect questions for learning and acting. It means that they build a ways to replace with other skills and they can use personal knowledge construct meaning. In addition to that, As Earl, Lorna (2003, p.6) by saying that "record keeping in assessment as learning is personal affair. Students and teachers decide (often together) about the important evidence of learning of learning and how it should be organized and kept .students routinely reflect on their work and make judgments about how they can capitalize on what they have done already."

4. Why introduce Assessment for learning

In the classroom, introducing assessment for learning to students should contain three essential elements. Which are increases learning independence, improve morale, motivation

and risk-taking, and enhances relationship and reflection. We are going to produce the importance for learners to achieve their goals from learning.

4.1 increasing learning independence

The influence of assessment for learning on learning independence is an important. Assessment for learning shows clearly, what is being learned how success will be measured. Learners become more independence when they understand their own goals and their role in learning. it mean that they take more responsibility for their learning and assessment because the learning not something only receive; they benefits in the later life and adopt it in different contexts. (2007, p.4). As in assessment for learning for key stages 182 2007, p.4) put that "assessment for learning helps cultivate these valuable skills by giving pupils a role in determining these components of the learning as well as experience in providing feedback and assessing themselves and their peers."

4.2 improving morale, motivation, and risk-taking

Morale and motivation and risk –taking are also essential components too, which assessment for learning is effective element depending on. Many researchers support this idea, between them Black and William found that many approaches of assessment used in classrooms compare pupils which focus on grades and marks. Evidence shows that pupils focus on competition rather than improvement .In fact, feedback reduces pupil morale. As Dweck found that "practices focus on rewards like gold stars, grades or place-in-class ranking encourage learners to focus on and prize their performance over their learning." It means that the pupils or learners avoid risk-taking because risk means failure or something not good. Again, for Dweck, for over 20, his research contains conventional assessment approaches,

which produce student who are avoiding risk and difficult tasks. The learners try to avoid of being low-attaining one, or lack ability, they all the time to mountain the best marks and o be able all the time being the best one. (2007, p.4). That is for Dweck researchers. However, assessment for learning, focus on those pupils should take risk in their learning, when they take risk that promotes a „you can do“. In the first time, the learners try to discover and getting into difficulties, making mistakes, and errors. All of that are parts of effective learning, from mistakes they produce confidence which improving high expectations and achievement of what they need in their learning.

4.3 enhancing relationship and reflection

The interaction is between teacher and pupils are to increase a way of communication. This high-quality interactions make them more motivated to learn and more aware of their leaning. Therefore, assessment for learning can improve planning delivery of learning.in addition, assessment for learning practices lead you to analyses and make the underpinning rationale for learning explicit to both yourself and pupils. It creates an opportunity to quality assure and amend activities to ensure they meet the learning needs. (Bloom et al 2007, p.5)

Many of research evidence collected around the world shows what going on to student“s achievement, when principles of assessment for learning permeate the classroom atmosphere. Many studies conducted about the strong achievement gains in student performance as measured by standardized tests. (Bloom et al., 2007). As they explains by saying that "in the case of assessment for learning, assessment becomes not only the measurer of impact, achievement, but also the innovation that causes change in student achievement, assessment is not just the index of change, it is the change." (Bloom et al 2007, p. 37). For Black and

William (1998) they put the classroom features that bring about gains such as the teachers use descriptive, feedback to students rather than evaluate them, also assessments come in accurate information, and should involve student in assessment.(as cited in Bloom et al 2007).

5. Assessment in relation to testing, measurement, and evaluation

The process of teachers is to evaluate, gather, and use information to make appropriate decisions in the classroom. All of these concepts lead to the process of assessment, and each concept is similar to the other in some way.

The assessment is a broad term or an umbrella that widely is used in different contexts to refer to the mentioned terms. When the teachers hear the word assessment, they often think if tests. As Michael & Peter (2008, p.11) defines tests as "a test is a formal systematic procedure used to gather information about students achievement or gather assessment information ." so, the purpose of testing is to find out how students doing during the course, to identify problems before it appears and look for possible solutions. Also, make the difference of student's performance. Moreover, the teachers in these situations are needed to focus on the weakness of students and involved them with the expert one to benefit from each other. Also they argue that "the influence of tests on teaching and learning is caked wash back effect.it your students have to do a test or maybe a public examination at the end of the course this will effect syllabus."(Michael & Paul 1991,p.29) that's means if we have a good or bad test, this should affect teaching in a positive or negative manner, also says that "a test can have a positive influence if it contains authentic, real life examples of the types of tasks which your learners will need to perform in the future. Tests can have a negative influence if they contain

artificial tasks not linked to real future" the test will help the teachers to plan their courses to suit the need of their students.

Besides that, for Michael & Paul (1991, p.29) defines measurement as "the process of quantifying or assigning a number to a performance or trait. " the teachers are going to measure each student individually according to their performance in each exams or tests. Therefore, Michael and Peter (2008, p.11) claims that as "in the most common example measurement in the classroom is when a teacher scores a quiz or tests." In addition, they explain by saying that "scoring produces a numerical description of performance. Jackie got 17 out of 20 items correct on the biology test; Dennis got a score of 65 percent on his math test; Rhonda's score on the IQ test was 115. In each example, a numerical score is used to represent the individuals performance or trait." In other words, when teachers collect information, they will be able to make decisions about students' abilities, potentials, of each student to improve their learning.

In addition to that, the term evaluation is "the process of making judgments about what is good or describe. an evaluation is the product of assessment that produces a decision about the value or worth of a performance or activity based on information that has been collected, synthesized, and reflected on. " Also claims other definition which is "evaluation is the process of judging the quality or value of a performance or a course of action."

6. Classroom Assessment Techniques

Over the time, the teachers have changed their methods in teaching according to the needs of students. The use of as assessment for teachers knows many different techniques, those techniques classified into a lot as informal observation, holistic scoring, considerable attention

which are portfolios, cooperative group work, performance. Also, the distinction between summative and formative assessment. Each one of those techniques of assessment will be discussed in the following paragraphs starting from the most important one, which is the portfolio.

6.1 Portfolios

Portfolio is one of the techniques that have known central attention from the teachers over years of teaching. Most of teachers adopt it in classroom because the portfolio helps them in many situations over the courses. Also the ability to identify the potentials of students and shows their needs to rise up the level of learning. Furthermore; Gary (1997, p.27) claims, "portfolios provide an opportunity for students, teachers, parents, and others to glean a more holistic view of changes in students performance over time ." in other words, teachers when they produce the technique of portfolio, they open all the choices to the students to identify their ideas, information, works, and knowledge. In order to make the teachers understanding them more and make a point that they are present in classroom and want to learn everything. In addition, Gary's has determined that "the use of portfolios simply as a repository for these collections. This use of portfolios can enhance the teacher's ability to explain evaluations at parents, teacher conferences, or provide documentation of achievement." So, the uses of portfolios is a way of making decisions about individuals students thinking and how can adopt the knowledge that have learned in the correct situations. The portfolio is a perfect technique for teachers to assess students closely according to their works and activities.

Besides that, Gary asserts that "to accomplish an assessment of learning, portfolios must be used as purposeful samples, overtime, of students performance or products relative to specific educational outcomes. The main goal of portfolios is to look for better achievement and identifies the problems that occur for immediately solutions. In addition to that, Knight (1992), Lambodin and Walker (1994) each one of the mentioned researcher put own point view. As Knight's believes that "because she used portfolio in her algebra class, she is now using more varied kind of instruction (e.g. more problem solving and long term situational problems)".also Knight (1992) views that the portfolios is for evaluation, each one of students can exchange with other students works for more motivational learning. Moreover, Lambdin and Walker (1994) point out that "although classroom teachers find portfolio assessment difficult and time consuming, the benefits to students can be tremendous. " (Cited in Gary, 1997). It is clear that the portfolios have a huge importance helps the students to improve their performance and achievement. The teachers all the time try to help the students as possible they can, it is their responsibility to produce at the end a successful learners.

6.2 Assessing cooperative group work

The other technique that the teachers" depending on is using the group work in their instructions, it is necessary to assess students works. Lambdin et al (1992) asserts that "methods for balancing assessment of problem solving with individual accountability." For instance putting 15 points for grading group efforts. The points are for understanding the problem, planning a solution, and an answer. The 10 points individually includes a series of follow up-questions designed for showing that individual students are not rely on the efforts of

the group .(Gary,1997). For some teachers this technique is effective because it can make the students discussing the problems or even to make comments on their works. This technique is useful to communicate between students and make the course more enjoyable.

6.3. The Performance Assessment

The performance assessment is the other technique, which used by teachers. As Mark and Francis (2011, p.120-121) they explains by saying that "performance assessment, subcategory of alternative assessments, is typically accomplished with human raters who use observational schedules (such as checklists of skill components to be observed) to evaluate student performance as it being done." In addition, they also claims that the performance assessment characterized as" an exercise in which a student demonstrates specific skills and competencies in relation to a continuum of agreed upon standard of proficiency or excellence" moreover, Caroline (1994, p.99) defines the performance assessment as "a systematic attempt to measure a learner's ability to previously acquired knowledge in solving novel problems or completing a specific tasks." i.e. the teachers are supposed to assess students based on their responses and observing their performance. Also Shermis's and Divesta's point out that " the technical aspects of performance assessment are interesting in themselves relatively new nature of this mode of assessment; by they are brought into sharp focus by any attempt to use performance assessment for high stakes purposes" so; in short words, the performance assessment is effective technique to assess high level of learning.

6.4. The summative assessment

The distinction between summative and formative assessment can be made on the way of information in which way is gathered and how it used in the classroom. The summative assessment is a term used at the end of a course in order to collect information about how much students have learned and how well a course has worked. as Dr Ciara (p.5) defines that "summative assessment is assessment that is used to signify competence or that contributes to a students grade in a course, module, level or degree .", he also claims that "the most important principle of summative assessment is that it should determine whether, and to what extent, the student has attained the learning outcomes specified for the module should lead to a grade or mark that will affect the student's progression." the other researchers as Mark and Francis (2011, p.86) argue that "term summative refers to interpretations of assessment data in terms that represent a summary of student achievement, that is, what students have learned or achieved at a giving point in their education(thus the phrase, „assessment of learning“)." The summative assessment used to provide collecting information about students performance, it can be over a month, year, or a period is depending on the teachers decisions. Mark's and Francis's believes that "student performance, work, and achievement status need to be summarized for school records .reports needed by school counselors for help in identifying special learning needs of individual students" it means that the teachers responsibility is achieved the goals of each student to clarify their needs from learning.

6.5. The Formative Assessment

On the other hand to summative assessment, the formative assessment is the opposite because is composed of assessment during the course not in the end. As Mark and Francis

(2011, p.88) point out that "formative assessment is based on the inference that assessment is not an end in itself but can be used constructively by teachers and educators at any point during instruction for identifying whether and where instruction and educators may improved." The other researchers that support this idea that "the formative assessment is assessment strictly used to provide feedback to the student on their learning. It provides the student with advice on how to maintain and improve their progress, but should not form part of their summative grade or mark." The formative assessment is essential element to maximize the achievement of student's performance. As Black and William (1998) suggest that formative assessment refers to "all those activities under taken by teachers (and by their students in assessing themselves), which provide formative feedback to shape and develop the teaching and learning activities which both teachers and students are engaged" (Cited in Alastair Irons). The formative assessment can give all the opportunities for students, and to take the responsibility for their learning education. In addition to that, Yorke (2003:478) suggests that the basic principle behind formative assessment is to "contribute to students learning through the provision of information about performance." he asserting that formative assessment it is "concept that is more complex than it might at first appear (as cited in Alastair Irons p.16).Also Sadler's (1980:120) says that "formative assessment is concerned with how judgment about the quality of students responses (performance, pieces, or works) can be used to shape and improve students' competences by short -circuiting the randomness and inefficiency of trial and error learning ."(Cited in Alastair Irons p.17) .moreover; about 700 research publications on formative assessment reviewed by Black and William (1998,p.61) they focusing on the most relevant 250 involved that the formative assessment is a technique of assessment which improve the student learning. Also, Torrance and Pryor (2002) support this idea by asserts that formative assessment is a positive tool and effective, it can make

students achieve their performance and clarify expectations about their learning. (Alastair Irons, 2002) so, the formative assessment will allow students to motivate their thinking about the purpose of learning, and try to learn from their mistakes .also, it will facilitate their learning needs.

7. Assessment Types

The main purpose of assessment is to support and improve student education. The teachers all the time to use a ways of assessment such as organizing a discussion of assessment options which concluded group assessment options and individual assessment options are will defined with their sub-functions (formal and informal of both group and individual assessment).assessment options used by classroom teachers in a variety of ways .

7.1 Formal Group Assessment

In the formal group assessment, there are many elements, which support this kind of assessment. Yet; the main elements are norm referenced, criterion-referenced tests, ipsotive referencing, cohort referencing and time dependent ipsotive referencing. The first one as Gary (1997, p.41) claims that "standardized norm-referenced achievement test is one of the most frequently used assessment options. While obtained results have little to offer the classroom teacher in terms of instructional and decisions, results are of value when questions arise at the school district, state, or national level." he also says that” this is done with the idea that the idea that norm-referenced data serve for cross –validation on the locally defined achievement targets.” The second one, is the criterion-referenced tests, as in Iowa, G.R.T has been flourished by many school districts in particular areas. The term „local norming “appears in many instances minimal standards develop the basic instructional purposes and achievement

targets. Gary (1997,p.41). Also Gary determined that "teachers frequently find that information from criterion- referenced instruments can be used more easily for modifying classroom goals and achievement targets." Therefore; the teachers try determining variety of assessment options in the classroom, in order to, provide learners valuable information .it means that the teachers provides information about „how“ students seen their own academic strengths and weaknesses for better in their learning. Moreover, ipsotive referencing is "a comparison of an individual against him/herself. Although generally unsuitable for selective purposes, ipsotive referencing can be extremely useful for diagnostic or formative purposes."(Alpine, February 2002). In addition to that, there is as we said before, the cohort as Alpine (February 2002) explains by saying that "is similar to norm referencing, however, it takes the sub groups of candidates attempting the assessment as its base-line. Under this type of referencing, the highest results are given to students who attain the best marks relative to their peers who also took the assessment at the time." Attainment of a high grade can be as dependent on the performance of the other students taking the assessment as on your own performance." The last one "is the comparison of student's performance over time. In this type of referencing students are encouraged to improve on their past performance graded questions testing related domain areas. This allows students to see their progressing skills abilities and knowledge, and harnesses the competitive spirit to positive advantage."(Alpine February 2002).

7.2 Formal individual Assessment

As (Gary 1997, p.42) point out that "the informal assessment options to be considered next are typically conducted during instruction. Obtained information takes the form of feedback (progress report) for both teacher and student(s). In areal case, informal assessment

options provide information about a work in progress .As teachers, an important point to remember is that informal assessment options must also, be reliable and valid(accurate and fair)." In this category of informal is involving the teacher and the special education teacher collaborate to obtain child"s educational needs, the focus is only on a single child. Gary (1997). He also determined that "the child under consideration requires something other than the basic group instructional method being employed. This child may be gifted or developmentally delayed." (Gary1997, p.42).

