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**The Role of Self-Assessment in Promoting Language Learning Autonomy  
The Case of First Year Master English Students, University of 8 Mai 1945,  
Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment  
of the Requirements for the Degree of Master in Language and Culture**

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## **Dedication**

*Words can never express my deep love, gratitude and profound affection to the two dear and great persons of my life “My Father and Mother”*

*For all my brothers and sisters*

*And all the members of my Family*

*Thank you for all the unconditional love, guidance, and support that you have always given*

*to me.*

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**Abstract**

Autonomy and assessment gained significant attention in recent years; by many scholars and researchers. The aim of the present study is then to explore the extent to which learners are able to assess themselves and the role of their self-assessment in promoting their language learning autonomy. This research was conducted through the quantitative descriptive method by administering two questionnaires to fifty seven (57) first year master students and fifteen teachers (15) at the Department of English, University of 8 Mai 1945, Guelma, during the academic year 2017/2018. In fact, the research findings have confirmed the research hypothesis; if the learner has the ability to assess himself; he will be then an effective autonomous learner. In addition, both students and teachers confirmed that students' self-monitoring skills and ability to reflect their performance and check their level of success, through implementing different assessment criteria and tools, would ameliorate their ability to take charge of their learning. Therefore, a number of pedagogical implications have been provided for engaging students in the process of assessment in order to ensure an effective self-directed autonomous learning.

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### **Appendix One: Students' Questionnaire**

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## **General Introduction**

New insights in the field of teaching and learning evoked the interest in learning autonomy; which focused on developing learners' capacity to have control over their own learning. This development requires including determination of both objectives and contents; in addition to learners' ability to select methods and techniques to be followed in making all decisions linked to their language learning. The more learners are able to conceptualize the learning materials and resources, the more they will be able to hold all the aspects of their learning. For this concern both teachers and learners have to be aware of the importance of learners' autonomy; which is the most helpful way for achieving learners' individual learning potential.

Self-assessment is a process through which someone has the ability to assess his own work in a particular field. It is then very important for students to monitor and produce a reliable evaluation of their own performance; in order to promote and improve their language learning autonomy. Students have to be responsible and able to take charge of their own assessment; where they can overestimate and underestimate their competence through knowing what, how and when to choose or determine both methods and ways that cope with their learning strategies. Thus, effective self-assessment is considered to be a key strategy in promoting language learning autonomy.

### **1. Statement of the Problem**

The majority of Master One students at the Department of English lack the real perception of the concepts of language learning autonomy, and self- responsibility, etc; because of many factors; among which the absence of self-assessment competence is a major one; even though, there are many motivational strategies that make learners able to realize different ways to

improve their learning and grading purposes. They are still restricted and unable to monitor their progress and draw assessment on the basis of their individual needs. It is then very important for learners to take charge of self- instruction and self-reliability, be more active and focus on self-assessing what they have learned or achieved. Therefore, this research attempts to open up discussion addressing the issue of EFL students' self-assessment ability and tries to investigate its role in promoting their general learning autonomy. Hence, our research addresses the main following question:

- Does self-assessment have a crucial role in promoting learners' language learning autonomy?

## **2. Aims of the Study**

Self-assessment is a valuable method in language learning. It would offer learners an opportunity to judge what they are able to achieve. Learners reflect to their learning development through grading themselves for the sake of ending with autonomous learning achievement. Relatively, our study aims to:

1. Raise students' awareness towards self-assessment strategy and how it can promote their learning autonomy.
2. Direct students' toward autonomous learning.

## **3. Research Hypothesis**

Self-assessment is one of the essential and effective processes of looking at oneself in terms of assessing, verifying and evaluating one's own competence; in order to achieve greater learning objectives. Hence, we hypothesize that:

- If a learner has the ability to assess himself, he would be then an effective autonomous learner.

(H1)

- The null hypothesis implies that no relationship exists between the elements .Thus, the presence or the absence of self-assessment does not affect language learning autonomy.

- If a learner has the ability to assess himself, he would not be an effective autonomous learner.

