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**The Importance of Classroom Assessment in the  
Development of Learner Autonomy. The Case of Third Year  
Pupils in Bouazza Miloud Secondary School ‘Maghnia’**

Dissertation submitted to the Department of English as a partial fulfillment for the requirements of the “Master” Degree in “Assessment and Testing in English Language Education”.

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## *Abstract*

The present study is an investigation in the field of teaching and learning English in Algeria. It has been purposefully consented to conduct the importance of classroom assessment in the development of learner autonomy. Thus, assessing learner autonomy can provide the teacher with better understanding whether an autonomous learning is taking place or not. Moreover, learner autonomy is a fundamental aspect for success in today's globalized world. One important aspect of the teaching and learning of any foreign language is the assessment of learners' progress. Learner autonomy and assessment are closely linked. The present work deals with the third year pupils at Bouazza Miloud Secondary School. It aims also at demonstrating to both teacher and learner the importance of classroom assessment in the development of learner autonomy. The study contains 2 chapters. Both qualitative and quantitative methods for data analysis were used in this research work. In addition to this, the researcher suggests also some recommendations and suggestions.

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# General Introduction

## *General Introduction*

Since 1970s, the idea of learner autonomy has gained a privilege place in ELT contexts. This is why learner autonomy has been a buzz word in foreign language education in the past decades. Thus, learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. Moreover, students need to be fully engaged in the learning process. This is why teachers use assessment as a useful tool to foster and improve learner autonomy. Considering the vital effect that assessments have on EFL learners' autonomy. The present study was conducted so as to clarify the importance of assessment in the development of learner autonomy. Thus, assessment helps teachers identify areas of instruction to meet every learner's individual needs this is why; the main aim of Fostering learner autonomy is changing learners' attitudes towards English class and making them assume more responsibility in learning.

The aim of the present research work is to explore the importance of Classroom assessment in the development of Learner Autonomy in the Algerian Schools. Accordingly to cover the scope of the present research work, it tries to answer the following research questions:

- 1) What are the benefits and difficulties for implementing learner autonomy in the Algerian Schools?

2) Does the use of assessment play a role in the development of learner autonomy?

3) In what ways can learner autonomy be fostered in an EFL context?

The answer to these questions may raise the following research hypotheses:

- 1) Lack of motivation, Learners are not yet ready to take charge of their own learning as they are prepared only to sit for exams
- 2) Yes, it does. The use of assessment plays an important role in the development of learner autonomy.
- 3) Autonomy can be fostered only if learners change their attitudes towards the language learning, and if both teachers and learners have autonomy-oriented training.

This work has been conceived as essentially two chapters. Each one was devoted to treat one of the aspects of the research problematic. The first one attempts to give a background and definitions about assessment, its types, its tools and strategies. Moreover, the chapter deals with the notion of learner autonomy in secondary education in Algeria with reference to CBA and ELT textbook *New Prospects* and with some aspects related to ELT in Algeria.

The second chapter describes the imperial phase; it deals with the methods, procedures for data collection; it describes and analyses the two research instruments used in this study. Based on the findings of the study, the second

chapter outlines some general recommendations in addition to other practical suggestions which, hopefully, will contribute to foster learner autonomy.

In sum, this study is an attempt to contribute to clarify the role that assessment plays in developing learner autonomy. Last but by no means least; we argue for the need of assessment in our EFL classrooms as an instructional approach that improves learner' autonomy.

# Chapter One

## Chapter One:

### Classroom Assessment and Learner Autonomy: Theoretical Background

#### 1.1 Introduction

#### 1.2 Status of English in Algeria

#### 1.3 Teaching Methodologies

##### 1.3.1 Grammar translation method

##### 1.3.2 Direct Method

##### 1.3.3 Communicative language teaching

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#### 1.4 Definition of Assessment

#### 1.5 Types of Assessment

##### 1.5.1 Diagnostic Assessment

##### 1.5.2 Formative Assessment

##### 1.5.3 Summative Assessment.

#### 1.6 Definition of Learner Autonomy

#### 1.7 Conclusion

### ***1.1 Introduction***

This chapter is a review of literature which attempts to clarify key concepts and explain the importance of classroom assessment in the development of learner autonomy. In fact, the focal aim is to shed light on the status of English in the Algerian schools with a reference to the teaching and learning process. Accordingly, this chapter provides the reader with the basic definitions of the concepts and approaches related to learner autonomy and classroom assessment.

### ***1.2 Status of English in Algeria***

English language teaching has become very important because of the global status of English and people all over the world are learning this language.

English Language is regarded as the major instrument of communication and work in the media, industry and in education, its strong position in the world is continuously increasing and gaining an important part in the world. English Language is the official language of 25000 international organizations between 1995 and 1996.

In recent years, the power of English language in Algeria and its spread is clearly noticeable. Algeria like other non English speaking countries in the world is well aware of the key role the English Language plays in all domains. In fact, English is seen from an educational stand point as the second foreign language.



The teaching of English in Algeria has received a great deal of reinforcement from the end of the 70's. The Algerian government decided to implement English as a foreign language from the second year in the middle school but at the end of the 90's, pupils learn English from the first year of the middle school to the third year in secondary school (bac). The changing needs of the Algerian schools made it imperative that ELT textbooks must be revised and update. In 2005, Algeria has been involved in a large scale textbook-design programme for secondary schools. In fact, the Algerian newly designed ELT textbooks represent a considerable improvement over the previously used textbooks.

Nowadays, teachers can choose their textbooks and other supplementary materials; they can also choose methods or activities they want to use in their lessons.

*New Prospects* is the new ELT textbook for third year. It complies with the new English syllabus for third year as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006. Three major features of the syllabus have been given careful consideration in designing this book:

- ❖ The fact that the baccalaureate is exclusively of the written mode.
- ❖ The emphasis on a thematic orientation.
- ❖ The need to cater for the pedagogical requirements of all Baccalaureate streams.

Naturally, the overall approach remains basically competency-based, learner-centred and project-gearred.

The following list represents the units theme in the book *“New Prospect”* which illustrates the content of each unit. (See Appendix C: the book map).

<i>Unit 1:</i>	<i>Ancient civilization</i>
<i>Unit 2:</i>	<i>Ethics in Business</i>
<i>Unit 3:</i>	<i>Education</i>
<i>Unit 4:</i>	<i>Advertising.</i>
<i>Unit 5</i>	<i>Astronomy and the solar system</i>
<i>Unit 6</i>	<i>Feelings and emotions.</i>

*Table 1.1: Units' theme*

### **1.3 Teaching Methodologies**

In classroom a teacher can apply any method which is related to the topic and also suitable for students. As we know there are many types of methods and techniques in ELT. However, it is important to know different types of methods than a teacher can apply it in the classroom. These methods are:

#### **1.3.1 Grammar translation method**

The Grammar Translation Method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early

twentieth century. It is derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. According to Larsen Freeman(2000): *“The purpose of the Grammar Translation Method was to help students read and understand foreign language literature”*. In the same respect *Larsen-Freeman* provides typical techniques associated with the Grammar Translation Method:

- ✓ Translation of a literary passage (from target language to mother tongue)
- ✓ Reading comprehension questions (finding information in a text)
- ✓ Antonyms, synonyms (finding antonyms and synonyms for words or sets of words)
- ✓ Fill in the gaps (filling in gaps in sentences with new words or items of a particular grammar)
- ✓ Memorization (memorizing vocabulary lists or grammatical rules)
- ✓ Use words in sentences (students create sentences to illustrate that they know the
- ✓ Meaning and use of new words)

( *Larsen-Freeman,1986.p.130*).

The Grammar Translation Method has been practiced so widely and has survived so long for its main advantages. According to Prator and Celce-Murcia , the key features of the Grammar Translation Method are as follows:

- ❖ Classes are taught in the mother tongue, with little active use of the target language.

- ❖ Much vocabulary is taught in the form of lists of isolated words.
- ❖ Long elaborate explanations of the intricacies of grammar are given.
- ❖ Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- ❖ Reading of difficult classical texts is begun early.
- ❖ Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- ❖ Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- ❖ Little or no attention is given to pronunciation.

(As cited in Prator and Celce-Murcia, 1979.p.3)

The grammar translation method was introduced to the teaching of English in Algeria after the independence.

### ***1.3.2 Direct Method***

It is also known as the oral or natural method. It is used in the 1900's as an alternative to the traditional grammar-translation method. It is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. **Rivers (1968)** notes the characteristics of the direct method as :

*“ students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it associating speech with appropriate action”*. The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. The direct method has been useful in that it: *“provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign tongue particularly at early stages”*. (Rivers, 1968.p.20).

The main principles of the direct method are as follows:

- ✓ No use of mother tongue is permitted.
- ✓ Actions and pictures are used to make meanings clear.
- ✓ Grammar is learned inductively.
- ✓ Only everyday vocabulary and sentences are taught.
- ✓ Literary texts are read for pleasure and are not analyzed grammatically.
- ✓ The teacher must be a native speaker or have native proficiency in the language.
- ✓ Both speech and listening.

- ✓ Students are taught from inception to ask questions as well as answer them.

### ***1.3.3 Communicative Language Teaching***

The term communicative language teaching is a broad and contested term (Thompson 1996-2007). It is assumed that the goal of language teaching is learner ability to communicate in the target language. Students regularly work in groups or pairs to transfer meaning in situations where one person has information that other needs, they often engage in role play or dramatization to adjust their use of the target language to different social contexts. Thompson (1996) notes: ***“The term Communicative Language Teaching is a broad and contested term”***. (Thompson, 1996, p.207). Littlewood (1981) notes: ***“One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language”***. (Littlewood, 1981, p.120).

CLT has been seen as a response to the audio-lingual method and as an extension or development of the National Functional Syllabus. Teachers who use the communicative approach are interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and its use outside the classroom. It is thought that it is likely that both learners and teachers will find the task of learning/teaching such communicative functions as how to greet someone more useful and enjoyable. It is also important

to remember that without motivation, learners who have an adequate level of communicative competence may not have the desire to perform well in the second language ; such students may do quite poorly or more performance oriented ones .The teacher's role is primarily to facilitate and correct errors.Skills are integrated from the beginning , a given activity might involve reading, speaking, listening and also writing ,therefore, classroom materials and activities are often authentic to reflect real life situations and demand. The main principles of CLT are:

- *The communicative principle:* activities that involve real communication promote learning.
- *The task principle:* activities in which language is used to carry out meaningful tasks promote learning.
- *The meaningfulness principle:* language that is meaningful to the learner supports the learning process.