7.3 Informal Group Assessment

The focus in this category is on the activities that made by the teachers as instructional techniques in classrooms, where they are monitoring the learning process the learning process. These activities of course as mentioned before prepared by teachers, the activities can produces a permanent record such as seat work, writing samples, homework...Etc. yet, it can used in the case of oral questions during class and peer assessment. Gary (1997). Also claims that "the assessment activities also can be designed to take advantage of authenticity. That is, the cap stone exercises may be simulations of activities encountered outside the classroom. " (Gary, 1997p.43).

7.4 Informal Individual Assessment

In any classroom, most informal individual assessment and informal group assessment are nearly the same. Yet, Gary point out "follow up of individual students is warranted. The child's record is evaluated singly." Also, claims that "the context for assessment would differ in that many of these students would be working on individualized educational programs (IEPs). The impact of mandated procedures involved with the implementation and evaluation

of IEPs would have to be considered when assessing the learning outcomes of these children. Therefore; the informal individual options is serves the student needs, and establishing their goals from learning.

8. The changing nature of assessment

The students can learn effectively through assessment as we mentioned before is the most important element for learning. The learners want to participate in the assessment processes that designed by teachers and implement. The teachers doing the best to ensure that our assessment practices help rather than hinder learning. (Sally Brown,2004-2005). In addition, she point out "internationally, assessment is changing as the nature of teaching and learning in post-compulsory education changes. The student population in many countries is becoming diverse, with increasing numbers of post-time students, nature students and students coming from non-traditional backgrounds, particularly in UK, where there is a political imperative to widen participation to students from socio- economic groups who previously had little or no access to higher education."

Moreover, Miller et al (2002) determined that "a diverse population of learners necessitates a change in practice in post-compulsory education with less focus on didactic tutor-led approaches and more concentration on the learning outcomes that students can hope to achieve." (Cited in Sally Brown 2004-2005).

9. How teachers use assessment

The stages may be considered as (a) before learning, (b) during learning, and (c) after learning. Each stage provides its own essential points and information, which is useful to know students' knowledge status, as well as the quality of students' performance at the end of unit or lesson. At the beginning, assessment before learning it contains information that helps teachers to prepare students for in any given class. (Mark and Francis 2011). Therefore, knowing what the class already knows is an important prerequisite for (or doesn't know) planning what to teach and at what level the material is to be taught, in order to a course objectives, besides that, as during learning provides information which aide the teachers to monitor student progress against the effectiveness of the instructional tools are using.it important for teachers to assess their methods of teaching where it successes or fails. Also, whether are tough the correct content from skills, attitudes at the right level and time during the course of learning. Mark and Francis (2011,p.6) explains by saying that "at this stage, you seek answers to questions regarding the monitoring of instruction what should be taught next, whether some material needs do not need to teach despite your initial intentions." In addition, planned assessments during learning enable teachers to judge whether student need more involvement in instruction, which students need more or different instruction, and which are proceeding well enough to be assigned enrichment instruction The last stage, it is the time assessment that used for determination weighing the importance and use assessments collects previously teaching of a unit, interpreting, and reporting on way are assessed (Mark and Francis 2011). "after learning is also the time to reconsider ongoing discussion regarding instruction and curricular revisions such issues as the adequacy of measures being used, whether the curriculum satisfactory for meeting school and community objectives, and the

adequacy of the curriculum in meeting subject matter standards."(Mark and Francis 2011, p.7).

Conclusion

Most of students want to learn in order to be able to achieve their goals and needs in education. Therefore, one important fact that the teacher's responsibility is to lead them by using varies of techniques, strategies, and many others interrelated factors. In one word, we can say that the teachers are the core of teaching and learning to produce the perfect information and knowledge for learners. The learners look to the teachers as the key to open all the doors for learning and direct them to the right destination, which is high level of education. The teachers strategies varies from one to other .however, the goal is one, give the learners the appropriate tools in their learning.

In other words, those techniques or strategies to what extent, it should be taught and how it should be taught .also, how these strategies adopted to teaching will preserve the student's needs , goals, and lead them to sake their needs.so, these strategies are the main elements for learners and should be adopted in all the classrooms.

INTRODUCTION

Autonomy is a concept which rises the great interest of many researchers and scholars. Autonomy graded as skill which permit the satisfaction of needs of learners identifies overcomes their problems. In other words, autonomy is the ability to make decisions without interference or help from others. Therefore, autonomy is a concept which involves multiple dimensions and covers many areas that are related to various aspects of life. The present chapter investigates this concept, its main principles, and its contributions to the learning process. Also, we will a shed light on a number of elements that cover the autonomy process from its different definitions to the state of this field of the present time.

1. Defining learners' autonomy

The concept of autonomy is limited to the teaching and learning process and its objectives are purely educational. For Benson (2001, p.2) defined autonomy is "an ability which consists of management over individuals learning." However, the word autonomy was first defined by Holec (1981, p.3) as "the ability to take charge of one's own learning". It means the capacity of managing one's own learning as researchers. Autonomy is the responsibility of the learners towards their learning. Moreover, according to the mentioned definition, Holec stated that this ability " is not but must be acquired either by „natural“ means or (as most of them happens) by formal learning. i.e. .in a systematic, deliberate way". In addition, he points that "to take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning."(Cited in Little,4002).

Another major definition was brought to the scene by Little after a decade after Holec's definition. Little (2004, p.1) states that "learner autonomy entails a variety of self-regulatory behaviors that develop through practice. As a fully integrated part of the knowledge and skills that are the goal of learning." For Little, this interpretation has provided a new significant dimension, which is related to the field of psychology (psychological characteristics) which represents as key factor. Benson (2001, p.2) asserts that there are three principals:

- If learners provide the suitable learning environment, they can promote the capacity of autonomy though; it does not exist.
- Learner's autonomy enhances learning process and leads to more effective learning.
- Autonomy is a natural capacity of one's own learning, despite the variation of its perspectives; it can be acquired by any learner.

In addition, Little (1999,p.50) points out that " the term autonomous language learning is used to refer to the learning undertaken by autonomous learners, i.e. the process undertaken as a result of learners taking responsibility for their own learning."

As a result, as Murry et al (2006, p.63) stated that "the field of autonomy is a social and mental system which includes many different walls of life. In addition to the educational process, it is open to different changes, developments and various stages. Consequently, it is not an isolated field." In other words, autonomy is like any other domain or field which is an effective factor and has a positive impact influence on the learning process.

2. Why is learner autonomy important?

Depending on a large body of empirical research in social psychology, Deci (1995, p.2) suggests that "autonomy feeling free and volitional in one's actions."(Cited in Little, 2004). In other words, autonomy is a basic human need. As Little (p.2) determined that "it is nourished by, and in turn nourishes, own intrinsic motivation, our proactive interest in the world around us". "autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self- management in learning; and success in learning strengthens their intrinsic motivation"(ibid,p.2) Therefore, the effectiveness and the importance of the autonomous learners means that the skills and knowledge acquired in the classroom can be applied to situations that arise outside the classroom . In other words, learners try to be active outside the classroom, and try to use all what they have learned; however, the scope of learner autonomy is always constrained by what the learner can do.

3. Promoting Learner Autonomy

A better understanding of autonomy, is also implies analysis how to promote learner autonomy. The term autonomy is deeply rooted in other domains, because it represents freedom of action in personal, social, political and economic domains.

Our interest is in the educational domain, as Broady & Keming (1996) point out "autonomy is considered a worthy goal to achieve for philosophical as well as for psychological reasons. From philosophical point of view, one of the desirable though not easily achievable, goals of general education has always been to create autonomous individuals who are willing and able to think independently and act responsibly. "(Cited in Kamaravadivelum,2003). It means that helping learners is important for the sake of maximizing their chances in their learning. In addition, the psychological foundation can be included in various branches of psychology as cognitive psychology which indicates that learning becomes very effective with autonomous learners. Moreover, Broady & Keming (1996) stipulate that "humanistic psychology, which emphasizes the promotion of learners" self-esteem through personnel ownership of learning." They also point out that "educational psychology, which posits a strong connection between learner autonomy and learner motivation." (Cited in kimaravadivelu, 2003).

Furthermore, there are some terms that reveal a diversity of ideas .Some of the terms, are widely used in the context of learner autonomy. For Lesilie (1997, p.11) there are four major terms:

- Self-instruction refers to situations in which learners are working without the direct control of the teacher.

- Self- direction refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions.
- Self-access learning refers to situations in which learners make use of self-access teaching material or instructional technology that is made available to them.
- Individualized instruction refers to situations which the learning process is adopted, either by the teacher or by the learner, to suit the specific characteristics of an individual learner. (Cited in Kamaravadivelu,2003). Therefore, all those processes are very important for teachers and learners, especially the learners who control and regard the aims, objectives in their learning. In addition, there are scholars such as Dickinson (1987), Ellis &Sinclair (1989), Little (1990), Wenden (1991), Broady & Keming (1996), who support this view. They set some principles that promote learner autonomy as follows :
 - Develop a capacity for critical thinking, decisions making, and independent action.
 - Discover their learning potential, in addition to merely gathering knowledge about the learning process.
 - Take responsibility for learning and for using appropriate strategies to achieve their general and specific objectives.
 - Face heavy psychological demands that require learners to confront their weaknesses and failures.
 - Develop self-control and self-discipline, which lead to self -esteem and self-confidence
 - Give up total dependence on the teacher and response to instruction.

- Understand that autonomy is complex process of interacting with one's self, the teacher, the task, and the educational environment.

To conclude, promoting learner autonomy has contributed in enhancing individuals learning capacities to a great extent. In fact, independent and developed learners are often highly ranked in education.

4. Types of autonomy

Many studies have attempted to classify autonomy into categories in order to reach better understanding of the process. On that base, three major types appeared: emotional autonomy, behavioral autonomy and value autonomy. Russell & Bakken (2002) state that these different types may not occur and develop at the same time; however, any type can be improved separately. The three types are defined as follows:

- ***4.1. Emotional Autonomy***

Situations in which this type is used are mainly concerned with individuals' level of control over feeling that are affected by social environment. Emotional autonomy involves individuals' feelings and emotions expressed in their relationship with other people.(ibid).

- **4.2. Behavioral autonomy**

Dealing with circumstances and experiences we are exposed to, is best defined through our reactions and behaviors. According to Russell & Bekken (2002) "behavioral autonomy refers to the capacity of making and achieving individual choices in relation to certain behaviors."

- **4.3. Value autonomy**

It represents the third of how autonomy is described. Value autonomy is related to personal principles in certain aspects such as religion, politics, and beliefs. (ibid). In order to acquire and develop this type, people should have their own beliefs and principles which need to be respected and appreciated.

5. Fostering language awareness

The main goal of autonomy is to promote learners independency and help them to achieve a great progress in their learning process. In other words, learners start identifying the main goals of each lesson, and recognizing content of the learning materials that are used by the teacher inside the classroom. Certainly, in the educational centers, fostering students' awareness of the role-played by language to develop individuals in particular situations. As Kamaravadivelu (2003, p.154) asserts "the relevant literature in the fields of education and language teaching presents various strands of thought about how language awareness can be fostered. These thoughts may be classified under the rubric of (a) general language awareness and (b) critical language awareness."

For general language awareness, the role of language awareness is concerned with efforts that have been made in educational field. There are two movements that have contributed to these

efforts which are in the West the language awareness movement in the United Kingdom and the whole language movement in the United States. The origin of the current language, language awareness (LA) movement in Britain comes back to the 1975 report of the Bullock committee set up by the British government. Kamaravadivelu (2003) determined that educationists and language teachers in Britain attempted to develop pedagogic principles and practices with the view to promoting language awareness among school children. Concerning Eric Hawkins (1984, p.6) who is one of the leading proponents of language awareness, he declares" we are seeking to light fires of curiosity about the central human characteristic of language which will blaze though out our pupils" lives. Which combating linguistic complacency, we are seeking to arm our pupils against fear of the unknown which breeds prejudice and antagonism."(Cited in Kamaravadivelu,2003).

Besides, a similar effort was undertaken in the United States under the label Whole Language Movement. Kamaravadivelu (2003,p.158) believes that" it is aimed at providing rich language experience for school-children by integrating the four skills of listening, speaking, reading, and writing, and by introducing language related activities in content areas across the school curriculum." Moreover, the supporters of the movement argue that there are different components of language such as phrases, sentences, words, and sounds that should be taught holistically using authentic materials and helpful activities that echo with learners and their daily life. (Kamaravadivelu, 2003).

In other words, the critical language awareness (CLA) was put forward by Norman Fairclough (1992, 1995) and his colleagues in Britain, and later by Allan Luke (1996, 1997) and his colleagues in Australia. All of them argue and particularly return to acknowledge and act upon the fact that language, any language is implicitly connected to exercise of power. For Fairclough

(1995,p.222) states that " power relations work increasingly at an implicit level through language and given that language practices are increasingly targets for intervention and control a critical awareness of language is prerequisite for effective citizenship, and democratic entitlement."(Cited in Kamaravadivelu).In addition, Fairclough's (1992) points out that "CLA, should be fully integrated not only with the development of language practices across the curriculums but also with the development of the individual learner's intellectual capabilities that are required for long term, multifaceted struggles in various sociopolitical areas." Allan (1996) reminds us "what lends controlling power to language is the way it is used and interpreted in specific sociopolitical contexts. Therefore, Fairclough's and his colleagues suggest that teaching of CLA should begin by putting any textual material used in the class up for grabs, for critical debate, for weighing, judging, critiquing." Furthermore, Luke, O'brian, and Comber (1994,p.141) put for critical analysis of texts." also requires classroom frames for talking about how and in whose interests social institutions and texts can refract and bend social and natural reality, manipulate and position readers and writers"(Cited in Kamaravadivelu).

In conclusion, language is an essential competent of the practice of everyday life. Therefore, any educational system should consider teaching of language with respect to language with their terms of phonology, semantic, syntax, and discourse. All of these elements are necessary. Therefore, language it is important for both general and critical language awareness in the classroom.

6. Implementing learner Autonomy

The teacher's responsibility is to help his learners to become autonomous. It is a huge responsibility because it requires a long and difficulties process. The teacher should be an

associate with learners, and then with their parents. Moreover, the teacher's job again is to organize and arrange learners to sit in groups, pairs, even the physical position ease the learning in the classroom. As Lacey (2007) point out that " many teachers feel that the learners should have a right to control their learning and to have a say in decision-making, but it is the teacher's responsibility to ensure that they actually learn and make progress in their language proficiency."

6.1 Learners' logbooks

Logbooks consist the importance of learners learning, for Adela & Ina (2001, p.17) define the process by "a learners' logbook is also a tool for awareness –raising and natural, authentic language use as it is written in the target language. Logbooks a key role in the relationships that develop between teacher and learners. They are essential in the learning process for the teacher to monitor learners learning and provide scaffolding." In other words, there are strategies for particular tasks; teachers should demonstrate their learners how to proceed because they need a lot of practice. Learners try to write in their logbooks all what they do and why they choose a specific method, likewise, they naturally begin to think about their learning and rely on the teacher for guidance. In addition, Dam (1945) asserts that "logbook's can be indispensable for teachers to follow the progress of individual learners. Learners use logbooks to record the activities during the lessons, new words expressions, register the home work decided by themselves or by the teacher and things that they enjoy or not." Also Yang (1998) stated that "one of the issues in implementing learner autonomy is that learners have a propensity to set highly ambitious goals in the beginning of their learning. It is the teacher's responsibility to have a talk with each learner and respond to learners' logbooks with appreciate feedback. The feedback should be realistic and positive to encourage learners forward, and redirect them if necessary."(Cited in Adela & Ina,2011.p.17).