(H<sub>0</sub>)

## **4. Research Methodology and Design**

### **4.1 Population of the Study**

Our sample has been chosen randomly from Master One students at the English Department of Guelma University. Sixty-six (66) students are enrolled in Master One from which fifty-seven (57) were randomly selected We have selected Master One students, as a population of study, because they are able to assess themselves and make their own judgments. Moreover, they often experience such strategy through providing individual presentations and classroom tasks in front of teachers and classmates; so they are able to control, direct and process their performance. In addition to knowing teachers' views about their students' autonomy, the ways they assess themselves, and the role of students' assessment in promoting language learning autonomy.

### **4.2 Research Method**

Our research has been conducted through the quantitative descriptive method aiming at confirming the research hypothesis through administrating students' and teachers' questionnaires, which have provided us with quantitative data about learners' and teachers' different views concerning the role of self-assessment in promoting language learning autonomy.

## **Data Gathering Tools**

In order to prove the research hypothesis, two questionnaires, for students and teachers, have been administered at the English Department, Guelma University. Questionnaires could give us a clear image about how a student assesses himself/ herself through designing his objectives and the role of self-assessment in promoting his learning autonomy.

## **5. Structure of the Dissertation**

This dissertation is divided into three chapters; the first chapter is devoted to “Learning Autonomy” in which we provide definitions and meanings of autonomy by different scholars. As we spotlight on the main theories and models linked to the concept of autonomy. It also includes the main qualities promoting language learning autonomy and teacher’s role in this process of learning autonomy. We conclude chapter one by tackling the importance of autonomy.

The second chapter is dedicated to the concept of ‘Self-Assessment’, in which we provide a general definition of assessment, types of assessment, as well as definition of self-assessment and its qualities. In addition we offer both technique and tools for implementing self-assessment. Then, we present self-assessment in terms of reliability and validity and the last element tackles the role of self-assessment in promoting language learning autonomy.

The third chapter is entitled “Field Investigation” for the investigation of both teachers’ and students’ questionnaires, then the analysis of data driven from both questionnaires. Later, the interpretation of results according to the research question and hypothesis. Finally general conclusion that serves for the concluding remarks linked to the research findings, pedagogical implications, recommendations and research perspectives and limitations.

# CHAPTER ONE

## LANGUAGE LEARNING AUTONOMY

### **Introduction**

During the last decades there was a great shift in teacher/learner roles; where attention has been focused on learners' engagement. In other words, learners are no more seen as passive receivers but rather as active directors and monitors of both content and process. Consequently, this new regard lead to the emergence of the learner centered-approach; that is, an approach that puts the learner in the top of the learning process. This wide support of this approach gave rise to many new concepts in the field of language teaching, and mainly the EFL one, among which is the concept of "learner autonomy".

Henceforth, the present chapter will investigate the extent to which students independently perceived to be engaged in autonomous learning, provide some definitions of autonomy, discuss theories linked to the concept of autonomy. In addition to the main models of autonomy, autonomy and language learning, qualities promoting language learning autonomy and the role of the teacher in promoting learners' autonomy.

### **1.1 Definition of Autonomy**

The concept of Learning Autonomy has been highly discussed among scholars, many research studies were carried out attempting to provide a well determined definition and description of both the term "autonomy" and the process of autonomous learning. Relatively, one of the most known definitions of "autonomy" is that given by Holec (1981; as cited in Little, 2007, p. 15) who defined it as "the ability to take charge of one's own learning". To explain,

autonomy is the capacity of students to be responsible for their own learning; and then, the learning process would be purely regulated by them.

Benson, among many others who choose to depend on Holec's definition of autonomous learning, tended to use the term "Control" instead of "Charge"; which he turned to as so broader to be examined. Benson (2001; as cited in Onazwa, 2010, p. 127) argued that "I prefer to define autonomy as the capacity to take control of one's learning largely because the context of "Control" appears to be more open to investigation than the construct of charge or responsibility". To highlight, Benson's selection of the word control came after a deep analysis, if the learner would be able to monitor the process and content of his learning rather than "Charge" that seemed to be more general.

According to Benson (2006, pp. 27-28) the principles of autonomous learning did not refer only to individual's psychological traits but also to learner's interaction with the learning environment, whenever the learner is engaged in autonomous learning, he/she should be active in terms of implementing his/her implicit meta-cognitive skills to examine the surrounding conditions, and analyze others conversations. In other words the main focus of autonomous learning revolved the ability of the learner to control his/her own learning, it did not imply learning without interaction because the autonomous learner is the one who is competent in using others data as a source of information.