( As cited in Richards,1980,p115)

#### ***1.3.4 Competency Based Approach***

The term competency has not been clearly defined in the literature. **Norton and Huaan (1996)** define competency as follows: ***“Competency refers to achievement of the knowledge, skills and attitudes required to perform a given task”***.

A ***“ competency”*** is know how to act process which integrates and mobilizes a set of capacities ,skills and an amount of knowledge that will be used effectively

in various problem solving situations or in circumstances that have never occurred before. Two main meanings of the term have been identified, one referring to the outputs, or results of training that is completed performance the other referring to the inputs, or underlying attributes required of a person to achieve complete performance. The CBA is an educational movement that focuses on the outcomes or outputs of learning in the development of language programmes, dresses what the learners are expected to do with the language however they learned to do it. The focus on outputs rather than on inputs to learning is central the competitions perspective. CBA emerged in **the United States** in the 1970's and refers to an educational movement that advocated defining educational goals in terms of precise measurable decriptions of knowledge, skills,and behaviors students should possess at the end of a course of study. *Richard and Rodgers* note: *“The competency based approach focuses on the outcomes of learning. It addresses on what the learners are expected to do rather than on what they are expected to learn about. The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors that students should possess at the end of a course of study”*. (Richards and Rodgers,2001,p.202).

#### ***1.4 Definition of Assessment***

The term “assessment” may be defined in multiple ways by different individuals or institutions, perhaps with different goals. The term



assessment has widely been used in education circles around the world as well as in Algeria. *Black and William* define assessment broadly as a task which includes all activities that teachers and students undertake to get information that can be used diagnostically to alter both teaching and learning. *Caar and Harris* (2001) note: ***“It is an integral part of instruction ....effective classroom assessment is relevant to immediate learning “.*** (Carr and Harris, 2001, p.35). In the same respect, ***“Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development”*** (as cited in Marchese, 1987). In other words, ***“Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students ‘learning’.*** ( As cited in Hanna and Dettmer, 2004, p. 200).

Moreover, assessment is important because students cannot avoid it, as Boud (1995) posits: ***“Students can, with difficulty, escape from the effects of poor teaching, they can’t escape the effects of poor assessment”.*** (Boud, 1995, p. 35). In sum, Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their

educational experiences; the process culminates when assessment results are used to improve subsequent learning.

### ***1.5 Types of Assessment:***

There are several different assessment types, the most common of which are diagnostic assessments, formative assessments and summative assessments.

#### ***1.5.1 Diagnostic assessment***

It is used to diagnose each learner's strengths and weaknesses its main objective is to enable trainers to provide targeted instruction. They are taken at the beginning of a course, grade level, unit and/or lesson. They test the students on what they already know. These tests allow the instructor to adjust the curriculum to meet the needs of their students.

According to *Barr, et al (2013)*, the principles of diagnostic assessment are as follows:

1. Diagnosis is a decision- making process. Teachers are constantly making decisions about individual or group of students in achieving learning objectives.
2. Diagnosis process considers the whole learner. This implies that teachers should examine multiple forms of data including past experiences, attitudes,

learning styles, interest, strengths and weaknesses, reasons for referral, conducting interviews with parents etc.

3. Diagnostic is thorough and balance.

4. Diagnostic is a team effort: it is impossible to learn about the child from various perspectives like physically, psychologically, emotionally, socially and academically.

5. Determine the specific nature of learning difficulties: diagnosis of learning difficulties depend on the nature of the difficulty.

6. Determine the factors causing learning difficulties.

7. Diagnosis and remediation go hand in hand.

Using diagnostic assessments effectively can provide benefits for learners, trainers and the organisation as a whole.

### ***1.5.2 Formative Assessment***

Formative assessments are taken during a course. They allow knowledge gain to be measured as the course progresses, and give trainers the opportunity to change the emphasis of the course as it goes on. **Harlen** and **James** (1997) note: ***“Formative assessment is essentially positive in intent, in that it is directed towards promoting learning, it is therefore part of teaching”.*** (Harlen and James, 1997, p. 93).

Moreover, Formative assessments are most commonly used in educational or more comprehensive training situations, as they require

significant time investment from trainers and administrators. The main objectives of using formative assessment are:

- ❖ Monitor student progress.
- ❖ Adjust instruction to maximize student achievement.
- ❖ Provide effective and timely feedback.
- ❖ Reveal students who need remediation.
- ❖ Predict performance on summative assessments.

In sum, Formative assessment is a tool that teachers can use it to collect detailed information about student comprehension and learning needs during a lesson, unit or a course.

### ***1.5.3 Summative assessment***

Summative assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time and to summarize student progress. Popham (2009) notes: ***“summative assessments are used to make decisions about students’ learning and to measure the extent of their achievement of the instructional program learning outcomes”***. Summative assessment is the most commonly used assessment type, and is familiar to learners, trainers and organisations. Unlike diagnostic and formative assessments, summative assessments do not provide an opportunity for the course to be personalised or tailored for students: they only look at end-of-

course results. Crooks suggests: *“Summative assessment is intended to summarize student achievement at a particular time”*. (Crooks, 2001).

In sum, the main objectives of using summative assessment are:

- ❖ Measure student achievement at the end of a unit of study
- ❖ Determine learning priorities for the students
- ❖ Evaluation of group instruction or curriculum effectiveness
- ❖ Could be used to predict future success with other courses or standards

### ***1.6 Definition of Learner Autonomy***

The idea of learner autonomy isn't new because over the last decades, the concept of learner autonomy has been a key theme in the field of foreign language learning and it has gained field among scholars and applied linguists all over the world. According to *Little (1991)* : *“Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning”*. ( Little , 1991, p. 3). In the same line of thought, *Jeffries (1990)* notes: *“Learner autonomy is learning in which an individual or a group of learners study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.”*(Jeffries, 1990, p.35).

Thus, learner autonomy means the capacity or learning because the learner is responsible for the decisions concerned his learning. In this respect, Holec (1981) notes: “ *To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one’s learning is to bear responsibility for all the decisions concerning all aspects of this learning*”. (Holec , 1981, p.3).

Moreover, autonomy is an essential goal of learning. **Benson** (2001) notes:

“ *Autonomy is the capacity to take control of one’s own learning*”. ( **Benson, 2001, p. 47**). In the same respect, **Cotterall** (1995) notes: “*Autonomy has to be promoted to enable learners learn even when they do not have access to teachers’ instruction and that they will learn more effectively if they do not depend on teachers’ help*” ( **Cotterall, 1995, p.220**). Thus, the following list represents the characteristics of autonomous learners:

- ❖ *Autonomous learners have insights into their learning methods and schemes.*
- ❖ *Autonomous learners take a vigorous attitude to the learning task at hand.*
- ❖ *Autonomous learners are eager to take risks, i.e., to connect in the target language at all costs.*
- ❖ *The autonomous learner takes on a proactive part in the learning process.*

(As cited in Wenden 1988).

The possible definitions that have been attributed to learner autonomy are, but not restricted to the following:

- *Autonomy is the ability to take charge of one's own learning. (Henri Holec, 1981).*
- *"A deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher's intervention". (Benson, 2001, p. 131).*
- *"Autonomy is essentially a matter of the learner's psychological relation to the process and content of learning." (David Little).*
- *"Capacity and willingness to act independently and in cooperation with others." (Dam, 2003, p.1).*
- *"The idea of autonomy first appeared in language learning along with the establishment of Centre de Recherches et d'Applications en Language (CRAL), which was aimed at adult education." (Benson, 2001, p. 8).*
- *"While introducing autonomy in the classroom teachers consider students collaborators in the learning process."( Reinders and Lamb, 2006, p.47).*

In sum, learner autonomy is a very essential and vital goal of learning because it develops the mind, the imagination of learners and it improves their skills. It involves the interaction of various cognitive, metacognitive, linguistic and sociolinguistic elements.

### ***1.7 Conclusion***

This chapter is the theoretical part of this work and which sought to summarize the main points about the importance of classroom assessment in the development of learner autonomy. It also shed light on the key concept used in this work. In sum, learner autonomy makes the learners learn by themselves. It is a very effective method of teaching English. It fulfills the learners' needs and makes them participate in their own learning.



# Chapter Two

## **Chapter Two: Research Methodology and Data Analysis**

2.1 Introduction.

2.2 Methodology of the Research.

2.3 Research Questions and Hypothesis.

2.4 Description of the Sample Population.

2.5 Research Instruments.

2.5.1 Questionnaire for Pupils.

2.5.2 Teacher's Interview.

2.6 Analysis of Pupils' Questionnaire.

2.7 Analysis of Teachers' Interview.

2.9 Suggestions and Recommendations.

2.10 Conclusion.

## **2.1 Introduction**

The purpose of the present research work is to highlight the importance of classroom assessment in the development of learner autonomy. So as to obtain reliable, valid information and reach the target goal, the researcher uses several procedures. Accordingly, this chapter deals with the research methods and procedures. It sheds light on the procedures and methods followed to conduct this research work. It analyses and describes the sample population and the research instruments used in this work. Then, it ends with a conclusion that answers the research questions and some suggestions.