Therefore, the interaction should be existing between the teacher and the learners in the first place. And; eventually; both of them will succeed in the teaching and learning.

6.2 Teacher's logbook

The teacher's logbook consists of organizing activities that involve the learners in their progress. Here, the teacher's responsibility is to keep eyes on learners for observation, record of assessment, and participation. The logbook is an important way to inform parents about the situations and levels of their children. Dam (1995) support this views and explains that the logbook is beneficial "to document and assess the ongoing teaching, learning process. " (Cited in Țurloiu & Stefánsdóttir ,2011). It's about what " the teacher should do from lesson plans, and „why“ there are particular activities to be done at a specific period of time.

In addition, the logbook is to keep eyes on the individual learners work. As Țurloiu & Stefánsdóttir (2011, p.19) explain that" teachers should carry their logbooks with them and use explicitly in class to give a good example. There they keep track of their lessons, as well as the learning process of the learners. Teachers can also make notes of problems, successes or needs that emerge in discussions with learners." Therefore, the teachers“ logbook is very important for learners to aid them in their learning because teachers“ logbook represents a natural part of the teaching and learning process.

6.3 Posters

The learners and teachers logbooks are as important and effective as posters in the classroom. Țurloiu & Stefánsdóttir (20011,p.19) claim that " the teachers write, in an authentic target language, the decisions they make with the learners regarding planning the projects, group work, or assessment, for example, posters are ganged all over the classroom as a support for learners to

organize their work or to revise grammatical rules." In other words, the teacher writes decisions that are structured by the whole class, either groups or individuals. The learners' part here is about their ideas assessments are swabbed out at the end of lesson. They are kept on the wall in future use in other lessons. Dam (1995, p.11) suggests list of different types of posters, which are:

1. Lesson plan
2. Working plan of different groups
3. Ideas for activities or homework
4. Demands and contracts for group work
5. List of helpers
6. New words and expressions as support for learners in communication in class or solving certain task
7. Grammatical rules

The most important is that Dam's video (1998) gives:

"an example of how theory can become practice .she shows the evolution of the learners and the teacher need to decide what to do. The teacher comes up with a topic or a theme and together they form a group brainstorming about the chosen topic. The results are put up on poster. The black board is used to display posters which show the members of each group, group's subject and how its members are going to gather information. The group objective is to present their findings using posters."(Cited in Țurloiu & Stefánsdóttir).

Therefore, posters are important in the classroom to make learners individually or in groups more involved in their learning.

6.4. Classroom routine

The teacher supports the learner by using various methods in the classroom. The teacher can facilitate learning by adapting a different method as two minutes, free activities, homework, and reflection. These activities are respectively analyzed below.

6.4.1. two minutes talk

Țurloiu & Stefánsdóttir (2011, p.21) assert's that:

" during this activity learners communicate in the target language in pairs for two minutes about any topic they choose. At the intermediate level "two minutes talk", and sharing homework is sometimes combined when a group has been working on the same project or reading the same text or book. This can be excellent preparation for an exam. Dam claims "the two minutes talk can then be replaced by discussion points prepared by the learners for the text in question." (Cited in Țurloiu & Stefánsdóttir, 2011).

6.4.2. Free activities

Dam (2000) defines free activities as "free activities not entirely free. They are chosen from the list of „ideas of what to do“ poster. Whether the activity is done in pairs or groups, a poster is made summarizing „who“, „what“, „why“, and „how“. The posters are then displayed on the wall for the rest of the class to see, along with a poster giving an overview of what each learner is doing." (Cited in Adela & Ira, 2011).

6.4.3 Homework

Homework is an important element in autonomous classroom because typically the learners decide it. Țurloiu & Stefánsdóttir (2011, p.22) explain that "within a group, the members decide and share the work on the project or activity that needs to be done for the following language class."It means that, The teacher have the choice in deciding the work that needs to be done at home if a member of the group did not attend the class.

For the National Curriculum, it is important for successful language learning that learners undertake homework .The purpose of homework is to restore and build upon what was dealt within a lesson. Preparation for lessons or independent work. It is imperative that learners get to choose material now and again to work with at home.it is ideal to encourage learners to use the target language outside of the classroom. (Cited in Țurloiu & Stefánsdóttir ,2011).Moreover, when the learners work in groups or pairs, each one tries to produce to each other's what they have done at home. So, they share homework and expand a specific time together.

6.4.4. Reflection

Another important phase is reflection. Reflection is " a mental process which takes place out of the stream of action, looking forward or (usually) back to actions that have taken place."(ibid,p.91, cited in Louden).Accordingly, Louden (1997, p.149) argues that the process of reflection can be described in terms of four forms:

- Introspection: deliberate contemplation of a past event at some distance from the stream of action
- Replay and rehearsal: where events are reworked in our heads again and again
- Enquiry: where there is deliberate and explicit connection between thinking and doing
- Spontaneity: tacit reflection, which takes place within the stream of experience.

7. Psychological factors influencing learning

Three main psychological elements influence to a great extent the way individuals learn respond to learning experiences. They are motivation, anxiety, beliefs and preferences.

7.1. Motivation

The importance of motivation in the field of learner's autonomy has been demonstrated by many scholars. It considered as an active element in the process of autonomy Murry et Al (2001, p.63) defined that "motivation is a necessary condition for autonomy." Many researchers and scholars have noticed that the process of motivation is changeable due to the field which is practiced within. This diversity can be related to the reality that language learning is affected by many social and personal perceptions of the target language.

Indeed, there are two different types of motivation .The first type is intrinsic motivation which is related to learners who are interested in activities and who learn only for the purpose of pleasure. In opposition, the second type, extrinsic motivation, involves learners who are dictated to learning or what to be requital for learning.

Furthermore, Murry et Al (2011, p.63) say that "motivation has been always known as a multidimensional area of study. It is also recognized as unstable power that can be affected by different aspects in life." It means that The process of motivation is changeable; it can be is characterized by many factors as social, affective, and cognitive factors which include needs, values, and expectations.

7.2. Anxiety

It is the second psychological factor. According to Horwitz et al (1991) who state that "anxiety has been recognized as a key factor in successful language learning."(Cited in

Benson, 2001.p.71).Benson's (2001) believes that anxiety can be most noticed in language learning classrooms (p.71). Therefore , the domain of language learning needs serious effort from learners to acquire a various skills and provide more practice inside the classroom in front of other learners. The challenges can raise pressures and concerns that will be transformed into a feeling of anxiety.

7.1 Beliefs and preferences

We have mentioned two factors earlier, beliefs and preferences which constitute the third factor. They are only concerned with language learning. Different principles and early thoughts about the process of language learning can have a major effect on learner's reactions. According to Benson (2001), there have been many researches on learners' beliefs and preferences; these researches have shown that the learner's attitudes towards the field of language learning are influenced by different beliefs.

8. Moving the spotlight from Teaching to Learning

To fully understand the concept of autonomy and its main focus on learning rather than teaching , we must take a closer view at what is entailed in both the learner's and teachers' roles, then, we will shed light on what characterizes the autonomous classroom.

8.1. The learners Role

As Lowes & Target (1999) explains that, "the learner's role in autonomous learners in an autonomous environment is not just a passive receive of information." Learners are the makers of

their own fortune and valued members of learning community that is their classroom. Autonomous learners have the ability and willingness to learn on their own. Learners become successful if they take responsibility for their own learning. It is up to learners if they want to learn. In addition, Dam characterized learner autonomy by “a readiness to take service of one’s own learning in the service of one’s needs and purposes.” Little (2002) support this idea by arguing that "autonomous learners are those who understand why they are learning specific topics, take the initiative in planning and executing learning activities and are willing to assess their own learning. (Cited in Țurloiu & Stefánsdóttir 2011, p.10) In other words, learners become autonomous when they involve aspects of learning process as: implementation, planning, and assessment. Consequently, autonomy flourishes as they become conscious of the process of learning. A factor which is vital to learner autonomy is self-assessment. "learners need to build up their own personal criteria for the quality of their work and develop independence from the teacher as the sole judge of their weaknesses and strengths." (Țurloiu & Stefánsdóttir 2011, p.11). This aid the learners make informed decisions about their next steps in the learning progress which removes the dependence on the teacher. That is to say, the learners do not have to wait for the teacher to tell them what to make the next step. Even it is true that the teacher is the most knowledgeable and experienced person in the classroom, the main goal in this situation is for learners to raise their own knowledge and level of capability.

8.2. The teacher’s role

The teacher’s responsibility is to control the classroom and direct learning. Tomlinson (2003) point out that "a teacher aiming to foster learner autonomy in his classroom also has to be aware of the importance of differentiation. Differentiating instruction is the idea of accommodating

different ways learners learn; to design the lessons according to learners needs and differences in the classroom." In addition; Nunan (2003) determined that" teachers have the role of counselors. They need to inform learners and make them capable of choosing the best learning strategies". (Cited in Țurloiu & Stefánsdóttir 2011,p.13). In other words, knowing the strategies and having time to experiment find out that which suits best for each occasion. However, teachers must be careful not to guide the learners implicitly to the strategies they prefer. Țurloiu & Stefánsdóttir 2011, p.13) assert "the teacher gives praise and feedback but this is also supplied by the other learners when group work and product is jointly assessed after projects are finished". Learners then get more personal feedback and guidance from the teacher through the logbooks which serve as medium of communication as well as a tool of organization on and reflection. In sum, when the teacher introduces a various learning strategies which are effective but gives his learners the chance to try out different possibilities. The most important in classroom is the appropriate atmosphere which makes learners feel comfortable and share their results with their classmates and their teachers.

8.3. The autonomous classroom

Dam (2000) suggest the concept of environment where learners are able to be consciously involved in their own learning. Some of the conditions for the stabilization of such environment are:

- A willingness on the part of the teacher to let go, and on the part of the learners to take hold.

- An understanding of what to do and why and how it should be done, this applies to teachers as well as learners.
- An atmosphere of security, trust, and respect. (Cited in Țurloiu & Stefánsdóttir 2011).

Furthermore, Jacobs & Terrell put forward that "one thing characterize the autonomous classroom is a strong emphases on pair and group work as means to develop learner autonomy. The fact that learners become less dependent on the teacher by learning to collaborate with their peers." In addition, Little & Dam (1998) state that "teachers and learners become a learning community and the target language is one of the principles tools with which the collaborative process shaped." (Cited in Țurloiu & Stefánsdóttir 2011, p.14). In other words, the target language is not only used for communication but also for learning as well as a tool for reflection.

9. Responsibility and autonomy

This section presents concise factors that are connected to training learners for responsibility .Autonomy and responsibility they very much interrelated.

9.1. What makes a responsible learner?

Responsible learner is a person who always does his homework and follows the teacher's instructions and also tries to be a good team worker. Therefore, when learners; when they do their homework or other activities, it is not only for the sake of getting good marks but the most important is simply to make an effort to learn something.as Agota & Anita (2000, p.4) propose that "responsible learners do not have to be especially in team work, but they are willing to cooperate with the teacher and others in the learning group for every one's benefit." In addition, "responsible students not always do their homework, but whenever they fail to do it, they are

aware of missing an opportunity to expand their knowledge of the foreign language. This is because they consciously monitor their own progress, and make an effort to use available opportunities and homework."(Agota & Anita 2000, p.4). Therefore, they try to improve on their abilities by doing their activities, homework, and asking questions. They even try to make suggestions that help them reach high levels of understanding.

9.2. What makes an autonomous learner?

As Agota & Anita (2000, p.5) put for example three actions concepts, these three actions are:

- Interrupting the teacher's explanation to ask about a certain point in the explanation.
- Looking up a word at home that the teacher used in the lesson but did not „teach“.
- Paying special attention when the lesson is about something that the learner is not good at.

According to these actions learners behave responsibly as they are consciously making an effort to contribute to their learning. They are also autonomous in the sense that they act independently of the teacher not waiting to be told what to do.

9.3. Why should you develop responsibility and autonomy?

Teachers can provide all the teaching methods but they all depend on learners' wiliness to contribute, .i.e., learners should be actively involved in their learning process. Agota & Anita (2000,p.5) develop that by adding that:

" no matter how much students learn through lessons, there is always plenty more they will need to learn by practice on their own. Also, the changing needs of learners will require them to go back to learning

several times in their lives, then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous."

On the whole section, responsibility and autonomy are related elements which are characterize to the learner and it's difficult to separate them. As a result, for learners' success depends very much on their responsible attitude towards their learning.

Conclusion

As a multidimensional concept, autonomy has proved its effective role in the educational process, particularly in the domain of language learning. In this chapter, we have demonstrated that autonomy is a necessary skill that requires more interest and research. Awareness of learner autonomy is important in education; especially with regard to provision of strategies for teachers and learners to success in the teaching and learning process.

Chapter

Three

The Field

Work

Chapter Three: Analysis and Evaluation of Data

Introduction

1. Research Design

1.1 Choice of the Method

1.2 Sample of the Study

1.3 Data Gathering Tools

1.3.1 Students' Questionnaire

a- Aim of the Questionnaire

b- Description of the Questionnaire

c- Analysis of the Students' Questionnaire

1.3.2 Teachers written interview

Introduction

a- Aim of the Teachers' written interview

b- Description of the Teachers' Witten interview

c- Discussion the findings

Suggestions and Recommandations

Conclusion

General conclusion

Introduction

The second part of our research work aims at collecting data in relation to students' awareness of the concept of autonomy and its importance and significance in the learning process. It also analyses their opinions about assessment as an effective tool in enhancing their self-dependence in learning. Moreover, this chapter investigates teachers' views and opinions about improving learners' autonomy through the use of assessment strategies. It represents an evaluation of students' participation in class and their level of preparedness for fostering autonomy in their learning process. Throughout this chapter, we will try to analyze the data that have been collected from both teachers' and students' questionnaire taking into consideration the research questions and our stated hypotheses.

1. Research Design and Methodology

1.1 Choice of Method

The method that has been adopted and used in this research is the descriptive method. This choice is based on the nature of our investigation which are best illustrated by that kind of method. The opinions which have been tackled in this research can be displayed in a very effective way through phases in which the assessment strategies process passes through: definition, the importance of assessment at the University and especially in language learning. Moreover, this method provides an effective way in proving the effectiveness of assessment in empowering learners' autonomy.

1.2 Sample of the Study

In our fieldwork, we have worked with a limited sample of students due to the huge proportion of second year students and the impossibility of gathering data because of the limited time. Taking into consideration the whole population of second year students which constitute of 426; sixty (60) students have been selected randomly to represent our sample. But we have really worked with only (50) students from the whole population.

Choosing second year students to work with was a conscious and deliberate decision because of the following reasons:

- They already have a background at University level in terms of independency and autonomy in learning
- The students try to discover everything around them and are curious about their learning.
- Most importantly, second year learners are more familiar with taking most of the responsibility for their learning improvement and learning progress.