Nunan (1997; as cited in Ikonen 2013, p. 30) for learners to be engaged in autonomous learning, they have to be able to analyze the real conditions and surroundings of their learning process, he claimed that learning autonomy is influenced by the circumstance and situation in which is placed. This means that autonomy referred to the amount of learners' awareness of the



existed academic conditions which clarify the path for them to be independent. He added (2003, p. 203) that self-directed learners' attitudes toward the practice of teaching and learning would help them to find their positions and identify their responsibilities within this process. Consequently, the more learners take part in the process of learning the more they become aware of what they are engaged in.

Elsewhere, Little (1991, p. 4) defined autonomy as the "capacity for detachment critical reflection, decision-making, and independent action it presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of learning". Simply put, to gain an effective learning autonomy, learners are required to extend the level of being receivers to be actively engaged in the process of learning by integrating all their meta-cognitive skills and capacities in and out of classroom. Then, Little (1991, pp. 3-4) discussed the issue of what autonomy is not:

1-Autonomy is not synonym of self-instruction; this means autonomy doesn't refer to learning without teacher.

2- Autonomy doesn't refer to any intervention on the part of the teacher may destroy whatever autonomy the learners have managed to attain; in other words autonomy doesn't mean that interference on the part of the teacher is not allowed.

3- Autonomy is not something teachers do to learners; it is not a system of learning that entails a collection of lessons introduced to their learners by teachers.

4- Autonomy is not a single, easily described behavior; this means that autonomy is not simply identified.

5- Autonomy is a steady state achieved by certain learners; this means that autonomy is not accomplished by learners for all times.

Furthermore, Zimmerman, Bonner and Kovach (1996, p. 22) referred to autonomous learning as the learning which is not introduced to learners, however; they are the responsible for doing that, starting by the time management, taking notes and generating assessment tools without the interference of their teachers. This means that the learner is the major responsible for his/her learning with no need for teachers' aid. Moreover, (Scharle & Szabó , 2000, p. 4 ; Ponton & Rhea, 2006, p. 43) claimed that autonomy is the freedom and capacity to direct one's own learning engagements, it involves the right to choose the appropriate decisions and be responsible for the whole process of learning. In other words learning autonomy can be realized only if the learner would be able to take charge of directing his process of learning or by taking into consideration his needs and objectives.

Thus autonomous learner is the one who is aware of the knowledge, the techniques as well as the ways to evaluate the process of learning and the extent to which he/she could achieve the learning objectives; and how these objectives are linked to the way the learner can assume methods and policies which ensured an effectual autonomous learning. Simply described, the autonomous learner is the one who is dynamic and responsible for his language learning progress and his responsibility extends the attribute of being independent to control and critically deal with the existed learning setting.

## **1.2 Theories of Promoting Learner Autonomy in Foreign Language Learning**

Scholars created different theories and associated them with autonomy, each from his own perspective. The most common ones are: *Constructivist Theory, Positive Theory and Critical Theory*.

### **1.2.1 Constructivist Theory**

Dickinson (1995, p. 165) suggested that constructivists believed that language learning is a matter of structuring one's learning through observing and analyzing the given data depending on prior knowledge. This means that constructivism referred to the way learners' construct a valuable autonomous learning depending on the experiences of their previous knowledge. Benson (2006, p. 24) related constructivism theory to the psychological version of autonomy and the cognitive skills, he believed in learners' inborn capacity which means that knowledge is constructed inside learners' mental faculty, and what is required is the implementation of this knowledge in the learning environment.

Within this theory Little (2007, p. 20) assumed that learners claimed that "we construct our knowledge by bringing what we already know into interaction with the new information, ideas and experiences". This means that learning will be successful only if the process depends on the practical, shared contribution of the learner in constructing what they already know in relation to the given knowledge. Thus learners construct their learning starting from their competence which is the starting point that helped them to experience the role of being responsible of their learning, and relate it to their entire background which is considered as a source of self-direction.