## **2.2 Methodology of the Research**

In order to obtain valid and reliable data, this dissertation was conducted in the form of a case study. The case study seeks to answer the questions: what is the problem and how it can be solved. In this vein, *Cohen et al (2000)* note: ***“Case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theory or principles”***(*Cohen et al, 2000, p.279*). In the same respect, *Cohen et al (2007)* assert: ***“The case study searcher to draw is a specific instance designed to illustrate a more general principle, this approach enables the researcher to draw conclusions and make generalizations from the analysis of a particular phenomenon or situation”*** (*Cohen et al,2007*). Moreover, the researcher opts for the adoption of case study

because it has many advantages. According to *Cohen et al (2000)*: “*case study has been valued as a research paradigm above other paradigms for the following principal advantages:*

- *Case study data is drawn from people’s experiences and practices and so it is seen to be strong in reality and more persuasive and more accessible.*
- *Case studies allow for generalizations from a specific instance to a more general issue.*
- *Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.*
- *Case studies can provide a data source from which further analysis can be made. They can, therefore, be archived for further research work.”*

*(Cohen et al, 2000, p.215)*

Thus, the case study can help the researcher to gather the necessary information about the issue studies and find answers to the research questions. Therefore, the present study is a case study of 3<sup>rd</sup> year secondary school pupils at Bouazza Miloud Secondary School Pupils which is situated in Maghnia in the west of Tlemcen. The following figure represents Bouazza Miloud secondary school:

## Bouazza Miloud Secondary School

- It was built in 1988

pupils: 1313

### Streams:

- Mathematic
- Foreign Languages.
- Literature and Philosophy.
- Technical Mathematic.
- Natural sciences
- Economic Sciences

***Figure 2.1: Description of Bouazza Miloud Secondary School.***

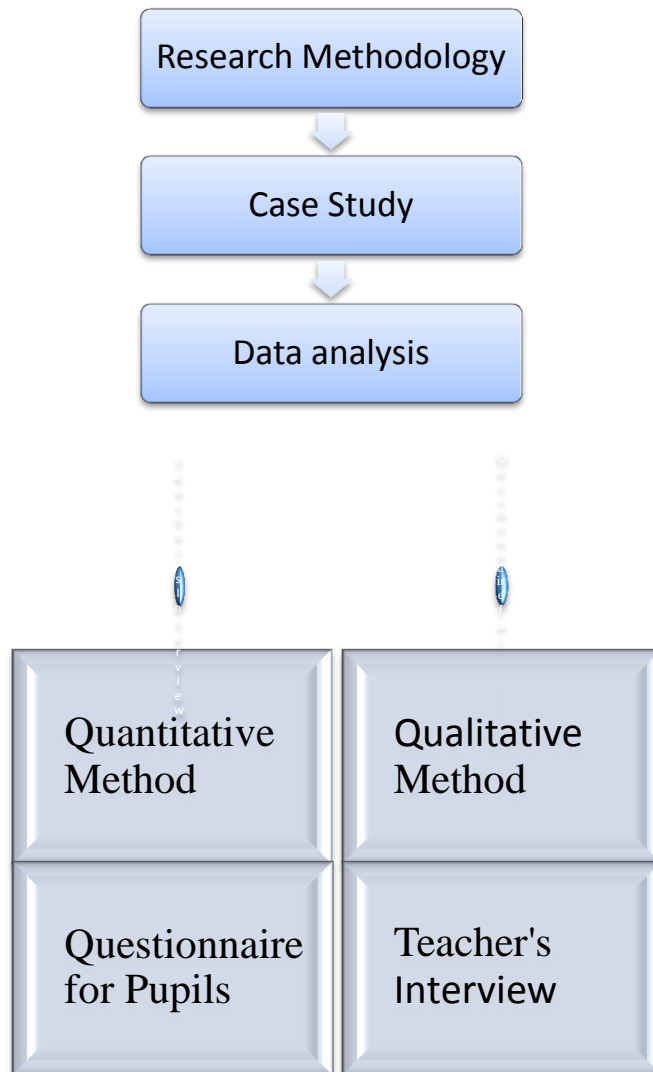
So as to collect and analyze data, the researcher uses mixed methods quantitative and qualitative methods because the researcher in his analyses relies on both statistics and at the same time he gives explanations according to the context. In this respect, *Van Lier (2005)* notes: ***“Case study research is primarily a form of qualitative and interpretive research, although quantitative analysis are sometimes used if they are deemed relevant. It relates in various ways to other kinds of research, such as ethnography, and experimental research”*** (*Van Lier, 2005, p.195*).

Moreover, the qualitative method is focused on understanding a phenomenon from a closer perspective *Punch (2005)* defines the qualitative research as

*empirical research where the data are not in the form of numbers.* In contrast to this, the quantitative research is carried out so as to obtain numerical data.

According to *Punch (2005): “quantitative research is empirical research where the data are in the form of numbers” (Punch (2005, as cited in Blaxter et al., 2006, p. 64).*

Therefore, it seems necessary to include with this illustrative diagram that shows how and when the research data were collected and how they were analysed and interpreted.



**Figure 2.2: Research Methodology.**

### ***2.3 Research Questions and Hypotheses***

The main purpose of my research work is to explore the importance of Classroom assessment in the development of Learner Autonomy in the Algerian Schools. The study was conducted at the level of Bouazza Miloud Secondary School with the participation of the third year secondary school students. Accordingly to cover the scope of the present research work, this dissertation tries to answer the following research questions:

- 1) What are the benefits and difficulties for implementing learner autonomy in the Algerian Schools?
- 2) Does the use of assessment play a role in the development of learner autonomy?
- 3) In what ways can learner autonomy be fostered in an EFL context?

#### **Research Hypotheses:**

The answer to these questions may raise the following research hypotheses:

- 1) Lack of motivation, Learners are not yet ready to take charge of their own learning as they are prepared only to sit for exams
- 2) Yes, it does. The use of assessment plays an important role in the development of learner autonomy

- 3) Autonomy can be fostered only if learners change their attitudes towards the language learning, and if both teachers and learners have autonomy-oriented training.

#### ***2.4 Description of the Sample Population***

The sample population is a subgroup of a population selected to participate in a research work. *Sapsford & Jupp (2006) point out: “Sampling will often be the only feasible method of obtaining data, quite apart from questions of time and cost” (Sapsford & Jupp, 2006, p.29).* In the same line of thought, *Lodico et al (2010) note: “sample population is a smaller version of the population, the group to which the researcher would ultimately like to generalize or apply the results of the study” (Lodico et al,201, p. 25).*

Thus, Sampling is the most important process in research since it deals with the population from which the researcher obtains information to conduct his study. *“Sampling implies an acknowledgement that is not possible to investigate absolutely everything of interest at the same time, and therefore we have to choose a sample “(Johnson, 1998, p.120).*

The target population of this research work consisted of 30 pupils of both sexes male and female aged between 17 and 18 years old and 10 teachers. The informants were EFL teachers and third year pupils from Maghnia Secondary School.



## **2.5. Research Instruments**

In this research work, the researcher has opted for two research instruments to collect data about the importance of assessment in the development of learner autonomy. First, a questionnaire was designed to third year pupils at Bouazza Miloud Secondary School and an interview was conducted with the teachers of English in different secondary school in Maghnia.

### **2.5.1. Questionnaire for Pupils**

The most common instrument used for collecting data is the Questionnaire. It is a tool of data gathering which is thought to provide the researcher the advantage to collect a wide range of information within a short period of time.

*Brown (2001) notes “questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers”.*

*(Brown, 2001, p.6).* In the same line of thoughts, Anderson (1990) notes that: *“Questionnaires allow the gathering of reliable and valid data, relatively in a short time”.* (Anderson,1990).

Thus, It is one of the most recurrent techniques of collecting data in most cases.

Richard (2005) notes: *“Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties,*

*preferred learning styles, preferred classroom activities and attitudes and beliefs*". (Richard, 2005, p.60)

The questionnaire was administered to 30 third year pupils. It contains 10 questions. This questionnaire; therefore, helps the researcher to find out whether the use of classroom assessment helps in the development of learner autonomy or not. In order to obtain both qualitative and quantitative data, the researcher uses mixed questions: close-ended questions, open-ended questions and multiple choice questions. In this respect, *Seliger and Shohamy (1989) are of the opinion that "close-ended questionnaires are more efficient because of their ease of analysis"*. On the other hand, *Gillham (2000)* argues that *"open questions can lead to a greater level of discovery."* (Gillham, 2000, p.5).

### **2.5.2 Teacher's Interview**

Interviews serve as instruments for eliciting qualitative data. *Burns (1999)* notes that *"Interviews are a popular and widely used means of collecting qualitative data"* (Burns,1999, p.118). in the same respect, *Richards (2001)* asserts that: *" Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups "*. (Richards,2001, p.61).

Moreover, the interview may be regarded as more reliable instrument, especially when dealing with a small group of teachers. *Nunan (1992) notes: "The interview is the elicitation of data by one person from another through person-to-person encounters"* (Nuna , 1992, p. 231). In the same line of

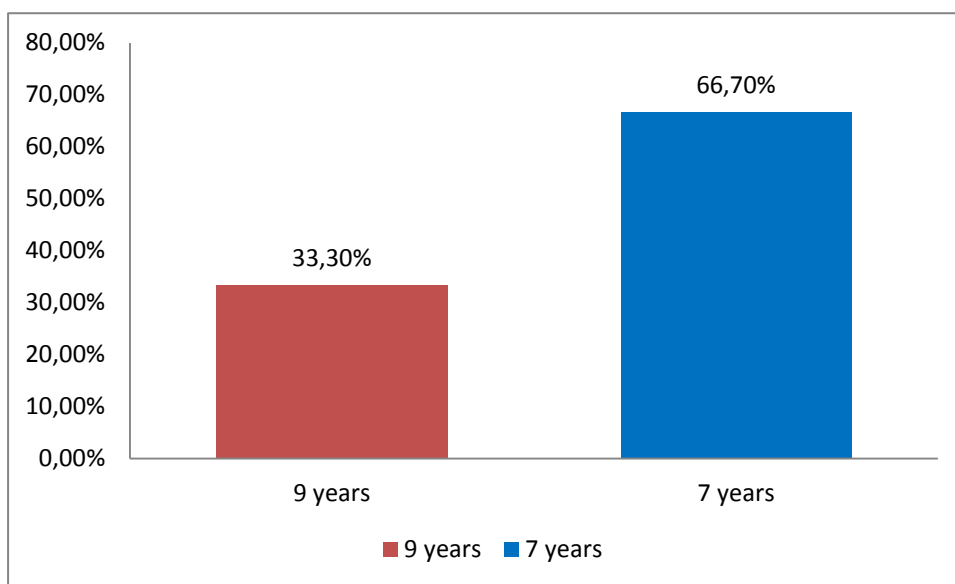
thought, *McDonough et.al (1997)* note: ***“Interview (...) are just another way of asking questions ,this time is face to face interaction ... they may be employed for the purpose of being as the primary research instrument or rather occupying additional role, functioning as cross checking tool ”.*** (*McDonough et.al, 1997, p.182*). There are different forms of interviews namely structured, unstructured and semi structured. In this research work, the researcher has chosen a semi-structured interview. It was conducted with 10 teachers in various schools in Maghnia. 7 of them have a licence degree with more than 10 years of experience and 3 of them with a master degree with only 3 years of experience. The purpose of the interview is to collect a huge amount of data about teacher’s opinion about the importance of classroom assessment in the development of learner autonomy and how do they use classroom assessment in order to develop learner autonomy.