On the other hand, and in order to collect satisfactory data in relation to teachers, we have selected five teachers of oral expression and written expression who have a considerable experience in teaching these courses at the university.

1.3 Data gathering tools

The main purpose of selecting these gathering tools is based on the central aims of our research. First, the study aims at describing, identifying and understanding how positively affects assessment on the learners to become self-dependent. Second, it aims at proving that

learners should be aware of their learning needs, problems and that they need more help to improve their learning. Third, it aims at showing the positive effect of using some of assessment strategies in enhancing learners' capacities and improving autonomy as a skill in itself. On that base, we have used one gathering tool: questionnaires submitted to both teachers and learners to investigate their different opinions and attitudes towards empowering autonomy through the use of assessment.

1.3.1 Students' questionnaire

a- Aim of the Questionnaire

We have designed a questionnaire for second year students of English to collect data about their background and knowledge of assessment, attitudes towards classroom activities to evaluate their proficiency and to know their opinions about using assessment strategies to improve their learning.

b- Description of the Questionnaire

Students' questionnaire has been proposed to sixty second year students. And in order to make sure that all of them have understood the questions, we have explained each section of the questionnaire:

Section one: It consists of four questions that aim at gathering personal information about the student: gender, choice of studying English, level in English and whether he /she informed before about the concept of assessment.

Section Two: It includes questions about assessment and students opinions about their teacher methods and techniques. Also, the types of assessment: individual, pairs or groups and the use of different classroom activities.

Section Three: It deals with the concept of autonomy, the learners' favorite classroom activities, and the teacher responsibility to help learners understand and depend on themselves.

C. Analysis of Student's Questionnaire

Item one: Students' Gender

Option	Participants	Percentage
Female	46	92%
Male	04	8%
Total	50	100%

Table 01: Students' Gender

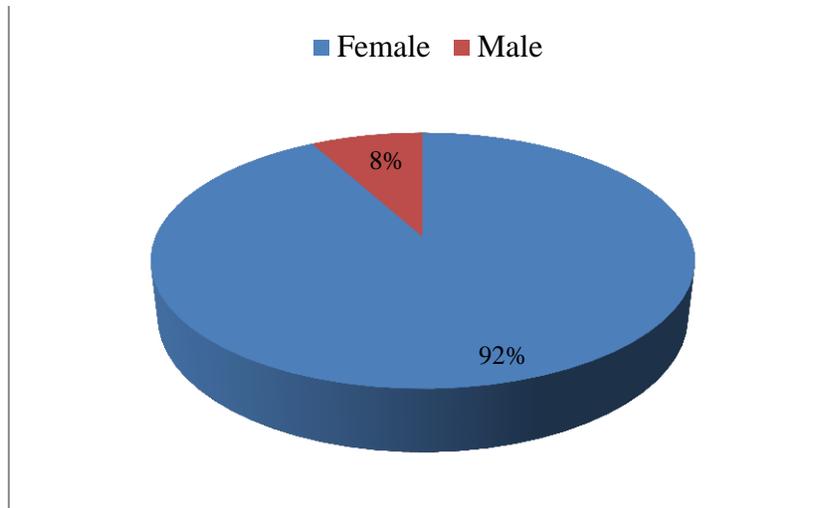


Figure 01: Students' Gender

From the table above, we observe a great difference between the number of males (8%) and females (92%). This reflects the actual situation of Algerian Universities that female students tend to choose the literary streams (mainly languages) in opposition to males who rather choose the scientific streams with more technical branches.

Item Two: Students' choice of Study English

Option	Participants	Percentage
Optional	43	86%
Imposed	07	14%
Total	50	100%

Table 02: Students' Choice of English Language

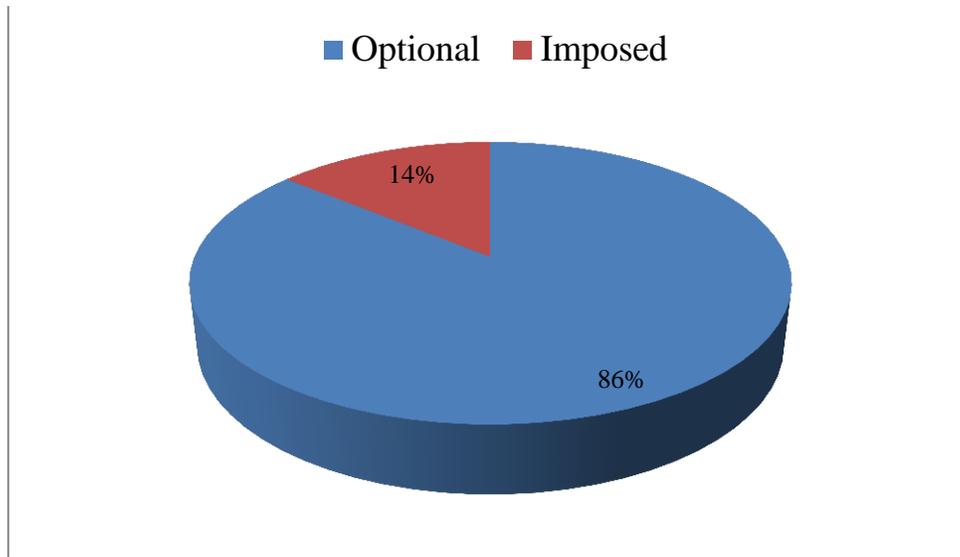


Figure 02: Students' Choice of English Language

The results above show that (86%) of the whole sample has deliberately and personally chosen to study English at the University, because they like this language. However,(14%) confessed that it imposed to them.

Item Three: Students' Level in English

Option	Participants	Percentage
Good	17	34%
Average	33	66%
Bad	0	0%
Total	50	100%

Table 03: Students' Level in English Language

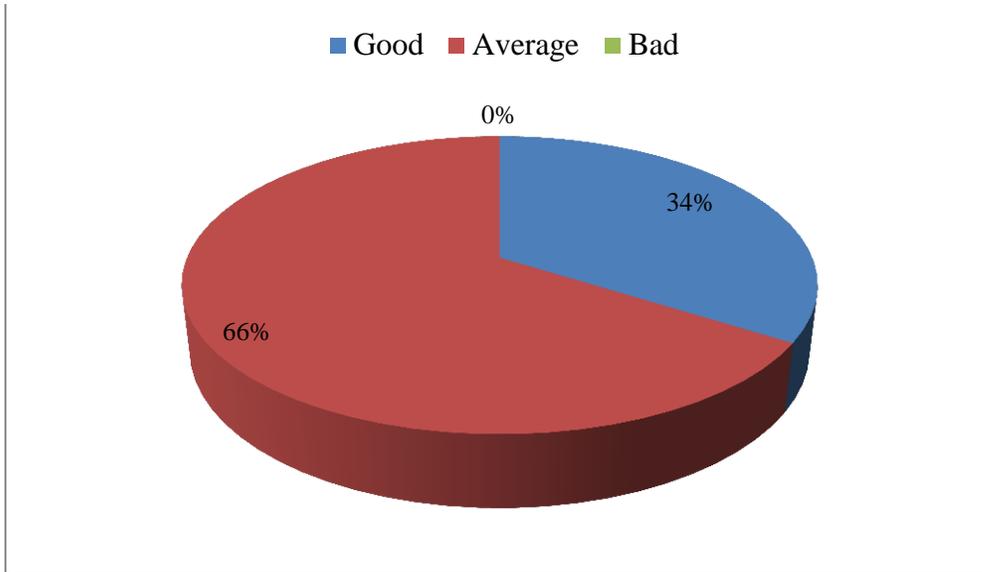


Figure 03: Students' Level in English

We can read from the table above that more than half of the students' (66%) indicated to have an 'average' level in the English .(34%) evaluated their level to be 'good', and no one (0%) revealed that he /she a 'bad' level in English

Item Four: Students' Attitude towards Assessment

Option	Participants	Percentage
Yes	21	42%
No	29	58%
Total	50	100%

Table 04: Student' Attitude towards Assessment

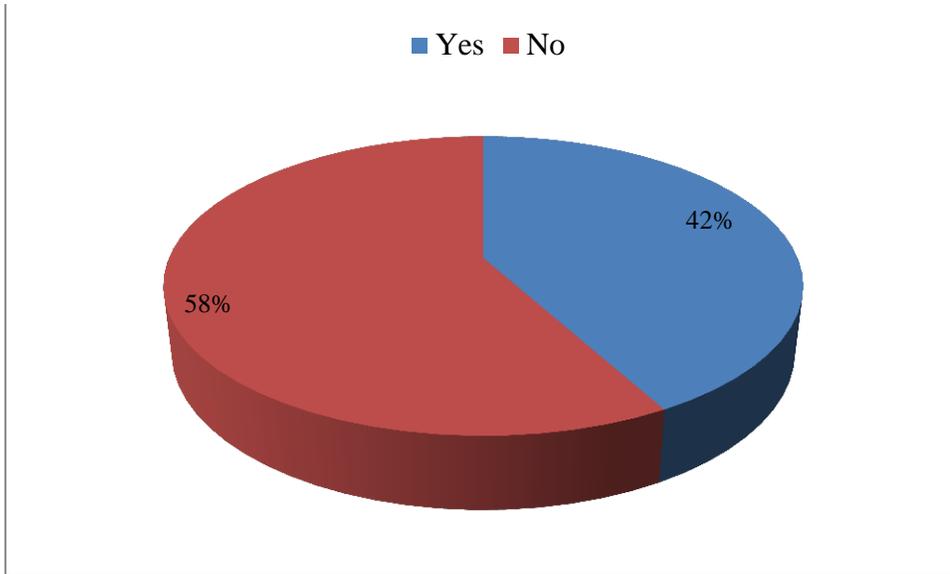


Figure 04: Students 'Attitude towards Assessment

The figure above shows the percentage of the students that haven't heard before of the term 'Assessment' which is (58%); whereas, (42%) revealed that they know about this term. This means that the majority of students at the University need to know about assessment, its importance and impact on the learning process.

Item 05: Teachers' Strategies for assessing the students'

Option	Participants	Percentage
Homework	11	22%
Oral Participation	17	34%
Classroom discussions	17	34%
Homework+Oral discussions	04	8%

Total	49	100%
-------	----	------

Table 05: Teachers' Strategies for assessing the students'

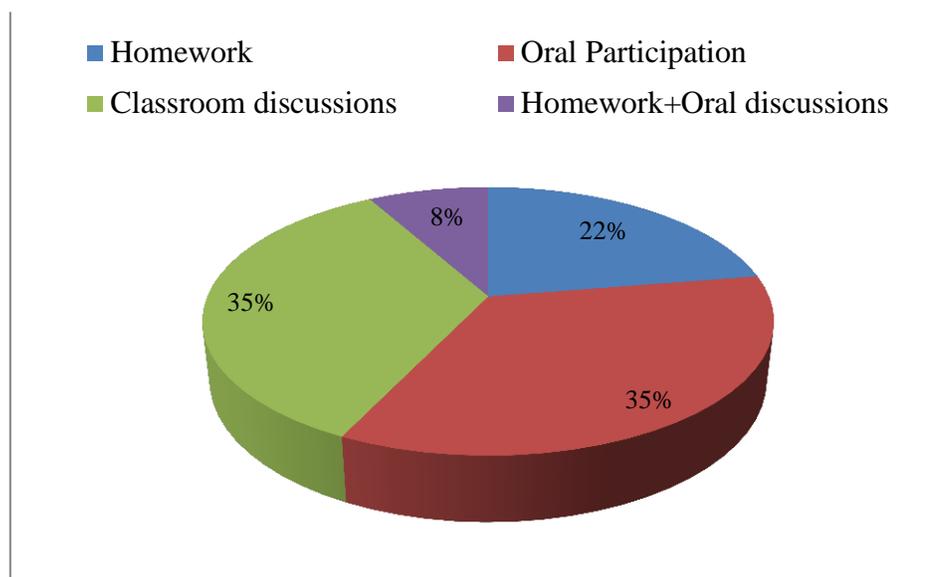


Figure 05: Teachers' Strategies for assessing the students'

The results above show that (22%) of the whole sample of the teachers have chosen to assess the students' using 'homework'. However; (34%) consider 'oral participation'. The same percentage (34%) through 'classroom discussions'. Whereas only (8%) utilize both: homework+ oral participation. This means the majority of students respond to homework more than the other strategies. However; there is only one student who did not choose any option.

Item Six: Giving the opportunity for students to express their opinions and ideas

Option	Participants	Percentage
Always	18	36%
Sometimes	20	40%
Never	12	24%
Total	50	100%

Table 06: Giving the opportunity for students’ to express their opinions and ideas

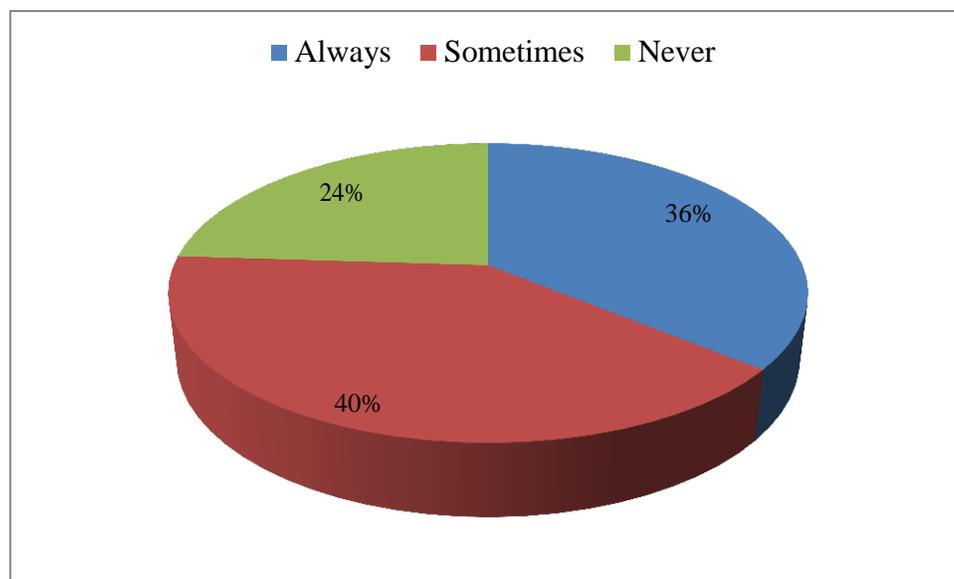


Figure06: Giving the opportunity for students to express their opinions and ideas

The table above shows that (36%) of the students indicates that the teachers ‘always’ give the chance to express their opinions, nevertheless, (40%) said that teachers ‘sometimes’ give them the opportunity to express themselves, and only (24%) said ‘never’/. Therefore, the

majority of students claimed that only sometimes gave the chance to express their opinions inside the classroom.