### **1.2.2 Positivist Theory**

Weston (2014, p. 6) related positivist theory to language learning autonomy by claiming that learners did not perceive themselves as independent in their learning only if they would be able to recognize the actual depiction of their situation, he emphasized the importance of integrated

learning in this theory and learners' positive vision toward their process of learning. In other words positive view focuses on the way learners' explore their situation in the learning context and their ability to cognize their real representation in the learning process. Lit and Shek (2002, p.106) supported the idea that positivist focused on learners' positive view of the relation between the learning circumstances and learning incidences and the effect of this link in their learning. This means that, positivist theory based on learners' understanding of their needs, goals and the objective existence of their position in the process of learning. To sum up, positivists based their assumption on learners' ability to explore the language learning context and their state within the learning context.

### **1.2.2 Critical Theory**

Little (1991, p.4) explained the relationship between the critical theories and learning autonomy, in terms of learners' ability to critically reflect their learning. For him learners could not realize themselves as autonomous, only if they are able to critically deal with the whole learning process, for him autonomy is the "capacity for detachment critical reflection". This means that the critical thinking overlapped learners' control over the context in which he/she would transmit the acquired knowledge including the process, the content in addition to the critical assessment. Additionally, Grabbe (1993, p. 447) noted that one of the main crucial aspects of autonomous learning is the capacity to critically think in addition to the way learners analyze their performance; besides, their problem-solving skills and open-ended questions. In other words, learners get involved in the process of learning autonomy through their critical dealing with the surrounding conditions. Therefore, within this theory learners are able to frame a critical investigation in the process of their learning through adapting rational way of analyzing.

### **1.3. Models of Autonomy**

There many structured different models for autonomy, Benson, Cotteral and Nunan introduced three main models linked to language learning autonomy.

#### **1.3.1 Benson's Model**

Benson (2001, pp. 125-126) introduced autonomy in terms of six major approaches related to language learning. The first is the resource-based approaches that gave more importance to learners' interaction with the existed academic resources, ensured self-access and self-design. The second is technology-based approaches; in which he stressed the way independently individuals approached the technological findings to their learning. The third one is the learner-based approaches; focused on the apparent transformation in both the psychology and manners of learners whenever they are engaged in autonomous learning. In the forth one, the classroom-based approaches, he highlighted the ability of learners to set their objectives and have the power over classroom management and assessment. The curriculum-based approaches are the fifth point of his work; where he called attention to learners' capacity to direct the whole programme of study and the way they process the syllabus. Finally, in the sixth one: teacher-based approaches, he pointed up the responsibility of the teacher in enhancing student's autonomy and self-government in. (as cited in Onazawa, 2010, pp. 133-134).

#### **1.3.2 Cotteral's Model**

Cotteral (2000, pp. 110-115) detailed a model of language learning autonomy including five elements of autonomy. Firstly, she spotlighted *learner goal*; that refers to the designed plans and objectives which determine the position of the learner within the process of learning and to what extent he/she wanted to be autonomous. This means that the more specific the objectives were, the more the achievements would be effective. Secondly, she gave importance to the *learning process*; arguing that, it is very important for students to determine methods and techniques of

acquiring language. Thus, whenever the learner reached that level of responsibility, he could place himself in a high state of consciousness. Thirdly, she emphasized *task identification*; claiming that learners who are expected to be autonomous are required to select authentic data. Fourthly, *the learning strategies*, in this step, Cottrel (p. 114) believed that student's cognitive skills should be activated in order to determine the appropriate strategies that enable him to achieve his goals independently and effectively. Finally, *reflection on learning*, which Cottrel (p. 115) considered as an important element of autonomy, she argued that since the learner is the one who is responsible for introducing his output he would be able to reflect or give an evidence about his/her educational accomplishments.

### **1.3.3 Nunan's Model**

Nunan (1997, as cited in Benson, 2006, pp. 23-24) investigated levels of autonomy and how these levels involved attribution of content and process in terms of awareness, involvement, interventions, creation and transcendence. Firstly, he regarded *awareness* as students' ability to realize the practical resources they are going to use; as their facility to recognize methods that cope with their learning styles. Secondly, he discussed the perception of *involvement*; viewing that educators take part in choosing their objectives from a wide range of learning aims as they can select the fitting process. Thirdly, he described the ability of students to amend the educational goals either by adapting, adding or omitting the materials, and alter the existed tasks as *intervention*. Fourthly, he assumed that *creation* is very important in self-directed learning because the role of students in this process turns around their capacity to generate new learning ends and purposes depending on their needs as well as to create new methods and strategies that cope with their learning styles. Fifthly, *transcendence* refers to the step in which learner's

abilities extended the classroom environment to make the link between their classroom activities and the outside world; consequently, they develop their abilities as tutors and researchers.