### ***2.6 Analysis of Pupils’ Questionnaire***

The researcher opted for using the questionnaire to gather data related to the study in question. She aimed through this research instrument to explore the importance of classroom assessment in the development of learner autonomy. She distributed 30 questionnaires to third year pupils. This part gives detailed analyses of the students’ questionnaire and brings a brief summary of its results. The 10<sup>th</sup> questions of pupils’ questionnaire are analyzed and discussed in the following way:

**Question 1:** How long have you been learning English?

The first question seeks to know how long learners have been learning English. The researcher found that only (10 learners) 33.3% of them studied English for 9 years and the great majority of them (20 learners) 66.7 % studied English for 7 years. The data are displayed in bar graphs, as mentioned below.



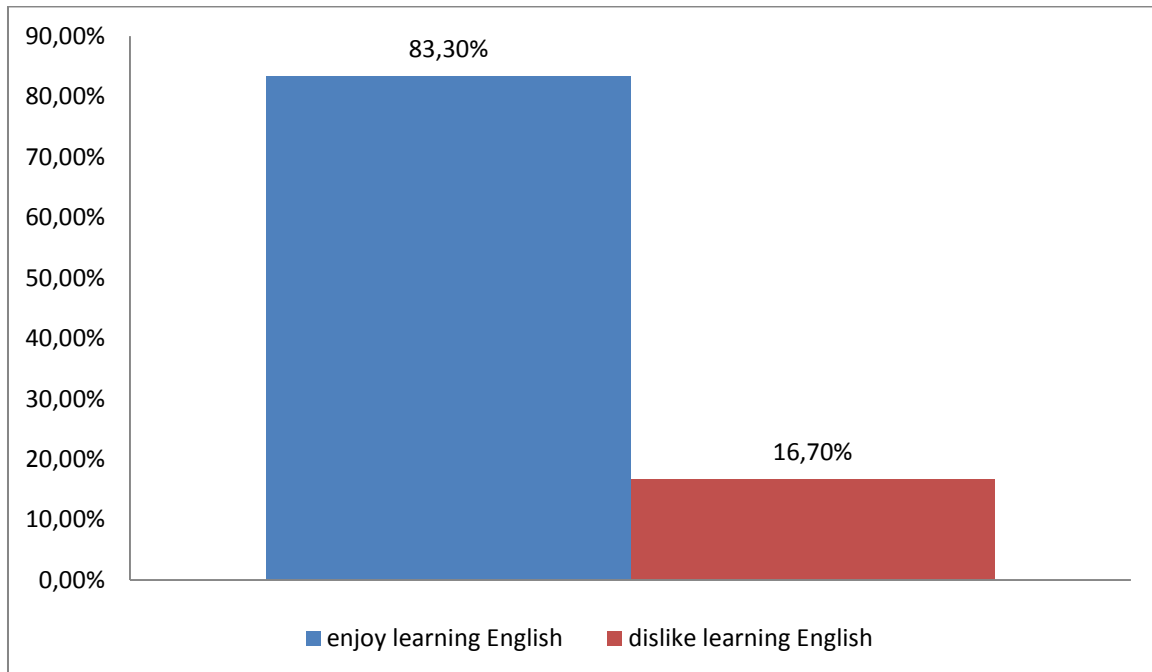
***Bar-Graph 2.1 Years of studying English***

The bar graph states that the learners' years of studying English ranges between 7 and 9 years. Nearly the majority of the pupils are studied English for 7 years this means that learners are supposed to have some awareness of their responsibility over their learning.

**Question 2:** Do you like learning English?

This question aims to reveal whether or not learners like learning English. The results show that (25 learners) 83.3% of learners enjoy learning English while

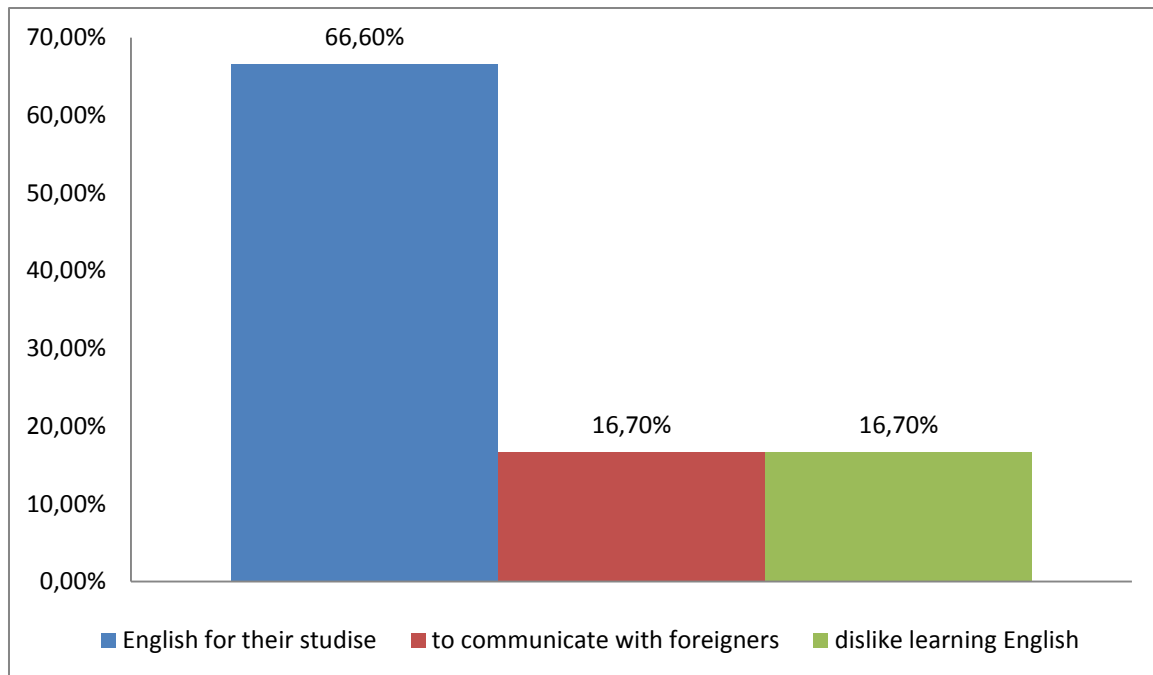
16.7% (5 learners) dislike learning English. The results obtained are shown in the following bar graph:



**Bar-Graph 2.2:** Students' Attitudes towards Learning English.

**Question 3:** Why do you learn English?

In order to know why pupils learnt English, this question was asked. In fact, a clear majority of them (20 learners) 66.6% argued that they learnt English for their studies while only (5 learners) 16.7% of them learn English to communicate with foreigners and (5 learners) 16.7% for no obvious reason they learn English. The below bar graph better illustrates the results:

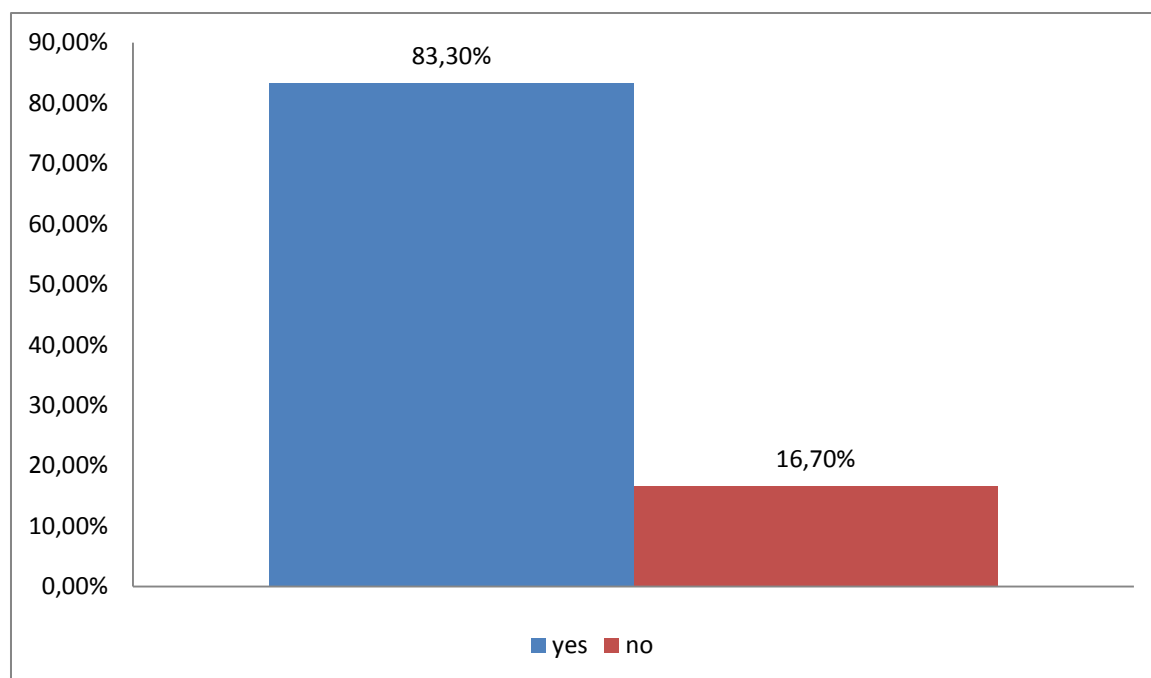


***Bar-Graph 2.3:*** Reasons for learning English.

After the analysis of the results shown in the bar graph, the researcher found that the great majority wanted to study English for their studies because it seemed very important for them to study English. What attracts the researcher's attention was their want to study English in order to communicate with foreigners.