Item Seven: Teachers' Responsibility to design lessons in relation to students' needs in the learning progress

Option	Participants	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table 07: Teachers' responsibility to design lessons in relation to students' needs in the learning process

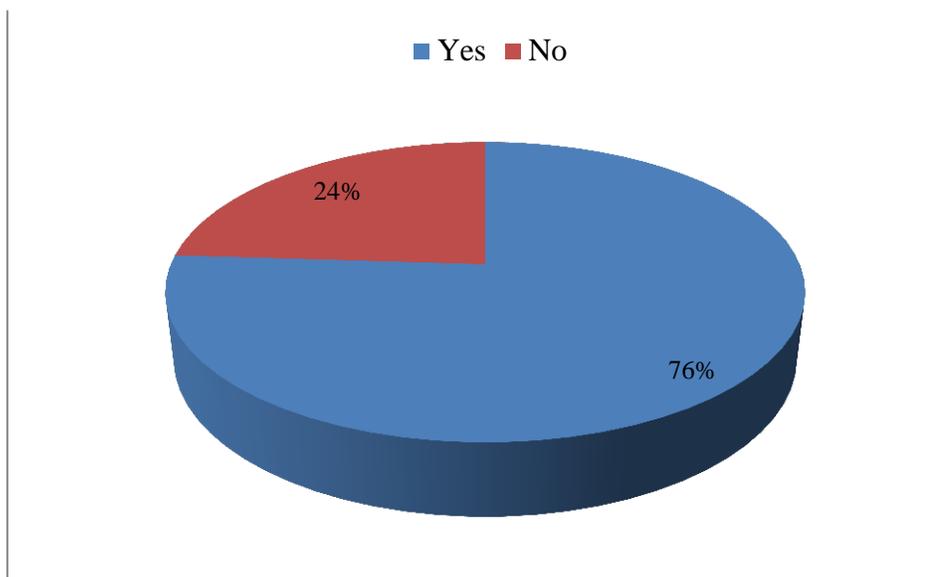


Figure 07: Teachers' responsibility to design lessons in relation to students needs in the learning process

We can notice that a great percentage (76%) of students have chosen ‘yes’ and only a few (24%) have chosen ‘no’. These results, especially the positively answer focus on the solving problems and needs that face the students in the classroom.

Item Eight: Teachers’ Strategy of using examples for handling the students’ difficulties.

Option	Participants	Percentage
Always	20	40%
Sometimes	26	52%
Rarely	04	08%
Total	50	100%

Table 08: Teachers’ Strategy of using examples for handling the students’ difficulties

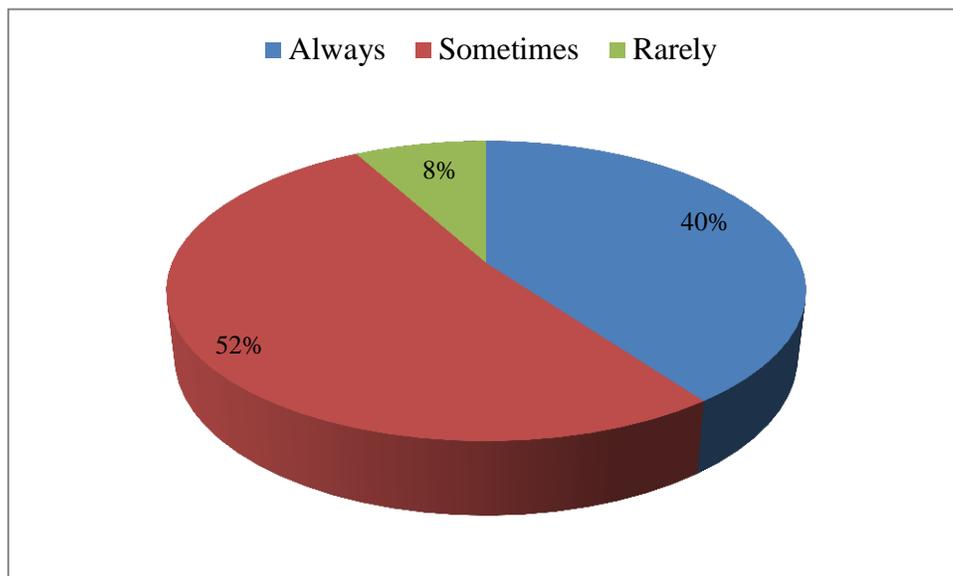


Figure 08: Teachers’ Strategy of using examples for handling the students’ difficulties

It is clear that (52%) of the answers were ‘sometimes’, whereas (40%) indicates ‘always’, and only (8%) said ‘rarely’. Therefore, we can notice that the majority of students answers were ‘sometimes’ because the use of examples to support the lessons makes them better understand, especially if the examples are from reality. On the other side, they suggested that ‘sometimes’ the teachers do not use the examples. It means, the problem depends on the kind of question. The percentage of (40%) shows whenever the students’ require that teachers’ explain the lesson in simple ways.

Item Nine: Teachers’ Activities for assessing students.

Option	Participants	Percentage
Groups	11	22%
Individually	25	50%
Pairs	11	22%
Groups + Pairs	03	6%
Total	50	100%

Table 09: Teachers’ activities for assessing students

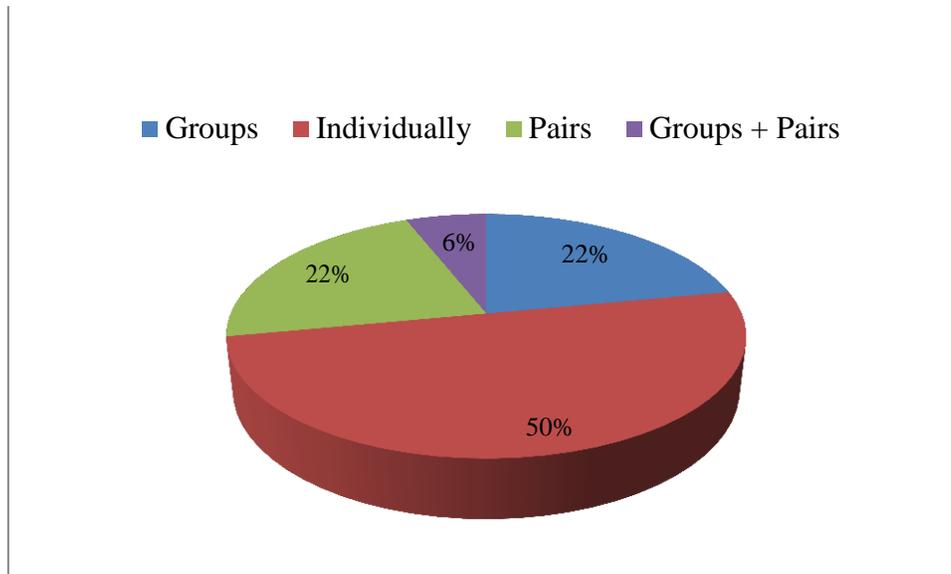


Figure 09: Teachers' activities for assessing students

From the results in the table above only (22%) of the students declared that teachers' assess them in 'groups', whereas; an important number (50) said 'individually'. Therefore, (22%) in 'pairs', (6%) prefer groups+ pairs. One of the students said it depend on the nature of activity. Therefore, the results show that the students differ in their preferences concerning the activities in classroom. They think that whenever the teachers 'assess them in different ways, it makes them develop their learning abilities.

Item Ten: Teachers' Assessment during each semester.

Option	Participants	Percentage
Yes	31	62%
No	19	28%
Total	50	100%

Table 10: Teachers' Assessment during each semester

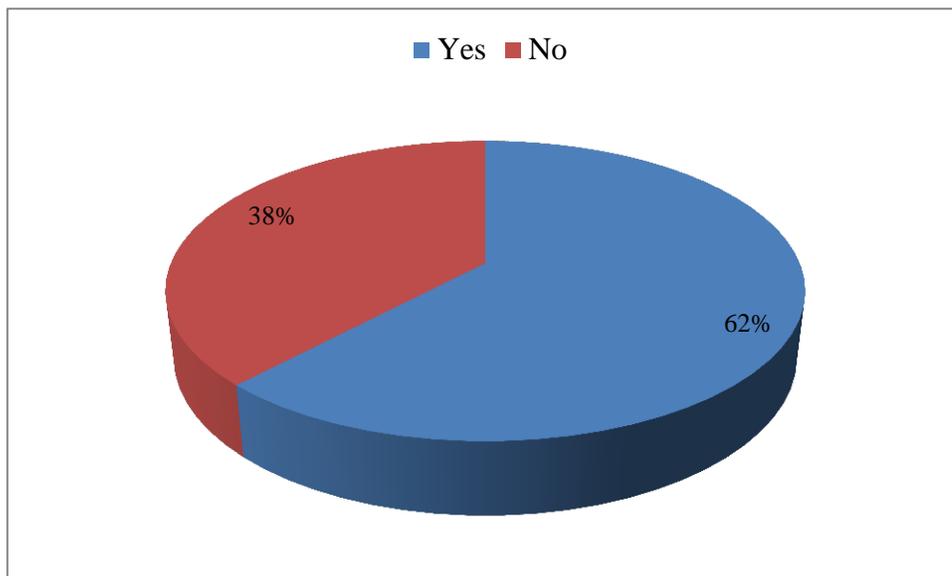


Figure 10: Teachers' Assessment during each semester

(62%) of students said 'yes' and think that teachers assess them in organized ways, checking their levels, and developments. Whereas, only (28%) said 'no' and do not think so.

Item Eleven: Checking understanding of students during classroom activities.

Option	Participants	Percentage
--------	--------------	------------

Yes	27	54%
No	23	46
Total	50	100%

Table 11: Checking understanding of students during classroom activities

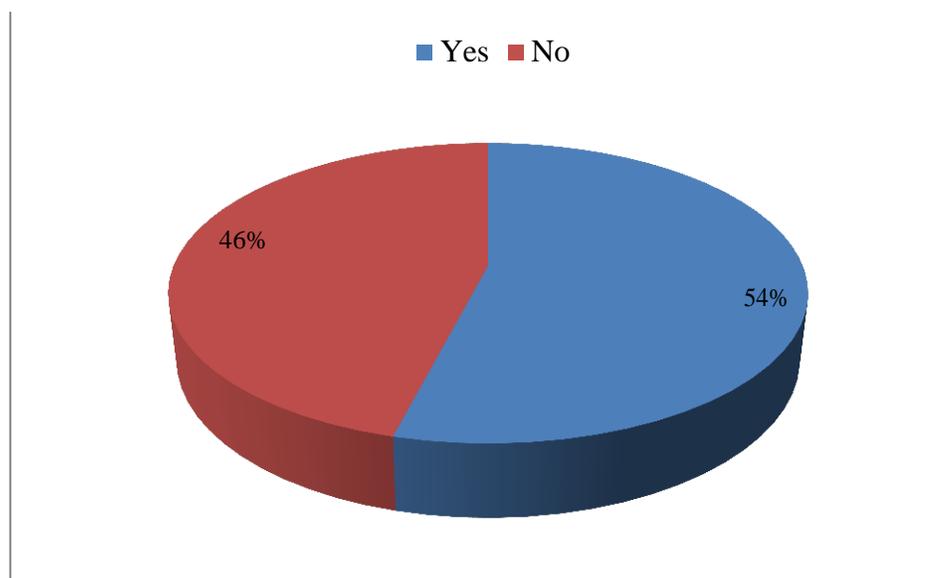


Figure 11: Checking understanding of students during classroom activities

We have found that (54%) of students said ‘yes’ which means that teachers check them in each activity for better understanding. Whereas (46%) answered by the negative ‘no’. In other words, teachers just give them the activity without checking them at all.

Item Twelve: Teachers' instructions for students in their learning progress.

Option	Participants	Percentage
Always	26	52%
Sometimes	22	44%
Never	02	4%
Total	50	100%

Table 12: Teachers' instructions for students in their learning progress.

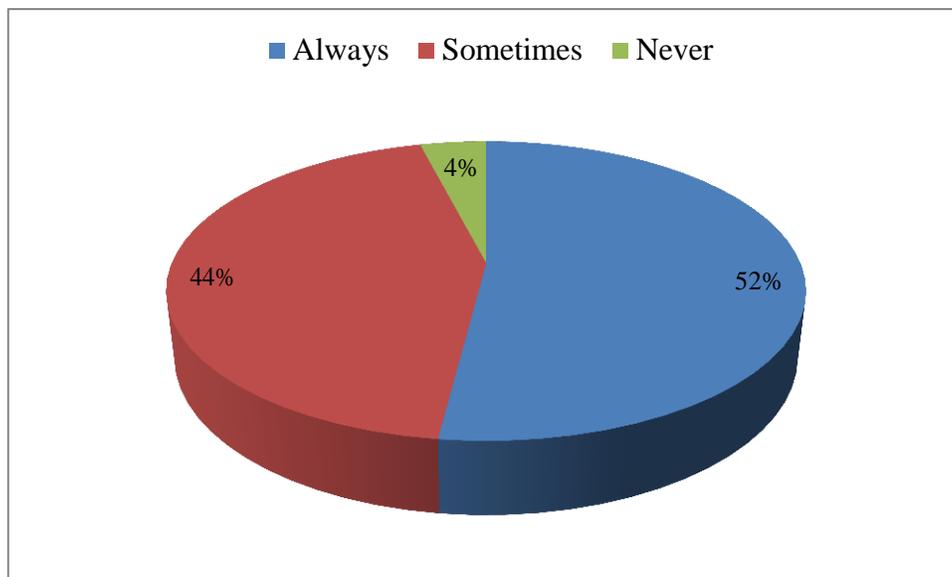


Figure12: Teachers' instructions for students in their learning progress

From the table above, it is clear that (52%) of the students said 'always' which indicates that their teachers each time explain the given instructions.(44%) of them said 'sometimes', and only(4%) said 'never'. Therefore, the explanation of the instructions increases students' understanding.

Item Thirteen: Students' assessment information according to questioning and *feedback activities.*

Option	Participants	Percentage
Effective	43	86%
Not effective	07	14%
Total	50	100%

Table 13: Students assessment information according to questioning and feedback activities

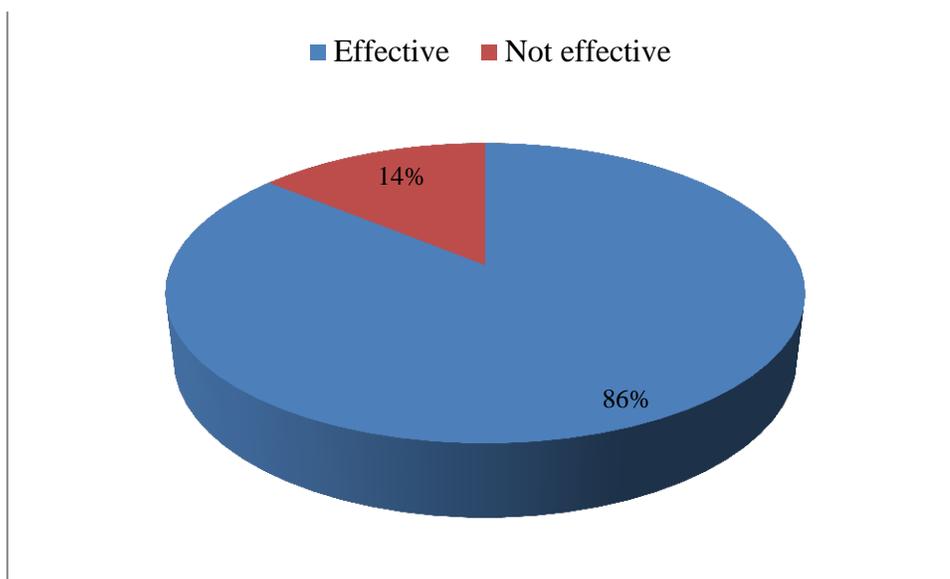


Figure13: Students assessment information according to questioning and feedback *activities*

We found that significant percentages (86%) of students think that questioning and feedback activities are an ‘effective’ way to assess their information and improve their capacities. A lot of them thought that this helps them to improve their performance, discover their mistakes, and make them aware of their levels. Whereas, only (14%) thought that there are some difficulties because teachers cannot find solutions to them. In addition, they believed that each learner has his own feedback and standard cannot be effective all the time and with everyone.