#### **1.4. Qualities Promoting Language Learning Autonomy**

Studies approved that autonomy is greatly linked to learners' skills that have an immense impact on the way they self-direct their learning progression. The degree of autonomy is then influenced by the extent to which learners develop such skills or qualities.

##### **1.4.1. Self-direction**

Doyel (2008; as cited in Khiat, 2015, p. 1) introduced a number of important qualities of self-directed learners. First, he mentioned that self-directed learners are the ones who are able to discover the quality of learning data. Second, he focused on learners' ability to recognize the very important resources. Third, autonomous learners are able to systematize their knowledge in a meaningful way. Forth, he stressed the point that self-directed learners are competent in engaging in problem-solving practices. The last one focused on the ability of self-directed learners to conduct the designed learning tasks. In other words, self-directed learners are the ones who are able to investigate and all the aspects of their process of learning. Furthermore, Gremmo and Riley (1995, 155) shaped a self-directed learning schema in which they focused on learners' ability to explore all the learning conditions, circumstances, as well as decisive factors too early in order to be able to draw their process of learning effectively. This means that learners have to take part in looking at the surrounding settings that help them to guide their own learning

To sum up, learners' directed qualities are greatly related to their ability to self-rule their academic production via building up techniques to help them validate what they really need. Learners' ability to direct their learning process is the best way to ensure an independent learning

### **1.4.2. Self-Control**

Benson (2001, as cited in Ikonen, 2013, p. 11) classified three types of control integrated in the learning field, control over the process, control over the content and cognitive control. The first implied the ability of learners to direct the learning approaches, select the appropriate ways and methods to achieve their independent learning. The second related to administering all the resources, data and materials by looking into what they are learning exactly. The last, is connected to the cognitive abilities which govern students manners and behaviors. In other words, self-control is one of autonomous worthy features; for that, it is identified as a reference attached to learners' facility to administer their learning. Hence, learners' responsibilities turned around having power over all the learning aspects. Moreover, Wang (2010, p. 164) believed that learners who are able to self-control their learning are more likely to place their own learning agendas in accordance with their individual needs, and they do not receive their feedback accidentally; however they depend on several attempts to ensure their outcomes. Consequently, self-controlled learners are the ones who are able to be autonomous in terms of narrowing their process of learning according to their designed needs and expected goals.

### **1.4.3. Meta-Cognitive Strategies**

Pintrich (2002, p. 220) claimed that "meta-cognitive strategies involved knowledge about cognition in general, as well as awareness of and knowledge about one's own cognition". He added (p. 220) that meta-cognitive strategies comprised all the psychological aptitudes linked to the learning operation, among them learners' recognition of their actual position, what they are dealing with in their studying and what are the methods they will follow. This means that these strategies will make it possible for learners to know their position in the process of learning and experience different and new tasks depending on their previous background.



According to McMillan and Hearn (2008, p. 43) meta-cognitive strategies involved the ability of student to check, assess and being aware of what he/she would do to enhance his production, they mentioned learner's perception, understanding, prediction, planning and reflection. This means that, meta-cognitive strategies enable educators to realize subsequent learning objectives, put learners into the role of negotiating ways of learners' reflection in a given situation, additionally; meta-cognitive strategies give learners possibility to assume what they have learned and what they need. To come to the point that, whenever learners became conscious of the importance of autonomous learning, they would foster their inner capabilities to plan, monitor and analyze all the learning aspects in order to achieve a valuable autonomous learning.

#### **1.4.4. Motivation**

Benson (2006, p. 29) mentioned that Dickinson (1995) and Ushioda (1996) were among the first who made the link between motivation and autonomy in language learning, they claimed that motivation promoted learners' sense of responsibility over their learning, justifying their arguments with the explanation of self-determination theory which focused on encouraging ones inherited tendencies to achieve the functional learning objective. This means that learners' learning progress is related to their intrinsic motivation. Moreover, Deci and Rayan (1995; as cited in Cakiçi, 2015, p. 38) reinforced the previous claim by giving a central significance to the role of motivation in language learning; in terms of determination whether learners do well in their learning or not. Additionally, Hadfield and Dörnyei (2013, as cited in Yagcioglu, 2015, p. 431) introduced their personal view by saying that "learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language". In other words, motivation provides energy for students to take part in

their learning because if they are eager to be deductive participants in learning activities they would be able to generate and process their life-long learning.