**Question 4:** Do you like the units theme in the third year book **New Prospect**?

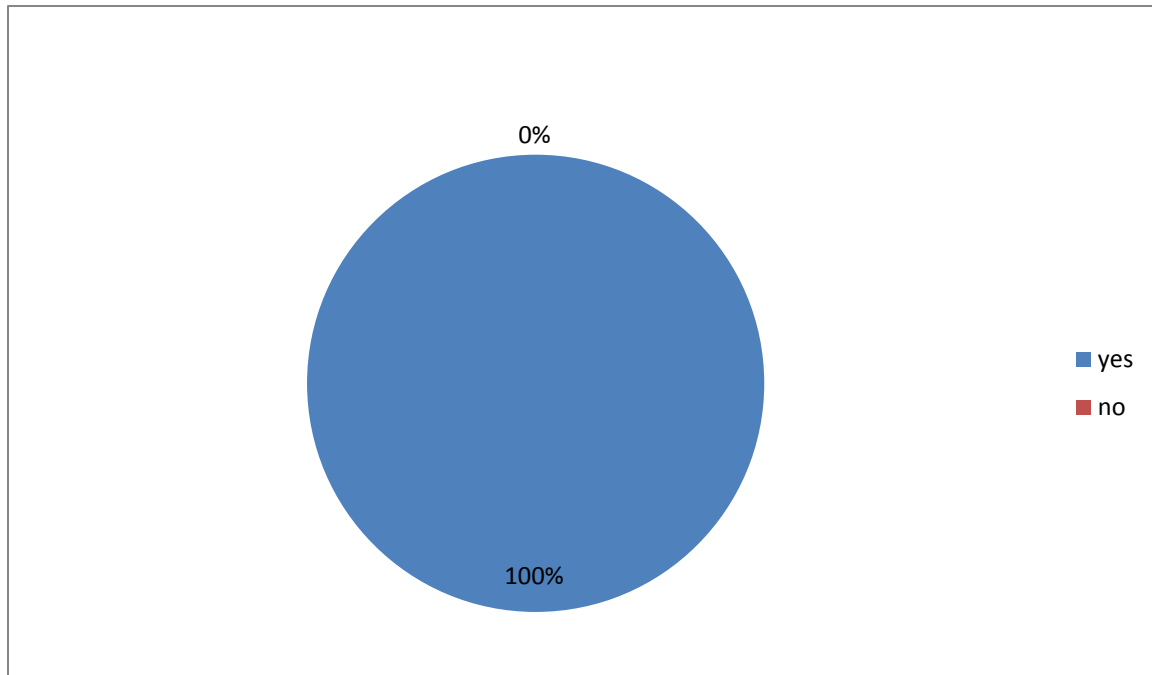
Concerning this question, the informants were asked if they like the units theme in the third year book **New Prospect**. Learners' answers reveal that (25 learners) **83.3%** of them are satisfied while (5 learners) **16.7%** aren't satisfied with the units theme. The below bar graph better illustrates the results:



**Bar-Graph 2.4:** Learners reaction toward the Units Theme in the Third Year Book

**Question 5:** Do you think that assessing your proficiency level can develop your autonomy to learn English?

As far as the fifth question is concerned, it seeks to find if assessing pupils' proficiency level can develop learner autonomy to learn English. (30learners) 100% of them said yes. The results obtained are shown in the following pie-chart:

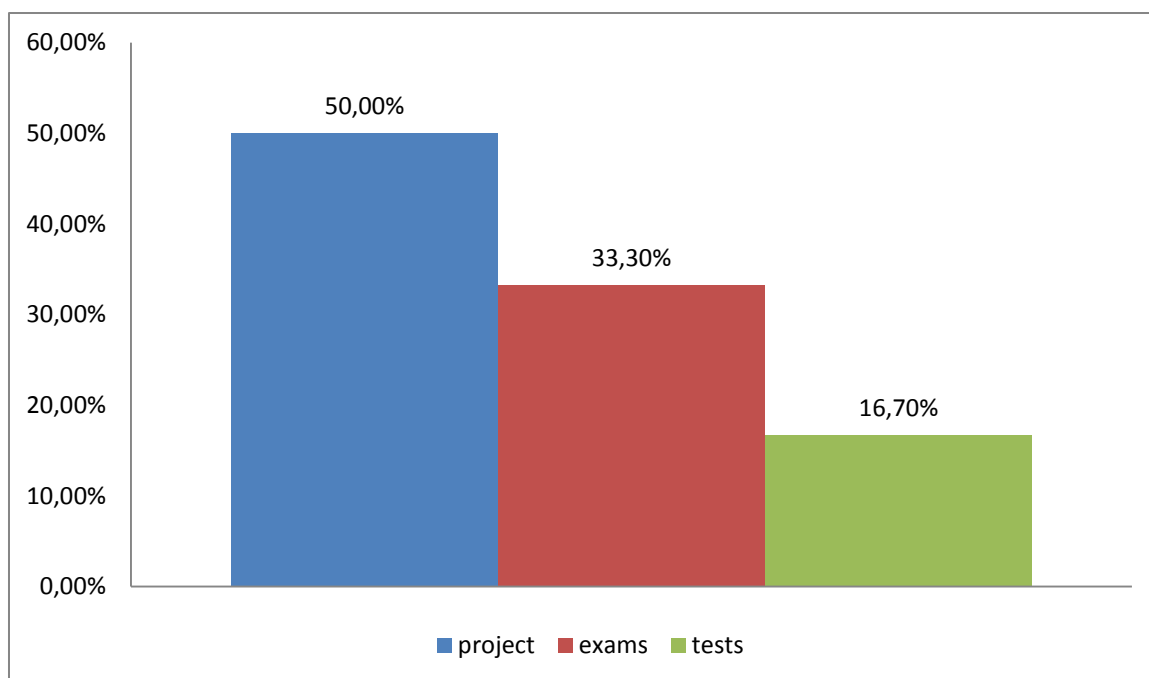


*pie-Chart 2.1:* Assessment of Learners' Proficiency Level to Develop Learner Autonomy.

**Question 6:** What do you prefer as a tool of assessment?

This question is intended to elicit information about what they preferred as a tool of assessment. The great majority of them (15learners)50% are convinced that projects are the best tool of assessment while only(10 learners) 33.3 % of them prefer exams and(5 learners) 16.7% tests. The results obtained are shown in the following bar graph:

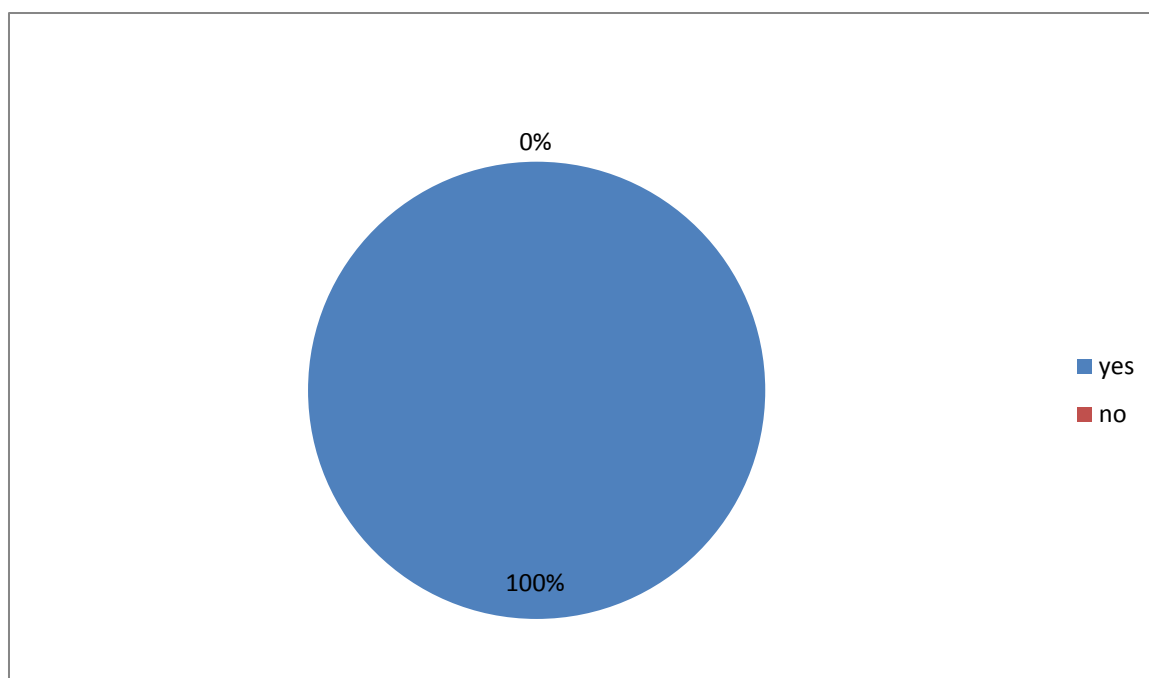




***Bar-Graph 2.5:*** Assessment tools

**Question 7:** Do you assess yourself or your classmates?

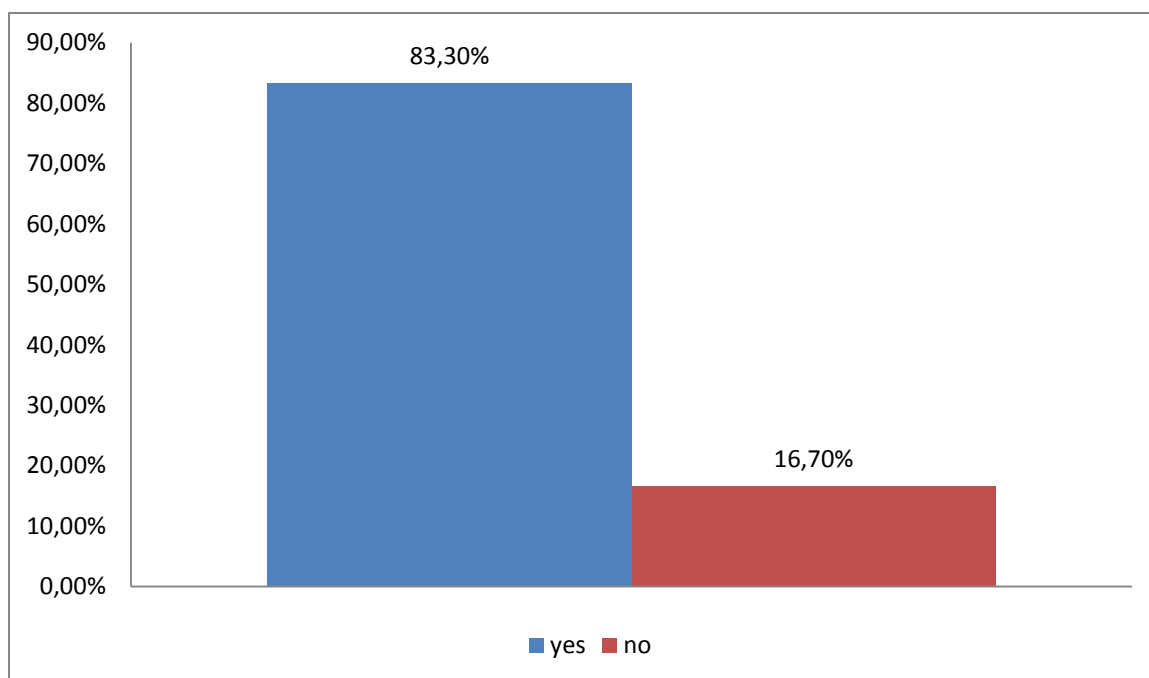
This question was intended to know if learners assessed themselves or their classmates. The all of them said yes (30 learners)100%. The results obtained are shown in the following pie chart:



***Pie-Chart 2.3: Learners' Assessment***

**Question 8:** Does assessment develop your autonomy?

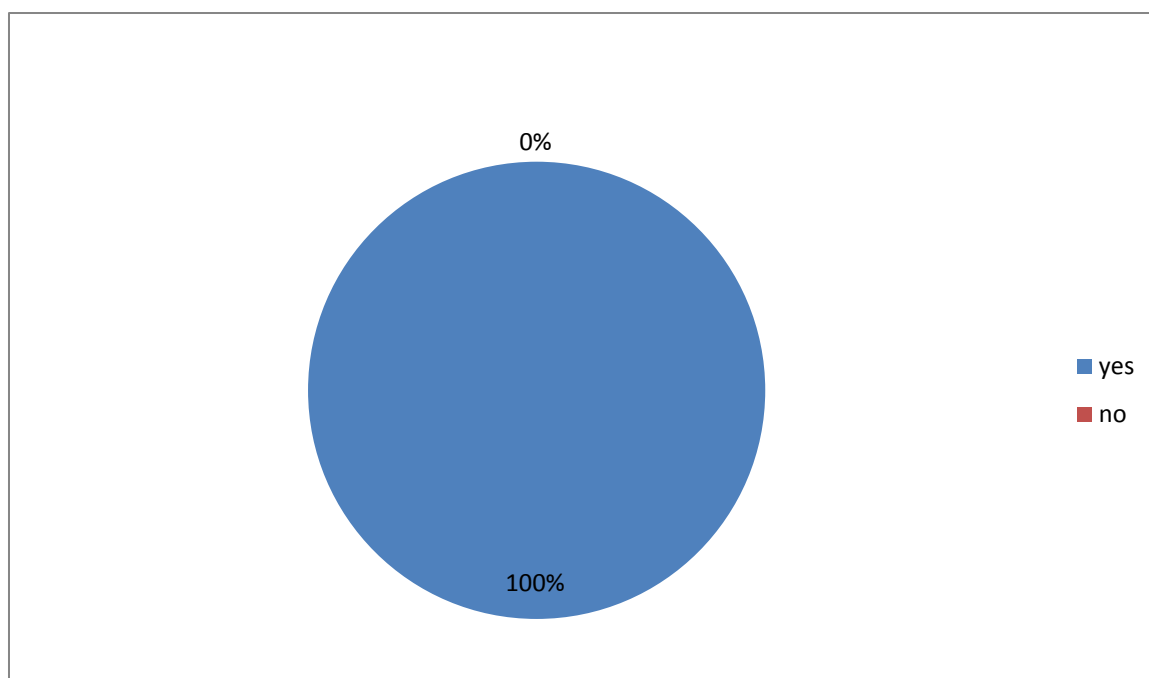
The following question was designed to know if assessments develop learner autonomy. The great majority of pupils (25 learners) 83.3% said yes while only (5 learners) 16.7% of them said no. The results obtained are shown in the following bar graph:



***Bar-Graph 2.6:*** The Use of Assessment to Develop Learner Autonomy

**Question 9:** Do you use English outside the classroom?

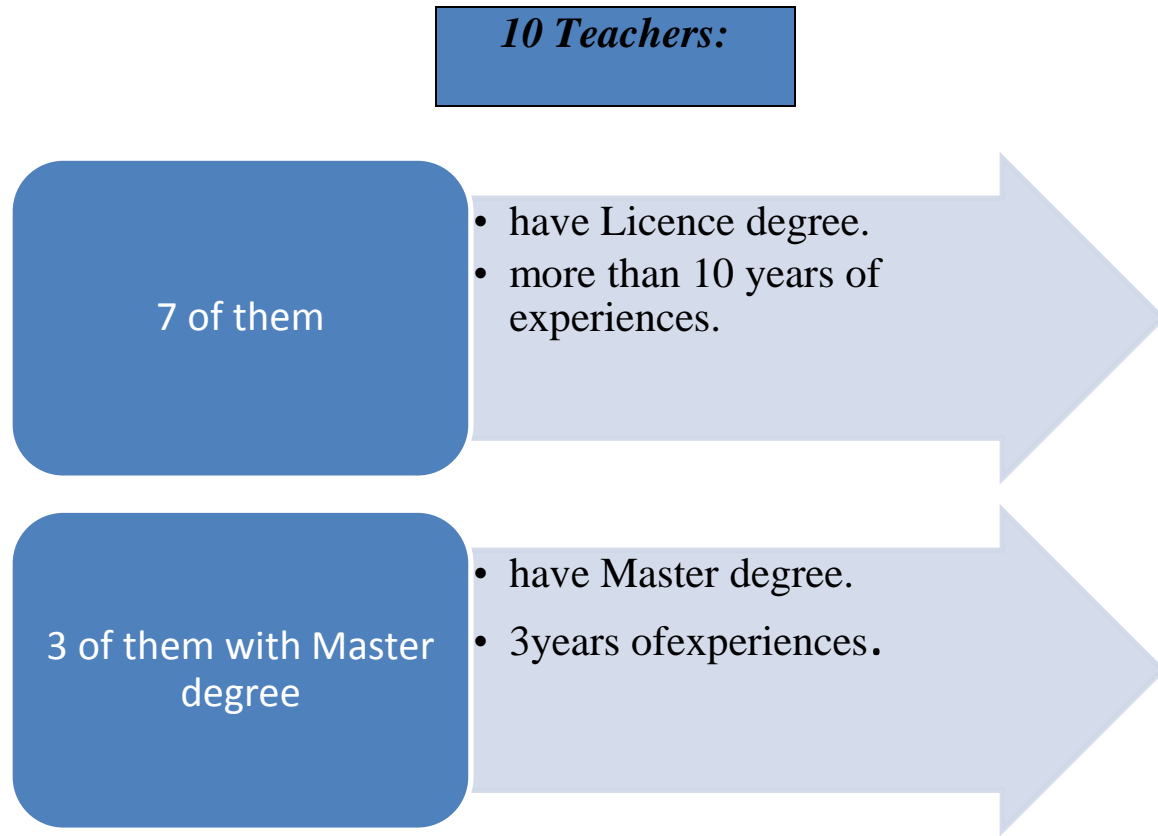
The ninth question dealt with whether learners used English outside the classroom or not. According to the pie-chart below all of them 100% learnt outside the classroom.



***Pie-chart 2.2:*** Using English outside the Classroom.

### ***2.7 Analysis of Teachers' Interview***

The interview was added to students' questionnaire in order to reinforce the research; it is useful in such study because it allows the researcher to capture the opinions of the participants. The purpose of this interview is to collect data about: *"The importance of Classroom Assessment in the Development of Learner Autonomy in the Algerian Schools"*. Moreover, it was to identify the different perspectives and views of the Algerian teachers towards the topic. The following diagram describes teacher's profile:



***Figure 2.3: Teacher's Profile.***

The analysis of the teachers' interview allows us to collect necessary data and highlight difficulties encountered by the students while learning. The 9<sup>th</sup> questions of Teacher' interview are analyzed and discussed in the following way:

**Question1:** For how many years have you been teaching English to secondary school students?

The first question aims at getting information about teachers' experiences. This question was addressed to EFL teachers so as to know the interviewees experiences of teaching English. Almost the great majority of

them: 7 teachers had taught English for more than 10 years. They hold a Licence degree and only 3 teachers hold a Master degree with 3 years of experience.

**Question2:** How many hours a week do you teach English to EFL students?

The next question was about time per week allocated to teach English. All teachers said that they had to respect the time mentioned in the syllabus. The following table explains the time allocated for each stream:

Filières	Volume Horaire	
	Hebdomadaire	Annuel
1. Lettres et Philosophie	4 h	108 h
2. Langues Etrangères	4 h	108 h
3. Sc.Exp./Math/TM/GE	3 h	81 h

*Table 2.1: Time Allocated for each Stream (as cited in the syllabus of third year).*

All teachers perceive that insufficient teaching time devoted to foreign language stream is the main reason behind students' difficulties.

**Question 3:** What are the main difficulties that face your students while learning in English?

All teachers agreed that English is one of the more challenging languages to learn. Thus, teaching of English has always been an arduous task. The following list which is stated by teachers summarized the main problems that face learners:

- ✓ Students' negative attitude towards English.
- ✓ Lack of linguistic and strategic competences.
- ✓ Lack of the use of audio-visual aids in the classroom.

- ✓ Limited time access for an English class.
- ✓ Unfamiliar context to the students.
- ✓ Problems of pronunciation.
- ✓ Difficult grammar.
- ✓ Widespread lack of English use at all levels of society.

**Question 4:** How do you assess your students' progress?

The gathered information regarding how teachers assessed their students' progress reveals that the answers were different from one teacher to another; some of them used class presentation or role play because each one of them assesses different aspects of spoken English. Thus, teachers said that they relied on class presentation or role play because it helps learners to become more autonomous because they are obliged to speak in front of class so they are obliged to prepare and practice what they want to say. Other teachers said that they relied on writing sample, tests, portfolio, T&F quiz, multiple choice exam or fill in the blank test.

**Question 5:** Do you use assessment in order to develop your learner's autonomy?

All teachers answered with 'yes'. The results revealed that all teachers used and relied on assessment to promote and increase their learners' autonomy. As a result, the importance of assessment can not be denied because it changed learners from a passive one to a very active participant.

**Question 6:** What are the strategies do you usually teach your students to develop their autonomy?

The great majority of teachers seem to be aware of the importance of learner autonomy and how crucial is the implementation of independency in learning in order to meet learners' needs. Some of the strategies that teachers teach learners in order to develop their autonomy are:

- ❖ Make student independent of the teacher.
- ❖ Show them ways of learning.
- ❖ Talk about autonomy in the classroom
- ❖ Provide students with the tools to be able to learn on their own.
- ❖ Help the learners to become independent.
- ❖ Make students part of the decision making about classroom activities.
- ❖ Make your students think about why you do some activities in classroom, help them to become aware of the purpose.
- ❖ Planning learning involves making practical plans and allocating time to them. Students should be encouraged to make decisions on classroom practice for themselves.