Item Fourteen: Students’ knowledge about ‘Learning Autonomy’.

Option	Participants	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 14: Student’ Knowledge about ‘Learning Autonomy’

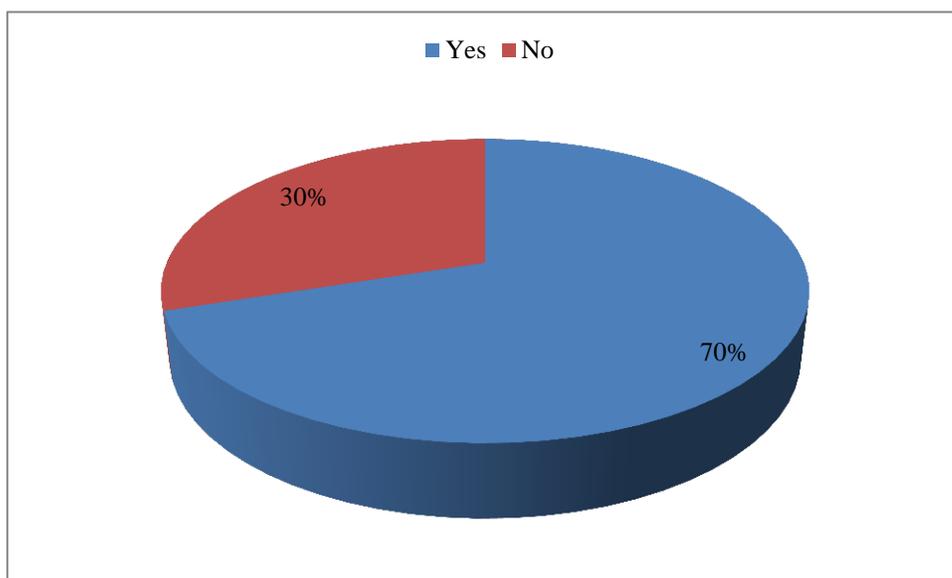


Figure 14: Students' knowledge about 'Learning Autonomy'

The figures above show the percentage of students that have heard about 'learning autonomy' which is more than a half (70%) whereas (30%) of students do have not heard before of the concept. It means that the majority of students at the University have a background knowledge about autonomy its impact on their learning.

Item Fifteen: Students' preferred activities in the classroom.

Option	Participants	Percentage
Group work Activities	19	38%
Oral Presentation of a research work	07	14%
Discussion about particular topic	17	34%
Group work Oral Presentation of research work	07	14%
Total	50	100%

Table 15: Students' preferred activities in the classroom

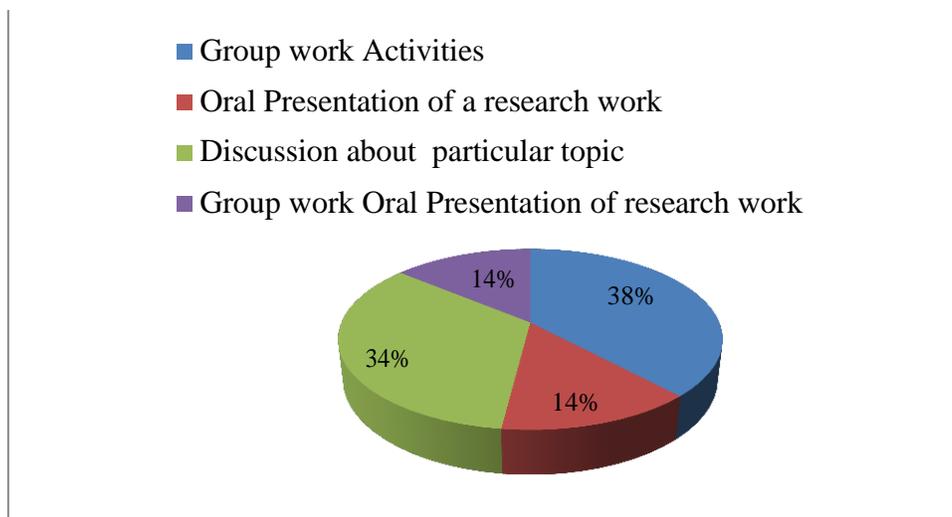


Figure 15: Students' preferred activities in the classroom

We can notice that students prefer 'group work activities (38%) to all the other types of activities. Some (14%) have chosen 'presentation', (34%) 'discussion about particular topic'. (14%) of students about 'group work activities+ oral presentation of a research work'. The first results reveal that most of students prefer written activities.

Item Sixteen: Students' perception of themselves as autonomous learners.

Option	Participants	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Table 16: Students' perception of themselves as autonomous learners

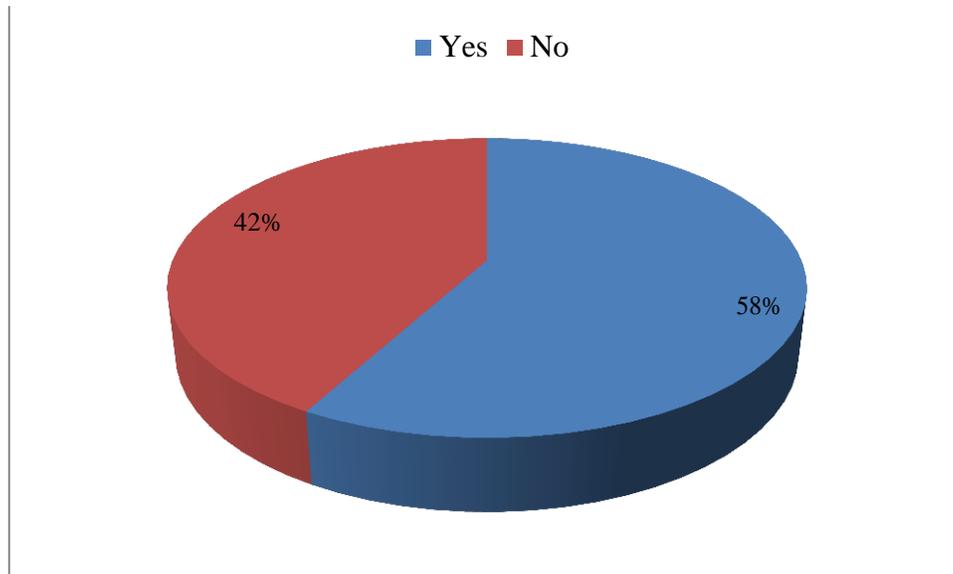


Figure 16: Students' perception of themselves as autonomous learners

The results above show that (58%) of the sample are autonomous in learning which means that they do not completely rely on their teachers but they search for information by themselves outside the classroom. However,(42%) do not believe they are autonomous and do not try to enrich their learning relying on themselves.

Item Seventeen: Psychological factors affecting learning inside classroom.

Option	Participants	Percentage
Motivation	17	34%
Anxiety	08	16%
Self- Confidence	15	30%
Motivation+Self Confidence	10	20%
Total	50	100%

Table 17: Psychological factors affecting learning inside classroom

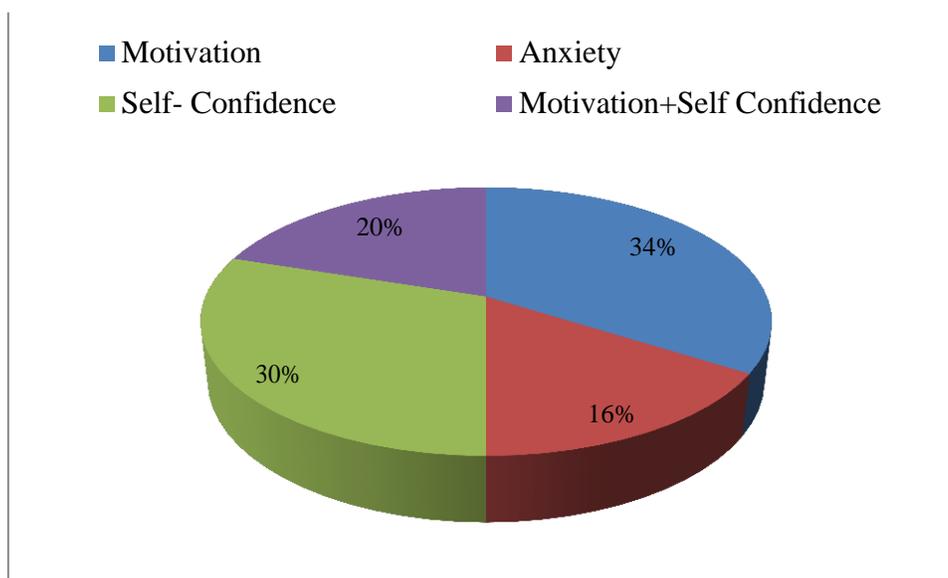


Figure 17: Psychological factors affecting learning inside classroom

Students differed in opinions about the psychological factors that may affect learning and achievements inside the classroom. (34%) opted for ‘motivation’, (16%) for ‘anxiety’, (30%) for ‘self-confidence’, (20%) for ‘motivation+self-confidence’. However, there are two

students who have chosen all the factors and one of them has given a suggestion of another factor which is ‘self-esteem’. We can notice that the learners have different points of view about what may hinder their achievement. Nevertheless, the majority focused on motivation+self-confidence as being the most effective factors.

Item Eighteen: Teachers’ giving responsibilities.

Option	Participants	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table Eighteen: Teachers’ giving responsibilities

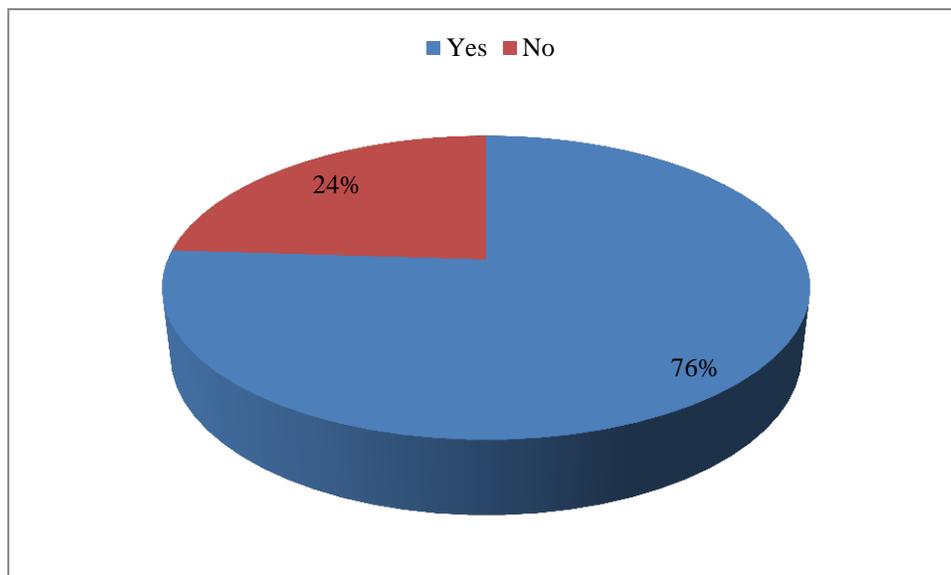


Figure Eighteen: Teachers’ giving responsibilities

From the answers of the students, we notice that (76%) of them declared that their teachers make them the responsible in the classroom and encourage them to participate in the process of teaching/ learning. However,(24%) revealed they are not given opportunities to be more autonomous in class. and this leads us to call for teachers’ awareness of the importance of providing learners’ with some freedom and autonomy in order to be conscious of their progress and appreciate it.

Item Nineteen: Teachers’ Reasons for giving responsibilities to students.

Option	Participants	Percentage	Percentage
1	11	46%	29%
2	04	08%	11%
3	05	10%	13%
4	13	26%	34%
2+3	03	06%	08%
1+4	2	04%	05%
Total	38	100%	100%

Table 19: Teachers’ Reasons for giving responsibilities to students

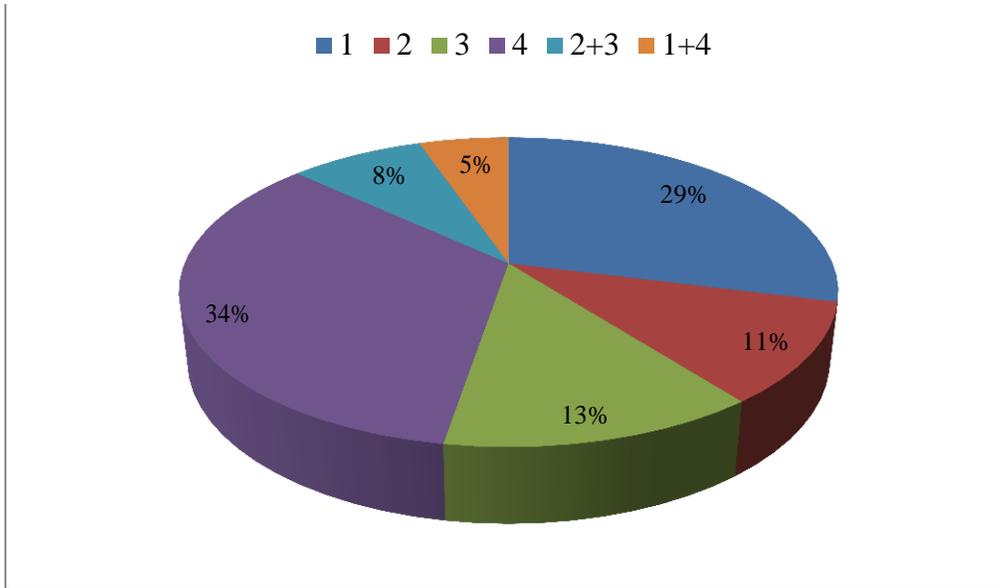


Figure 19: Teachers' Reasons for giving responsibilities to students

(34%) of the students said that their teachers give all the responsibilities to students in the classroom in: letting them correct and evaluate themselves, decide about the method to use, decide on the kind of topics, and ask them to prepare the lesson and present it. (29%) of students have selected letting them correct and evaluate themselves,(11%) decide about the method to use, (13%) about the kind of topics and activities to use. But, only (8%) have chosen the method +the kind of topics and activities to use, and about (5%) asking them to prepare the lesson and present it.

Item Twenty: Students' opinion about who is responsible for learning.