Learners' willingness to be responsible for their learning is related to way they are stimulated either by intrinsic or extrinsic factors. How learners are involved in new tasks and practices and the way they are developed to be autonomous, depends on their motivation.

#### **1.4.5. Self-Decision**

Cotteral (2000, p. 112) emphasized the ability of learners to choose learning strategies and processes in addition to the selection of the specific items in course design. This means that, it is very essential for learners to choose the programs, materials and methods that match their learning. In addition, Nunan (2003, p. 200) presented nine steps to learner's autonomy, all of them aimed at encouraging learning freedom of choice; in the sixth step he detailed the significance of decision-making in autonomy and argued that it is learner's right to select the type of activities they are engaged in, as they can alter and give priority to tasks rather than others. Consequently, being able to choose anything related to learning may support learners' perception of responsibility; as it improves their level in the classroom in addition to offering transparency and clearness for learning conditions.

#### **1.4.6. Self-Access**

Little (1991, p. 3) claimed that, learners experience developed to the point that they can interpret their classroom activities without the help of their teachers. For the same aspect Reinders (2010, pp. 45-46 ) referred to self-access as learners' ability to approach different learning sources and facilities which are offered to ameliorate their learning progress; the concept is related to the way learners self-direct themselves and take decisions linked to their learning without teachers' aid. To explain, self-access is highly linked to learner-centered approach and

emphasized the active engagement of learners in selecting their better resources and locate the level of their performance as they can draw their curriculum and goals independently.

Gardner and Miiler (1999, as cited in Benson 2006, p. 26) focused on the shift of attention from self-access in learning to the link between self-access and course design, they highlighted the point by representing the structure of an autonomous course; in which self-access is of great importance sine learners are able to recognize their needs and the appropriate setting. In short, self-access is related to students' facility to get across different learning resources, and select the appropriate and relevant data to satisfy their own needs through their active participation in the process.

#### **1.4.7. Technology**

According to Schunk (2012, p. 329) and Dang (2012, p. 58) the technological development offered different facilitative chances for learners to investigate and look for materials that help them to meet their learning objectives and satisfy their needs; accordingly, there are no more learners who wait for their teacher aid. Moreover, Hamilton (2013, p. 121) claimed that because of the information speed and the huge amount of available programs and technological platform, autonomous learners can find their path easily; because there are suitable practical opportunities that keep them in relation with the academic formal setting. This means that, autonomous learning requires learners proficiency in dealing with the new online teaching and learning courses, not only that but also to be selective. Benson and Voller (2013, p. 11) argued that whenever learners are engaged in using the technological materials and programs, they are experiencing the real meaning of independent learning. In other words, learners' facility to search and get access to the developed sources is of great importance because autonomous learners are those who can attain the applicable solutions for the development of their autonomous learning

Thus, learners' fitness, to cope with innovations in learning programs and technological materials helps them to achieve their learning objectives, and give them more energy to be responsible. Henceforth, autonomous learners are the ones who are able to be deductive in processing their learning through these available technological materials.

### **1.5. Teacher's Role in the Promotion of Learner's Autonomy**

Aoki (2008, as cited in Onazawa, 2010, p. 132) stressed the role of the teacher as an advisor who can provide learners with instructions to guide learning and evaluate to what extent they were integrated in the process. Furthermore, Bruff (2009, p. 196) stressed the importance of teacher-student discussion as a source from which learners can deduce the main aspects and objectives of independent learning. In other words, teacher is the source of guidelines for students who do not use to experience their individual skills in the process of learning.