**Question 7:** What is more effective to develop learner autonomy: formal or informal assessment?

Learner autonomy has gained interest in the field of language education, this is why, teachers are aware of the importance of learner autonomy. Therefore, all teachers agreed that both formal and informal



assessments are very effective in the development of learner autonomy. Assessments improve students' learning and enhance learner autonomy because when students understand the goals of the process of assessment, they will become more autonomous.

## ***2.9 Suggestions and Recommendations***

A range of factors, have contributed in making assessment in general and development of learner autonomy in particular unsatisfactory. Thus, the researcher tries to provide some suggestions and recommendations which may help learners at the level of secondary school mainly of the third year classes to overcome their difficulties in learning English and develop their autonomy. According to Boud (1988): ***“The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction”***. ( Boud, 1988, p.23). Learners who are autonomous might take responsibility by setting their own goals. planning practice opportunities, or assessing their progress.

Autonomous learning is based on five competences. These include the ability to:

- Identify learners' own learning needs.
- Set learning goals to address those needs.
- Identify resources to help the learner to achieve his own learning goals.
- Apply appropriate learning strategies.
- Evaluate the outcomes of learning.

Therefore, Based on the previous result findings, it is considered very important to make the some recommendations to the teachers, students, and government as well. Hopefully, this set of recommendations will be taken into consideration:

- ❖ Teacher must show his learners how to learn, what suits them most and how to get most out of it.
- ❖ Make students think about why learners do some activities in classroom, help them to become aware of the purpose.
- ❖ Show them how they can use target language outside the classroom (where they can find it)
- ❖ Students' diaries/journals/audio diaries.
- ❖ Give them feedback (more than correction).
- ❖ Using assessment in order to develop learner autonomy.
- ❖ the importance of assessment and how it can be used to promote and increase autonomy cannot be denied
- ❖ Formative assessment or assessment for learning can be used as a tool in the development of learner autonomy.
- ❖ Request students to maintain a journal of their learning experiences. Through practice, they may become extra mindful of their learning inclinations and start to decide on new techniques of becoming more autonomous learners.
- ❖ Encourage students to be inter-reliant and to work cooperatively; the less students rely on their educator, the more autonomy is being established.

- ❖ Teach students on how to utilize the school's resource centres: school library, language lab, and others.
- ❖ Advance slowly from interdependence to independence. Offer the students time to change to new learning tactics and do not anticipate too much too soon.

### ***2.10 Conclusion***

This chapter was basically concerned with describing research design. It gave a clear idea about the sample population and the research instruments used in gathering data. In addition to this the researcher tries to analyze and interpret the data collected and obtained from the questionnaire and the teacher's interview. The main results revealed that assessment plays an important role in the development of learner autonomy.

Moreover, the researcher provided some suggestions and recommendation for both teachers and learners. In brief, this chapter can be considered as the practical phase of the study as it defined the specific field of the research and clarified the basic research aims.





# General Conclusion

## **General Conclusion**

This research paper has given an account to the benefits of assessment in the development of learner autonomy at the level of third year secondary school. Developing learner independence has an important role in the theory and practice of language teaching. Language learning is a lifelong endeavour, not one that begins and ends in a language classroom. Most learners and teachers feel that language learning consumes a considerable amount of time. Learners have to work within and beyond the classroom to develop their language skills. The notion of learner independence or learner autonomy moves into an area where learners can direct their own learning.

This work began with a theoretical framework to guide the reader to explore the issue of ELT in general and the concept of learner autonomy and assessment in particular. The first chapter contained the fundamental information that enables the reader to understand these two concepts. This review of literature was followed by a second chapter devoted to the explanation of the research Design and data analysis. Thus, the objective of this thesis is to explore the importance of classroom assessment in the development of learner autonomy. Essentially the findings of this study meet our hypotheses and provide sufficient answers to our research questions. In fact, they consent our hypothesis which denote that assessment can play significant role in developing learner autonomy. In sum, the participants gave different views concerning

assessment and its role in developing learner autonomy. The results obtained from data collection validating our hypotheses proposed in the theoretical part. The main limitation of this study is the amount of the participants which consists of only 30 learners and 10 teachers. Thus, the sample population is not representative enough.

The results accumulated from this study raise many other questions that open the door for further research. First, questions may be raised about the obstacles that face teachers to foster learner autonomy. Then, what are the main strategies that help learners to become more autonomous. In sum, we can say that this work has attempted to shed light on a very important issue in the Algerian secondary schools which is the importance of classroom assessment in the development of learner autonomy.



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# Appendices

# Appendix A

Appendices :

*Appendix A*

*Questionnaire for Pupils:*

*Dear pupils,*

The following questionnaire aims at having an idea about you and at making your learning easier and our teaching more responsive to your needs and preferences.

For this purpose, you are kindly requested to answer the following questions, and give your comments when necessary:

**Class:**

**Age:**

1. Do you like learning English?

- Yes       No

2. How long have you been learning English?

- 5 years       7 years       more

3. Why do you learn English?

- For your studies.  
 To travel.  
 For your reading purposes.  
 To be able to communicate with foreigners  
 To work in foreign countries/ or with foreign companies  
 For no obvious reason.

4. Do you like the units theme in the third year book *New Prospect?*

- Yes       No

5. Does assessment develop your autonomy to learn English?



Appendices :

- Yes                       No

7. What do you prefer as a tool of assessment?

- Projects.  
 Exams  
 Tests.

8. Do you assess yourself or your classmates?

- Yes                       No

9. Do you use English outside the classroom?

- Yes                       No

10. What do you suggest to your teacher to help you in order to master the English Language?

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

# Appendix B

Appendices :

## ***Appendix B***

### **Teachers' Interview:**

The purpose of this interview is to collect data about: *"The importance of Classroom Assessment in the Development of Learner Autonomy in The Algerian Schools"*.

You are kindly invited to answer the following questions:

- 1) For how many years have you been teaching English to secondary school students?
- 2) How many hours a week do you teach English to EFL students?
- 3) How do you assess your students' progress?
- 4) What are the main difficulties that face your students while learning in English?
- 5) Do you use assessment in order to develop learner autonomy?
- 6) What are the strategies do you usually teach your students to develop their autonomy?
- 7) What is more effective to develop learner autonomy: formal or informal assessment?
- 8) What do you suggest to improve and develop learner autonomy?

-Thank you for your contribution-

# Appendix C

# BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
1 EXPLORING THE PAST	ANCIENT CIVILIZATIONS	<ul style="list-style-type: none"> <li>informing</li> <li>narrating</li> <li>expressing concession</li> <li>comparing</li> </ul>	<ul style="list-style-type: none"> <li>past simple of <b>be</b> questions with <b>ago</b></li> <li>past perfect with <b>when, as soon as, until, after ...</b></li> <li>Use of articles</li> <li>used to • had to</li> <li>was/were able to</li> <li>though, although, in spite of the fact that, despite the fact that</li> <li>the comparatives and the superlatives of quantifiers : much-more-the most , little-less- the least, etc.</li> <li>articles : use + omission before abstract nouns</li> <li>well+past participle E.g. well-preserved</li> </ul>	<b>Word building</b> <ul style="list-style-type: none"> <li>adjectives + preposition E.g. good at, dependent on</li> <li>verb + preposition E.g. believe in</li> <li>negative prefixes: <b>dis-</b> and <b>de-</b></li> <li>suffixes: <b>-tion, -ment, -ed, -able, -ic</b> and <b>-ty</b></li> </ul>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>weak forms of <b>was</b> and <b>were</b></li> <li>pronunciation of final <b>ed</b> and <b>ch</b></li> <li>stress shift E.g. <b>civilize</b>, <b>civilization</b>)</li> <li>spelling rules Eg. doubling of consonants, <b>begin</b>, <b>beginning</b></li> </ul>
		<ul style="list-style-type: none"> <li>describing</li> <li>advising</li> <li>expressing obligation and necessity</li> <li>expressing cause and effect</li> <li>expressing condition</li> <li>expressing opinion</li> <li>expressing wish and regret</li> </ul>	<ul style="list-style-type: none"> <li>present simple and present continuous</li> <li>passive</li> <li>should, ought to, had better+bare infinitive</li> <li>must, mustn't have to,</li> <li>due to, for, as, since, so+adjective+that, such+adjective+noun+ that, so, as a result, consequently, thus</li> <li>as long as, provided that, providing that if-conditional (type 2)</li> <li>verbs for expressing opinion (think, believe...)</li> <li>I wish, it's high time+subject + past simple and past perfect</li> </ul>	<ul style="list-style-type: none"> <li>suffix <b>-ty</b> : E.g. honest - honesty, responsible, responsibility</li> <li>prefixes <b>dis- il-</b> E.g. legal - illegal, honest - dishonest , approve - disapprove</li> </ul>	<ul style="list-style-type: none"> <li>Stress shift E.g. <b>economy</b>-<b>economic</b></li> <li>pronunciation of words ending in <b>-es</b> E.g. <b>economics</b>, <b>politics</b></li> </ul>

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# BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome: Making the profile of an ancient civilization
Listening and speaking	Reading and writing			
<ul style="list-style-type: none"> <li>● making and checking hypotheses/predictions</li> <li>● listening for gist</li> <li>● listening for detail</li> <li>● recognizing and showing a sequence of events</li> <li>● representing findings on a chart</li> <li>● using illustrations to tell stories</li> <li>● giving a narrative account</li> </ul>	<ul style="list-style-type: none"> <li>● skimming</li> <li>● scanning</li> <li>● identifying referents of reference words</li> <li>● recognizing types of discourse</li> <li>● summarizing</li> <li>● writing an expository essay</li> <li>● writing a story</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about the challenges facing modern civilization: conservation of natural and human resources, peace and sustainable development, technological progress, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● developing positive attitudes towards one's culture and those of other peoples</li> <li>● raising awareness about the contribution of the various civilizations to man's progress</li> </ul>	
<ul style="list-style-type: none"> <li>● listening for gist</li> <li>● listening for detail</li> <li>● responding to opinions</li> <li>● defending opinions</li> <li>● making a short public statement</li> <li>● making an argumentative speech</li> </ul>	<ul style="list-style-type: none"> <li>● skimming</li> <li>● scanning</li> <li>● responding to a text</li> <li>● identifying and using reference words</li> <li>● writing a policy statement</li> <li>● writing an opinion article</li> <li>● writing the description of an ideal school</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about the negative effects of fraud</li> <li>● developing a sense of active citizenship (the pupil as a conscious consumer)</li> </ul>	<ul style="list-style-type: none"> <li>● developing awareness about the importance of fighting fraud and corruption at the national and international levels</li> <li>● comparing how different countries fight corruption and fraud</li> </ul>	Project outcome: Writing a charter of ethics