Option	Participants	Percentage
Teachers' Responsibility	04	8%
Learners' Responsibility	06	12%
Shared Responsibility	30	60%

Total	50	100%
-------	----	------

Table 20: Students’ opinion about who is responsible for learning

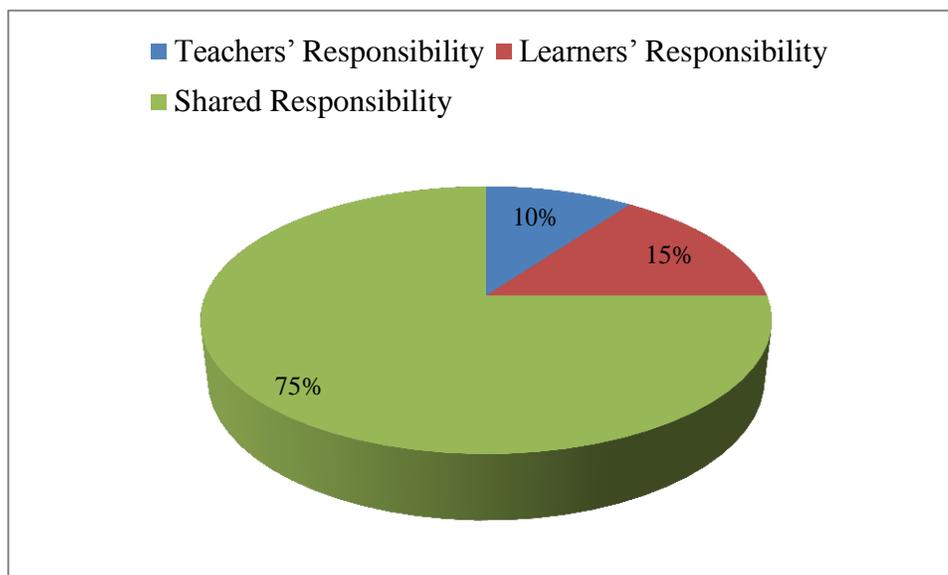


Figure 20: Students’ opinion about who is responsible for learning

More than the half (60%) of the sample think that the learning process is a ‘shared responsibility’ between teachers and students and that both sides must collaborate to achieve important results. (12%) of students think they are the ones responsible for supervising and controlling their own learning and only (8%) indicate ‘the teachers’ responsibility’.

Item Twenty One: Students’ reliance on the given information in class.

Option	Participants	Percentage
Yes	27	54%
No	23	56%

Total	50	100%
-------	----	------

Table 21: Students' reliance on the given information in class

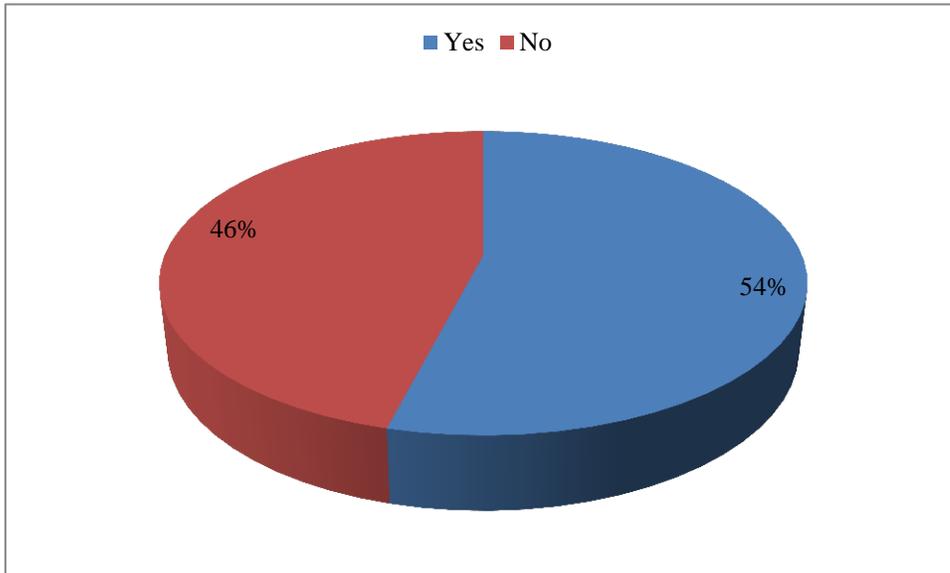


Figure 21: Students' reliance on the given information in class

(46%) of students declared that they do not depend only on the information delivered inside the classroom. It means that they depend on both themselves and their teachers in learning the language. (54%) of them said that they depend entirely on the information in the classroom and do not try to search for further data outside the formal setting.

Item Twenty Two: Students' dependence on their teachers.

Option	Participants	Percentage
Totally	21	42%
Partially	29	58%

Total	50	100%
-------	----	------

Table 22: Students' dependence on their teachers

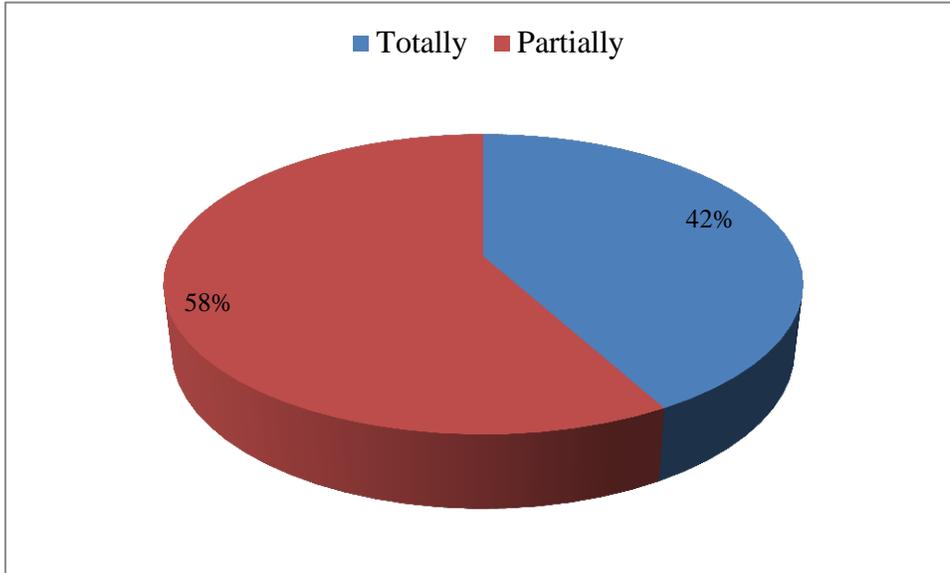


Figure 22: Students' dependence on their teachers

The results above show that the majority of students (58%) do not just depend on just their teachers but also on themselves or sometimes mates. however,(42%) confessed that they depend 'totally' on the teacher who is the one who delivers information, explains, assesses and corrects.

Item Twenty Three: The students 'attitude towards and required task.

Option	Participants	Percentage
Self-Dependent	10	20%
Responsible	08	16%

Both	32	64%
Total	50	100%

Table 23: The students' attitude towards and required task

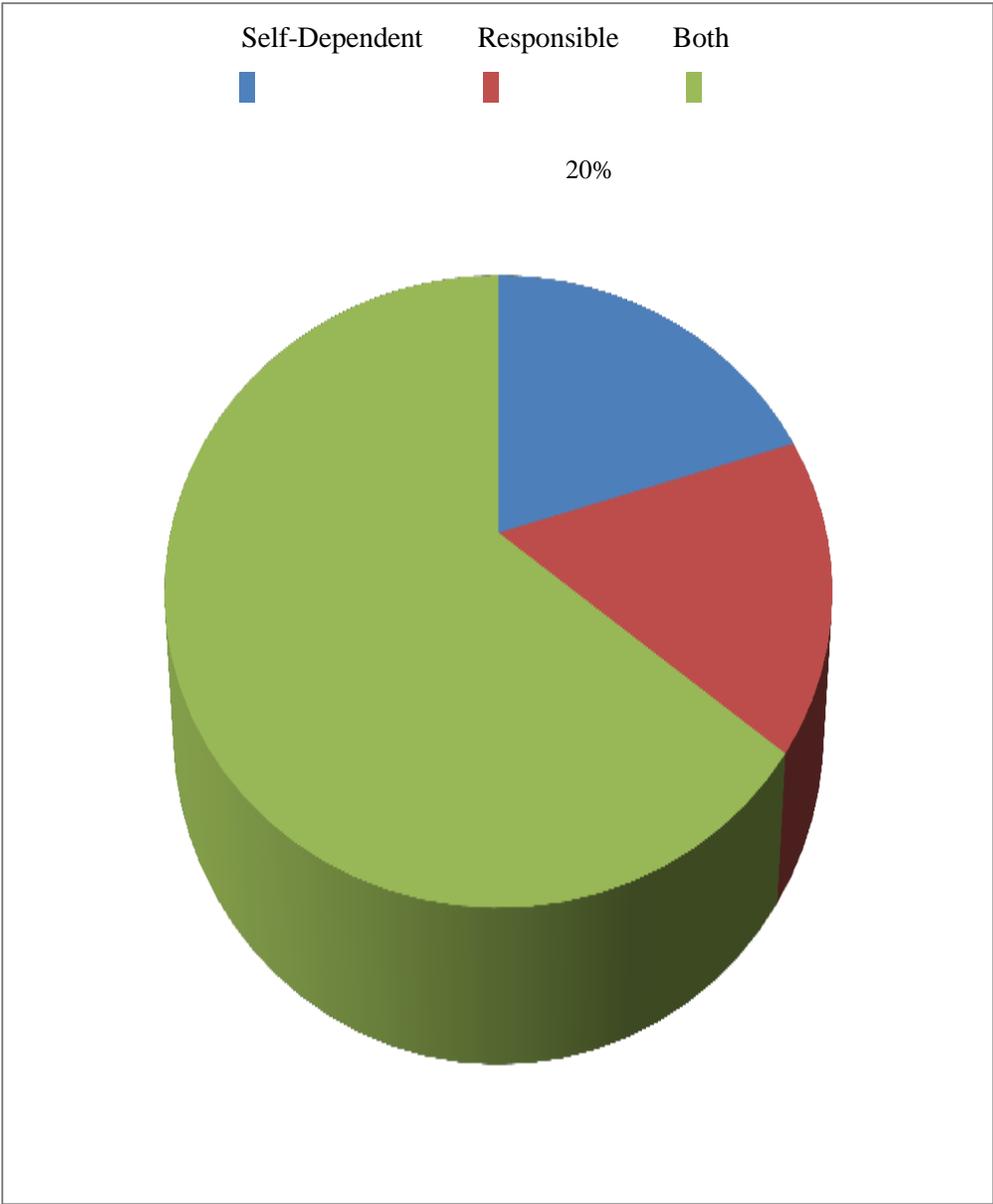


Figure 23: The students 'attitude towards and required task

From the answers of students, the majority of them (64%) declared that at the end of activities or tasks they feel both 'self-dependent and responsible'. (20%) self –dependent and only (16%) are 'responsible'. It means that the activities in general are considered as effective way to make them self-dependent and responsible.

1.3.2 Teachers' Written Interview Introduction

This section deals with the analyses of the results obtained from the teachers' written interview. The participants were asked to answer eleven open-ended questions to elicit specific information of their perception of the assessment strategies. This procedure aims also at investigating teachers' forms of teaching, and their attitudes towards learning autonomy. The responses to the open-ended questions of the written interview and their corresponding analyses will be presented respectively

a- Description of the Written Interview

Five interviewees were asked to answer eleven open-ended questions related to their perception of assessment strategies, and their attitudes towards learning autonomy. All of the teachers either teach written expression or oral expression. The questions are as follows :

Question One, "What are your qualifications?"

This question was asked to determine the efficiency associated with the scientific level of the teachers.

Question Two, "How long have you been teaching English?"

This question is posed to know about the teachers' experience because it helps to provide different opinions which are based on their experiences in the field.

Question Three, “Which course have you already taught?”

This question aims to identify information about the courses that have been ensured by the teachers.

Question Four, Which courses do you teach actually?”

This question aims to constitute a closer view about the exact courses presented taught at university.

Question Five, “ Do you think about using Assessment strategies?”

This question helps us to find out the opinions and background knowledge of teachers about the concept of assessment strategies.

Question Six, “Generally , assessment strategies refer to the use of various strategies of teaching that are intended to satisfy the learners” needs and solve their problems ..Do you use different assessment strategies in order to help learners?”

This question aims to know if teachers use assessment strategies within the classroom to help the students overcome their difficulties.

Question Seven, “Do you use any activities that aid learners to improve their sense of responsibility towards their learning?”

This question was asked in order to know the activities for improving the sense of responsibility.

Question Eight, “How do your students usually respond to these activities?”

This question intended to find out responses of students to these activities.

Question Nine, “Do you think that autonomy should be promoted only within the classroom?”

This question is put to know the teachers’ attitudes towards the context of autonomy .

Question Ten, “What should teachers do to enhance learners’ responsibility towards their learning outside the classroom?”

This question aims to identify the teachers’ encouragement of the responsibility outside the classroom.

Question Eleven, “Do you think that the students’ capacities will be improved by using activity, procedure, or method?”

This question was asked to know the teachers’ using of different techniques of teaching in order to improve the students’ capacities.

b- Analysis of the written interview

Question one: What are your qualifications?

We can say that the sample is highly qualified, three of the interviewees have the Magister degree and two have received a PH.D degree.

Question Two: How long have you been teaching English?

Teacher 1: four years

Teacher 2: two years

Teacher 3: four years

Teacher 4: twenty-two years

Teacher5: ten years

The results show that the respondents have been teaching at the University from two years to twenty-two years. This means they are well experienced in teaching English in foreign language classrooms.

Question Three: Which courses have you already taught?

Teacher 1: Written expression, Grammar and Oral expression

Teacher 2: Culture of language and Oral expression

Teacher 3: Oral expression and written expression

Teacher 4: All the courses except discourse analysis and pragmatics

Teacher 5: Oral expression, written expression, didactics, culture of language and ESP

Concerning written expression and oral expression, the entire sample has taught these courses. In addition, three of them taught the course culture of language. One of the interviewees taught all the courses except discourse analysis and pragmatics. It means the teachers at this University are highly qualified, competent and have a long experience in teaching and education.

Question Four: Which courses do you teach actually?

Teacher 1: Oral expression

Teacher 2: Culture of language and oral expression

Teacher 3: Written expression

Teacher 4: Social science and humanities, civilization, oral expression

Teacher 5: Written expression and oral expression

From the answers above, we can notice that most teachers have an experience in teaching almost all the courses.

Question Five: What do you think of using ‘assessment strategies’?

Teachers’ answers are summarized in the following points:

- It is a good strategy.
- They are useful and effective in improving the students’ oral performance
- It is very important to evaluate the students.
- It is very important.
- Assessment is a part of learning. Using strategies of assessment helps the teacher evaluate and observe the progress of learners.

Question Six: Generally, assessment strategies refer to the use of various strategies of teaching that are intended to satisfy the needs and solve the problems of learners. Do you use different assessment strategies in order to help learners?

All the interviewees 'agree' that they all the time try to use different assessment strategies to satisfy the learners’ needs and help them in their learning. Their justifications and the different assessment strategies are summarized in the following:

- Group work, pair work and role-play are all techniques for assessing the level of students in learning.
- It can be oral tests or problem-solving activities.
- It can be on reading, listening, writing, and self-expression.
- My students are assessed both formatively and summatively to measure their achievements and evaluate their developments.

Question Seven: Do you use any activities that aid learners to improve their sense of responsibility towards their learning?