According to Little (1991, p. 29) "autonomous teacher is a precondition for learner autonomy". This means that, teachers too are concerned with finding new ways of assimilating the new processes of teaching within this radical shift of roles, and they are the first who should be convinced with this change of roles. He added (1995, p. 178) that it was referred to autonomous learner as the one who is completely independent of teacher's regulation; however, for him this is not autonomy, it is called autism and he stressed the importance of teacher-student discussion as a source from which learners can deduce the main aspects and objectives of independent learning. This means that, although the main concern of learner's autonomy is learner's independence, the role of the teacher is of great importance in learners' autonomy and the teacher is the source of guidelines for students who did not use to experience their individual skills in the process of learning.

Nunan (2003, p. 194) believed that teachers who are devoted to student-centeredness and autonomy must provide learners with strategies to develop their individual skills; through incorporating them in the process and helping them to diagnose their weak and strong points and select the appropriate content. He concluded (p. 203) with the necessity of students'-teacher collaboration in implementing language learners' autonomy. For Balçıkanlı (2010, p. 99) teachers have to support their educators to involve in the ongoing tasks out of classroom world in order to develop their skills toward autonomy; since, learning autonomy focuses more on exercises beyond the world of classroom. In other words, teacher' role turned around providing advice and aid to learners so that they would be able to achieve their intended learning outcomes and fulfill their objectives; as well as, encouraging students toward achieving independent learning.

Therefore, the context of learner-centered approach did not exclude teachers' role but is just expected to be less than that within the traditional learning approach. Teachers help students to be involved in the process of learning as they may change their roles from being providers and sources of information to monitors and facilitators; so that, teachers are responsible for developing students' beliefs of self-access and encourage them to practice learning individually.

### **1.6. Importance of Autonomy in Language Learning**

Cotteral (1995, p. 219) autonomous learning is very important for the changing future programs that may focus more on learners' independence, because learners who are engaged in self-directed learning and freedom of choice are more expected to feel safe than non-autonomous ones. In other words, it is of value for learners to investigate their responsibility to deal with future programs; since, autonomous learning is an effective approach that maximizes learners' own future choices.

Ponton and Rhea (2006, p. 46) argued that learning autonomy is very essential; for the reason that, autonomous learners are able to make performance objectives that are related to their expected future accomplishments. For them, it is very important for learners to engage in autonomous learning because it supports the progression of high degree of individual responsibility; not simply to find solutions linked to one's learning but also for learners to have the capacity to generate objectives, arrange learning tasks and preserve the individual amount of achievements. Moreover, Yan (2012, p. 560) referred to those who can anticipate a valuable learning, create their own learning goals, design their learning practices and introduce feedback of their entire work as autonomous learners; who can succeed in achieving better learning results because they pay more attention to the surrounding conditions. Therefore, autonomous process of learning is crucial in the sense that autonomous learners have a unique capacity to associate their learning requirements with their future goals, and realize the pre-defined practices they would engage in.

Little (2007, p. 1) claimed that “the development of autonomy and the growth of language learning proficiency are mutually supported and fully integrated with each other”. It means that, there is a great link between language learning and autonomy in terms of psychological willingness and inner desire to be responsible. Thus, the significance of autonomy as a fundamental in language learning because self-directed learning is one of the intended achievements of effective education

In this sense, Zimmerman et al (1996, p. 10) argued that, autonomy is vital in terms of self-direction because learners who are engaged in autonomous learning are more conscious of the development of their academic progress than others who are not involved. Therefore,

autonomous learners are the ones who are responsible for creating the educational environment that may help them in achieving their learning designed purposes.

## **Conclusion**

Autonomous learning is interpreted in different ways; however, a common view among scholars has been agreed a learner who is fully responsible for his learning and aware of all the aspects of language learning. In fact, in order for students to achieve that result, it is the role of the teacher to provide them with the actual meaning of autonomy, models and strategies to achieve the qualities of an autonomous learner and a programme that is based on promoting their autonomy. Hence, it is supportive for learners to be autonomous, but it is very important for them to be in full awareness of what to learn, how to learn, in addition to the ways to assess what they learned. Autonomy is then very helpful in language learning; as learners need to be responsible for their process in order to create the most obtainable resources in and beyond the world of classroom.

## **CHAPTER TWO**

### **Self- Assessment in Language Learning**

#### **Introduction**

A shift has been marked in language teaching-learning process from a teacher-centered approach to a learner-centered approach. Hence, learners are expected to play an active role in guiding their academic achievements and assessing their own abilities and skills through improving their meta-cognitive skills. The connection between learning and assessment is then the learner who is expected to identify both the learning objectives and outcomes.