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موقع عيون البصائر التعليمي

# BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
3 SCHOOLS: DIFFERENT AND ALIKE	EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS	<ul style="list-style-type: none"> <li>describing a process</li> <li>expressing condition</li> <li>expressing warnings</li> <li>expressing obligation and necessity</li> <li>asking for and giving advice</li> <li>expressing desire and wish</li> </ul>	<ul style="list-style-type: none"> <li>present simple passive</li> <li>If-conditional: type 1, 2 and 3</li> <li>unless</li> <li>must/ mustn't have to,</li> <li>should / ought to if I were you</li> <li>would + have/+be E.g. My ideal school would have/be ...</li> <li>I wish I had</li> <li>similar to, different from, unlike while, whereas...</li> <li>comparatives of adjectives</li> <li>quantifiers: most, all, etc.</li> </ul>	<ul style="list-style-type: none"> <li>forming adjectives with -al and -ive E.g. educational, reflexive, innovative, responsive, constructive, effective...</li> <li>forming nouns: verb+ing E.g. teaching, learning, training)</li> <li>forming nouns with -tion E.g. education - completion</li> <li>Collocation: schoolmate</li> </ul>	<ul style="list-style-type: none"> <li>pronouncing the final s</li> <li>weak forms of: <b>would</b>, <b>should</b> and <b>ought to</b></li> <li>syllable stress E.g. educate education</li> </ul>
		<ul style="list-style-type: none"> <li>comparing and contrasting</li> <li>expressing quantity</li> </ul>	<ul style="list-style-type: none"> <li>describing</li> <li>expressing cause and effect</li> <li>expressing probability</li> <li>expressing possibility</li> <li>expressing concession</li> <li>expressing condition</li> <li>deducing</li> <li>expressing quantity</li> <li>prescribing</li> </ul>	<ul style="list-style-type: none"> <li>present simple</li> <li>the gerund</li> <li>because of , due to, owing to, as, for</li> <li>so, as a result, that's why , as a consequence</li> <li>may, might, can, could</li> <li>though, although, admittedly, etc.</li> <li>if-conditional: type 1, 2 and 3</li> <li>might have, must have</li> <li>too much , too many, not ... at all, a large amount of, a large number of, enough+noun</li> </ul>	<ul style="list-style-type: none"> <li>verb+ preposition E.g. accused X of Y</li> <li>- complain about X to Y,</li> <li>- protect X from Y</li> <li>- provide X with</li> <li>- suffer from X</li> <li>forming adjectives with -y E.g. - greed - greedy - speed - speedy - milk - milky</li> </ul>
4 SAFETY FIRST	ADVERTISING, CONSUMERS AND SAFETY				

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موقع عين البصائر التعليمي

# BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome: Designing an educational prospectus
Listening and speaking	Reading and writing			
<ul style="list-style-type: none"> <li>● reciting a poem</li> <li>● predicting</li> <li>● note taking</li> <li>● summarizing</li> <li>● responding to a text</li> <li>● speaking from notes</li> <li>● making a speech about one's ideal school</li> </ul>	<ul style="list-style-type: none"> <li>● skimming</li> <li>● paragraphing ideas</li> <li>● scanning</li> <li>● making logical links between sentences and paragraphs</li> <li>● writing a descriptive essay</li> <li>● writing an expository article</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development</li> </ul>	<ul style="list-style-type: none"> <li>● comparing educational systems : past and present</li> <li>● raising awareness about the similarities and differences between today's educational systems in the world</li> </ul>	
<ul style="list-style-type: none"> <li>● predicting the content of a text</li> <li>● listening for gist</li> <li>● listening for detail</li> <li>● summarizing /synthesizing information</li> <li>● debating (arguing by making concessions)</li> <li>● Making a speech</li> </ul>	<ul style="list-style-type: none"> <li>● persuading</li> <li>● skimming</li> <li>● scanning</li> <li>● analysing and making a synthesis</li> <li>● writing a letter of complaint</li> <li>● writing an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>● discussing issues related to the effects of advertising on people</li> <li>● raising awareness about safety and consumption</li> <li>● developing a sense of salesmanship</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about the effects of advertising on different cultures and societies</li> <li>● understanding the importance of integrating cultural features of a society into advertising</li> </ul>	Project outcome: Conducting a survey on the impact of advertising

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موقع عيون البصائر التعليمي



# BOOK MAP

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Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
5 IT'S A GIANT LEAP FOR MANKIND.	ASTRONOMY AND THE SOLAR SYSTEM	<ul style="list-style-type: none"> <li>describing</li> <li>questioning</li> <li>making supposition</li> <li>comparing and contrasting</li> <li>expressing condition</li> <li>reading figures</li> </ul>	<ul style="list-style-type: none"> <li>present simple with non- conclusive verbs E.g. see, believe, know, suppose ...</li> <li>What is it used for? - used for+verb+ing - How far/how big ?</li> <li>think so, suppose so</li> <li>May+stem , might +stem</li> <li>comparatives with short and long words : - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to</li> <li>if-conditional</li> </ul>	<b>word building</b> <ul style="list-style-type: none"> <li>forming nouns from nouns: E.g. science - scientist - astronomy - astronomer</li> <li>forming nouns from verbs and adjectives : E.g. weigh (v) weight (n) - hot (adj.) - heat (v and n)</li> <li>forming singular and plural nouns from verbs: E.g. believe (v) - belief (n. sing) - beliefs (n.pl.)</li> </ul>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>pronouncing the final s</li> <li>stress shift increase (n.) increase (v.)</li> <li>stress in two-syllable verbs: begin , believe, reduce, occur etc.</li> </ul>
				<ul style="list-style-type: none"> <li>describing</li> <li>expressing likes and dislikes</li> <li>expressing preferences</li> <li>asking for and giving advice</li> <li>narrating</li> </ul>	<ul style="list-style-type: none"> <li>present simple</li> <li>enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ing</li> <li>I'd rather do X, I'd rather do X than Y, I'd prefer X to Y</li> <li>should, ought to, if I were you</li> <li>past simple, past perfect</li> <li>articles : omission before abstract nouns E.g. anger, humour</li> <li>quantifiers: a lot of, a great deal of, few, little, some of us, all of us ...</li> <li>each other, one another</li> </ul>
6 WE ARE A FAMILY!	FEELINGS, EMOTIONS, HUMOUR AND RELATED TOPICS				

موقع عيون البصائر التعليمي

# BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome: Designing an astronomy booklet
Listening and speaking	Reading and writing			
<ul style="list-style-type: none"> <li>● making inferences</li> <li>● responding to an oral text</li> <li>● agreeing and disagreeing</li> <li>● making suppositions and hypotheses</li> <li>● Making an oral presentation</li> <li>● making a speech in defence of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>● predicting the content of a text</li> <li>● identifying types of discourse</li> <li>● making inferences</li> <li>● distinguishing between different types of reasoning in argumentative texts</li> <li>● Writing an expository article</li> <li>● writing an argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li>● developing awareness of the importance of satellites for present -day societies</li> <li>● raising awareness about man's place in the universe through the exploration of the theme of astronomy</li> </ul>	<ul style="list-style-type: none"> <li>● developing interest in outer-space exploration</li> <li>● discussing the change of mentalities brought about by the advances in astronomy</li> <li>● raising awareness about the contributions that various peoples have made to astronomy</li> </ul>	
<ul style="list-style-type: none"> <li>● listening for gist</li> <li>● recognizing the structure of a lecture</li> <li>● predicting the sequencing of ideas</li> <li>● making inferences</li> <li>● responding to a text</li> <li>● making a coherent formal speech</li> </ul>	<ul style="list-style-type: none"> <li>● making inferences</li> <li>● distinguishing between fact and opinion</li> <li>● demonstrating critical thinking and judgement</li> <li>● responding to a text (seeking support and feedback)</li> <li>● discussing the organisational pattern of a text</li> <li>● writing a letter of advice</li> <li>● writing a newspaper article</li> <li>● Writing a book/ film review article</li> </ul>	<ul style="list-style-type: none"> <li>● raising awareness about the importance of emotions/ feelings for the development of the individual</li> <li>● exploring the concepts of friendship, love, patriotism, generosity, courage</li> </ul>	<ul style="list-style-type: none"> <li>● developing understanding of the expression of feelings across different cultures and societies</li> <li>● raising awareness of others' thoughts and feelings</li> </ul>	Project outcome: Writing a booklet of tips for coping with strong emotions

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موقع عيون البصائر التعليمي

## **Summary:**

The present research tries to clarify the importance role of classroom assessment in the development of learner autonomy. In addition to this, the researcher tried to find other strategies that help to foster learner autonomy in the third year students of secondary school. This research work is divided in two parts: theoretical and practical part. The researcher used two research instruments: questionnaire and an interview.

**Key words:** assessment, learner autonomy, learner.

## **المخلص**

يعالج هذا البحث الدور الأساسي الذي تلعبه عملية التقويم في جعل المتعلم أكثر دانية واستقلالية، كما ان هذا البحث يركز أيضا حول تحليل أهم وسائل التقويم التي تساعد على استقلال المتعلم، وبالضبط لدى تلاميذ السنة الثالثة ثانوي. تمثلت وسائل البحث في استبيان خاص بالتلاميذ وحوار شفوي مع الاساتذة الثانويين، الدراسة تضمنت فصلين: نظري وعملي ميداني، بالإضافة إلى كل هذا، الموضوع الحالي يبحث عن اساليب وطرق سهلة لمساعدة المتعلم على الاعتماد على نفسه و استقلاليتة.

**الكلمات المفتاحية:** المتعلم، عملية التقويم، الاستقلالية الذاتية

## **Résumé :**

Cette étude est basée sur l'importance de l'évaluation pour rendre l'apprenant plus autonome au niveau du lycée pour les classes de Troisième Année. Le travail est divisé en deux parties : théorie et pratique. Pour la réalisation de ce travail, on a utilisé deux instruments : questionnaire et interview. En effet, le chercheur a essayé de trouver de nouvelles méthodes, stratégies et techniques pour développer l'autonomie des apprenants.

**Mots Clefs :** l'autonomie, l'apprenant, évaluation.