All the responses were positively, teachers" use activities to make the learners responsible to their learning. The following examples represent their justifications:

- 'Guess with me' is a good technique for teaching vocabulary and engaging students in serious learning through the use of slides and pictures.
- Oral presentation, vocabulary activities, literary texts (poems, songs, short stories).Also group discussion and language games.
- To make research about phrases, transitional expressions, preposition through consulting internet "Google Books" and to cite the source for debility and to train them to seek usually scientific justifications through books(via reading).
- Reading, word games, and communicative activities.
- Ungraded home assignments, further practices (outside class), and peer and self-assessment.

Question Eight: Do your students usually respond to these activities?

Only four teachers answered this question, the responds are:

- They are highly motivated to words.
- It depends on each group. In some groups they are motivated students who have a good level. This helps them interact positively in different activities, particularly the problem-solving ones and the language games.
- They are almost optimistic and want to do it; they even, ask how to have access to 'Google Books.'
- They often consider them as an extra work to do. Few of them accomplish them unless they are graded and considered as a part of their global 'mark'.

Question Nine: Do you think that autonomy should be promoted only within the classroom?

From the answers proposed, we can notice that all the interviewees „disagree“, they think that students do not have to promote autonomy just inside the classroom but also outside it by searching and learning the language by themselves.

Question Ten: What should teachers do to enhance learners' sense of responsibility towards their learning?

Teacher 1: to do extensive reading and practice what they have learnt in classroom for better achievement.

Teacher 2: assignments and homework are good educational tools that students use to enhance their levels individually

Teacher 3: giving them homework, asking them to make research to know their linguistic background

Teacher 4: sensitize them to the importance of learning out of the class

Teacher 5: personal tasks and projects of their own choice. They should be appreciated and recommended as a part of evaluation. Extensive reading and writing

It is clear that each interviewee gives a different view and opinion about what he/she can do to increase sense of responsibility outside classroom. All of them have given positive opinions which really can help learners in many ways in the learning progress.

Question Eleven: Do you think that the students' capacities will be improved by using activity, procedure, method?

Teacher 1: method

Teacher 2: activity, procedure, and method

Teacher 3: activity, procedure, and method

Teacher 4: activity, procedure, and method

Teacher 5: no answer

The clarifications of each teacher to this question summarized as follows:

- The chosen method will affect the learning potential of students. So, teachers should be aware of that.

- Teaching means having certain eclectic teaching methods which follow certain procedures. In addition, the latter contains activities to practice what they have learned. Therefore, the three components or elements are important for the teacher.
- Practice gives students a chance to understand what seems to be difficult and apply what they learn to evaluate their progress and level.
- All the options. Students need to diversify their approach to learning English.

C. Discussion of the findings

The teachers' written interview was conducted with two main aims:

Firstly, to have insight into the teachers' perceptions of the assessment strategies, and their attitudes towards learning autonomy.

Secondly, to complement and confirm the results stated previously in the questionnaire.

The analysis of the responses to the written interview supplied by teachers of English at Biskra University allows drawing certain significant conclusions:

- Through the analysis of teachers' responses, it is clear that they have a vast background knowledge about assessment. This is useful and effective in improving the students' performance.
- Through the use of various assessment strategies, teachers have a high level, knowledge and experience of teaching. That help students to satisfy their needs and solve their problems in their learning, especially group work which aids to assess the level of students.

- The teachers use different activities to motivate students, and make them interact positively in these different activities. Lastly, it encourages them to become self-dependent.
- Through the teachers' answers, it is clear that learners have some difficulties inside the classroom namely misunderstanding.
- Giving homework to students outside the classroom is an effective technique to solve their problems. It makes them practice what they have learned in the classroom for better performance and achievement.
- According to the responses of teachers with respect to following certain procedure, they think that the most important is the right method of teaching. All the elements result successful teaching, and make the students self- dependent and responsible at the same time.

Conclusion

The students' questionnaire enabled us to gather views and attitudes concerning the use of assessment strategies that enhance learners' autonomy to learn English.

Moreover, these views allowed us to identify the needs of learners second year at Mohamed Kheider University. In fact, we have noticed that there is proximity between the students who heard the term of assessment and those who did not.

Furthermore, a great majority of students have knowledge of autonomy. After giving them a clue about the definition of the concept, they considered themselves autonomous in learning English due to many factors.

On the whole, there are two points worth mentioning, first the interview fulfilled its aims of providing further insight into teachers' views of their perception of assessment, and their attitudes towards learning autonomy. Their responses complemented the ones obtained via the students' questionnaire. Second, teachers revealed that an assessment strategy is a helpful technique to enhance learners' autonomy. Consequently, a confirmation of the hypotheses has been obtained via teachers responses. The teachers' standpoints towards the use of assessment strategies in EFL classes confirm positive attitudes that state encouragement to adopt it. Because it helps the learner to share the learning with other peers as well as ideas and develop social skills. In this paradigm, the participants confirm the first hypothesis through their opinions stated in the interview and through experience in their field. Therefore, the hypothesis is effective and true, namely that using assessment strategies make learners autonomous in their learning.

Suggestions and Recommendations

The present investigation has resulted with some interesting outcomes that can constitute the following recommendations:

- The Practice of activities for self-dependence inside or outside the classroom is beneficial.
- The use of feedback activities may conduct to high-level assessment of information.
- The outside and inside factors such as motivation and self-confidence are useful to the learning achievement.
- The adaptation of some assessment strategies can contribute to enhance learners' autonomy.
- Teachers should devote more time to accustom students to the assessment strategies through the use of groups, peers or even small groups as a part of the lesson.
- Different assessment strategies should be used in teaching throughout the various stages and levels to enhance students' activities.
- Teacher of English should suggest more classroom activities that enable students to interact with each other.
- In classroom situation, students should learn within a relaxing, effective, and interactive atmosphere which eventually would foster their self-dependence and responsibility.

General Conclusion

The investigation carried out throughout study has succeeded to confirm that students are autonomous learners because of the use of assessment strategies that enhance as learning inside and outside the classroom. Originally, we have considered two different variables: assessment and autonomy. First, we have focused on the definition of assessment and its types and techniques. Second, we have demonstrated the importance of autonomy in learners" as an essential requirement of successful learning.

To examine those variables and prove their inter relationship, we have conducted a descriptive research using questionnaires as a valuable data-gathering tool. One has been administrated to second year students and the other to teachers of written expression and written expression at Mohamed Kheider University. Based on the data we have obtained from the questionnaires, we have proved that the majority of second year University students are autonomous learners.

Finally, the exploration of various assessment strategies that enhance learners" autonomy has confirmed the integration of assessment strategies in the teaching-learning process has many advantages with regard to autonomy and language development

REFERENCES

References

Adela, T., & Ína, S, S . (2011). Learner Autonomy .Theoretical and practical information for language teachers.

Agota, S . Anita,S. (2000).Learner Autonomy.aguide to developing learner responsibility.Compridge University Press.

Alastair, Irons. (2008). Enhancing learning through Formative assessment and feedback London and New York. academic press.

Annamaria, P. (2006) .Oxford Handbooks for language teachers. New York.

Assessment for learning for key stages 182. APMB Publication (2007) Produced by CCEA, 29 Clarend on Road, Clarend Dock, Belfast BT 13BG. www. Nicurriculum.org. UK.

Benson, PH. (2001). *Teaching and Researching Autonomy in Language Learning*. Malaysia: Pearson Education Limited.

Caroline, V. (1994) (2003).Beyond testing. Towards a theory of Educational Assessment. The Taylor & Francis e-library.

Dr Ciara,O. Enhancing student learning through Assessment. A toolkit Approach.

David ,G. (1999) Self – Assessment for autonomous language learners. University Hong Kong.

Earl, L. (2003). Assessment as learning: using classroom assessment to maximize student learning. Thous and Oaks, CA, Corwin Press.

Fatima, M. (2013). Empowering learners' autonomy through the use of Internet. University of Biskra.

Gary, D. P. (1997). Handbook of classroom Assessment. Learning, Achievement,

Kumaravadivelu. (2003). *Beyond methods*. USA: Yale university press.

Little, D. (2004). Learner Autonomy. Teacher autonomy and the European language

Portfolio. Printy college Dublin, Untelele, Universite de compiegne, 17-20 March 2004.

Little, D. Learning Autonomy: Drawing together the threads of self-Assessment, goal-setting and reflection.

Michael, K. R., & Peter, W. A. (2008, 2005 and 2001). Classroom assessment. Concepts and applications. McGraw-Hill companies, Inc.

Mark, D.S., & Francis, J. D. (2011). Classroom Assessment in action. Rowman & Littlefield Publishers, Inc. / United Kingdom.

Murray, J. (2001). Identify, motivation and Autonomy in language learning. Great Britain: data 1 LTF. International LTD.

Michael, H., & Paul M. (1994). Handbook for the English classroom assessment. Macmillan Publishers Ltd.

Richard, J. S., Judith, A.A. Jan, CH., & Stephen, Ch. (2007). Classroom assessment for student learning. "Doing It Right-using it well." By Pearson Education, Inc. Upper Saddle River, New Jersey, 07458.

APPENDIXES

Appendix A: Students' Questionnaire

STUDENT 'S QUESSTIONNAIRE

Dear students:

-The present questionnaire investigates learners'' attitudes towards the use of assessment strategies for improving second year students'' autonomy.

- Please read the questions carefully and then select the response option you feel best describes or comes closest to your particular situation. You are kindly required to put a cross in the box you have chosen or provide full answers whenever necessary.

Thank you very much.

Miss F.DASSA

Section one: Background Information

1. Gender: Male Female

2. Choice of English Language:

- Optional

- Imposed

3. How would describe your level in English?

Good Average Bad

4. Do you have some information about the concept assessment?

-Yes

-No

-If yes, what is your opinion about it?

.....

.....

.....

SECTION TWO : Assessment in the classroom

5. In the classroom , does the teacher assess you with respect to:

- Homework

- Oral Participation

- Classroom discussions

6. Does the teacher give you the opportunity to express your ideas and opinions?

- Always

- Sometimes

- Never

7. Does the teacher design lessons that focus on your needs and learning progress?

-Yes

-No

8. Does your teacher adapt a the strategy of using examples to answer your questions or choose to ignore them :

- Always

- Sometimes

- Rarely

- Whatever the alternative you select , please clarify:

.....
.....

9. whenever your teacher gives you an activity, does he/she assess you in :

- Groups

-Individually

-Pairs

10. Does your teacher assess you regularly during each semester?

- Yes

- No

11. During classroom activity, does the teacher walk around the classroom in order to check your understanding?

- Yes
- No

12. When the teacher's give instructions are complex, does he/she try to explain and simplify them?

- Always
- some times
- Never

13. How do you describe assessment information to promote your learning through questioning and constructive feedback that involves learners in feedback activities :

- Effective
- Not effective

-justify why.....
.....
.....

SECTION THREE: AUTONOMY IN CLASSROOM

1. Have you heard of the concept „learning autonomy“?

- Yes
- No

- If „yes“, what is your understanding of the concept?

.....
.....

2. What are your favorite classroom activities?

- Group work activities

- Oral Presentations of a research work

- Discussion about particular topic

-justify.....

.....

.....

3. Do you consider yourself an autonomous learner of English?

- Yes

- No

4. In your opinion, what are the psychological factors which affect learning achievement inside and outside the classroom?

- Motivation

- Anxiety

- Self-confidence

- Others.....

.....

5. Does your teacher let you take some responsibility inside the classroom?

-Yes

- No

- If yes', it is because :

- He lets you correct/evaluate yourself

- He lets you decide on the method you adopt

- He lets you decide on the kind of topics/ activities to use

-He asks you sometimes to prepare the lesson and present it

6. Do you think that learning progress is:

- Teacher's responsibility

- Learner's responsibility

- Shared responsibility

- Please justify your answer :

.....

.....

.....

7. In your learning process, do you only depend on the information which has been given in the classroom?

-Yes

-No

8. To what extent do you rely on your teacher in your learning?

- Totally

- Partially

9. What is your attitude with regard to a required task :

- Self-dependent

-Responsible

- Both

Thank you for your collaboration

Appendix B: Teachers' Written Interview

Teachers' Written Interview

Dear teachers',

- The present questionnaire is research tool for gathering information needed for the accomplishment of a Master Dissertation. We would be so grateful if you could answer the following questions on Teachers „attitudes concerning The Use of Assessment Strategies that Enhance EFL learner's Autonomy.
- Your input is very important and greatly appreciated.

Thank you very much. Miss F.

DASSA

1- What are your qualifications?

.....

2- How long have you been teaching English?

.....

3- Which course have you already taught?

.....

4- Which courses do you teach actually?

.....

5- What do you think about using „Assessment Strategies“?

.....
.....

6- Generally, Assessment Strategies refer to the use of various strategies of teaching that are intended to satisfy the learners’ needs and solve their problems. Do you use different assessment strategies in order to help learners?

Agree Disagree

- Please , justify your answer:

.....
.....
.....

7- Do you use any activities that aid learners to improve their sense of responsibility towards their learning?

Yes No

-If „yes“, please give some examples:

.....
.....
.....

8- How do your students usually respond to these activities?

.....
.....
.....

9- Do you think that Autonomy should be promoted only within the classroom?

Yes

No

10- What should teachers do to enhance learners sense of responsibility towards their learning outside the classroom?

.....
.....
.....

11- Do you think that students' capacities will be improved by using activity, procedure, or method?

Please clarify.....

.....

THANK YOU FOR YOUR COLLABORATION

المخلص

ان الغرض من هذه الدراسة الحالية, هو دراسة الدور الفعال للاستراتيجيات التكوينية في تعزيز استقلالية التعلم لدى الطلبة او ما يسمى " بالتعلم الذاتي" . من اهم المشاكل هي عدم وجود الاستقلالية في التعلم, وهذا راجع لجهل الطلاب اهمية كونهم مستقلين في الجامعة, و جهل من التأثير الايجابي من هذه المهارة على تحقيقها الرسمي و التعلم من اجل تقديم دراسة اكثر تفصيلا و فعالية , فقد ركزنا على وجوب استعمال طرق مختلفة و متنوعة من الاستراتيجيات التكوينية للتعليم و التعلم. فقد تم اثبات ان الاستراتيجيات التكوينية هي عنصر فعال للتعلم , و بالتالي فاننا نفترض ان استخدام لبعض الاستراتيجيات التكوينية يعزز الحكم الذاتي للطلبة لتحسين مهاراتهم و المستوى التعليمي على حد سواء. و لاثبات هذه الفرضية , تم اجراء استبيان للطلاب و مقابلة مكتوبة للاساتذة للحصول على مزيد من المعلومات حول استخدام عينة لدينا لمعرفة ارائهم اتجاه تعزيز الحكم الذاتي في التعلم. و قد اظهرت نتائج الاستبيان معرفة معقولة من الحكم الذاتي و استخدام مجموعة مختلفة و واقعه من الاستراتيجيات التكوينية. وهكذا, فانه قد اكدت فرضية لدينا انه هناك رغبة عند الطلاب في التعلم من خلال البحث و نحن نامل ان المتعلمين سوف يعرفون دورهم الهام في مساعدة الطلبة على ممارسة الحكم الذاتي داخل الفصول الدراسية و اعدادهم لتعليم مستقل مدى الحياة من خلال استخدام طرق متنوعة و مختلفة من الاستراتيجيات التكوينية فعالة من اجل مستوى عالي من التعلم.