Therefore, this chapter we will spot light on different definitions of assessment, its different types, definitions of self-assessment and its characteristics, the importance of meta-cognitive skills as observation and analysis, tools for implementing self-assessment, self-assessment in terms of validity and reliability, and we will focus on the role of self-assessment in promoting language learning autonomy.

#### **2.1 Definition of Assessment**

The measurement of what has been learned is a key aspect of any learning process; Rea-Dickins (1994, p. 73) argued that assessment refers to the act of searching, gathering information for the sake of understanding students' needs, in addition to the judgment of learner's knowledge and abilities. It encompasses the practice of finding out a decision about student's learning progress. This means that, assessment is used to make educational decisions about the amount of achieving a particular material through using several kinds of measuring procedures.

Furthermore, Brew (1999, as cited in Thomas, Martin and Pleasants, 2011, p. 1) believed that “assessment and learning must increasingly be viewed as one and the same activity; assessment



must become an integral part of the learning process”. That is, assessment is connected to the learning process in the sense that assessment would offer data about the basic elements of learning operation and the extent to which learners would perceive that given data. Mihai (2010, p. 24) added that “assessment is a combination of all formal and informal judgments and findings that occur inside and outside a classroom. Assessment consists of a multitude of points of testing and other forms of measurement”. In other words assessment does not refer to the limited ways of judgment only, but it involves a massive amount of practices that aim at investigating learners’ improvement and implementation of knowledge.

Boud (2000, p.151) pointed that both teacher and learner can depend on assessment to assist the progress of educational system as a whole rather than designing the student's needs only; because assessment is used to design the whole learning steps and plans. In other words, assessment is a way of drawing a whole knowledge about all the learning conditions. Black and William (2009, p. 10) asserted that “Classroom evaluation practices generally encourage superficial and rote learning, concentrating on recall of isolated details, usually items of knowledge which pupils soon forget” . In other words, assessment focused on being aware of monitoring every aspect of learning including the smaller details linked to students’ skills and methods in addition to reminding students with items which they do not remember.

Accordingly, assessment is a method that provides feedback about a given learning performance; this feedback can be used to make decisions about learners’ progress. It is considered as the best way for investigating the extent to which learners’ accomplish their learning objectives. Both teachers’ and learners can depend on assessment to decide to determine the characteristics of a given performance.

## **2.2 Types of Assessment**

There are different types of assessment differ depending on its purpose and setting.

### **2.2.1 Formative Assessment**

Black and William (1998, p. 7) defined formative assessment as “all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”. This means that, this kind of assessment gives an opportunity for teachers and learners to be engaged in judging the learning progress, depending on the given feedback; and consequently, they will come to a decision whether to alter or keep the same learning process.

Bryce (1997, p. 25) explicitly added that being engaged in formative assessment; both teachers and learners are required to deal with two main steps. Firstly, they have to identify the gap between the learning goals and their actual state. Secondly, they have to react during the process of learning in order to fill that blank. This means that assessors within the process of formative assessment have to pay more attention to their learning progress during the process of learning and act in response when it is needed. Consequently, formative assessment is used to provide continuing feedback as a way to describe learners' progress in the learning operation; through specifying their weak and strong points, in addition to the identification of the learning barriers existed between their learning needs and learning ends.

### **2.2.2 Summative Assessment**

Lonney (2011, p. 7) assumes that “summative assessment refers to summary assessments of student performance including tests and examinations and end-of-year marks”. That is, summative assessment collects facts about what have been learned to the end of a given learning period; in order to evaluate the extent to which learners have understood the information, and

how they implement what they have been comprehend. Taras (2009, p. 65) affirmed that summative assessment is an evaluating process that aims at summarizing what is learned by students through providing grades and scores. Simply put, teachers depend on this kind of assessment to determine the level of success at the end of certain project or level. Thus, the summative assessment is made about the link between the evidence and measuring standards at the end of the whole learning unit.

### **2.2.3 Diagnostic Assessment**

Another type of assessment is called ‘diagnostic assessment’; Tomlinson and Moon (2013, p. 17) believed that diagnostic assessment “ is the process of coming to understand a student current learning needs well enough to plan for best possible instructional processes and outcomes for each learner”. In other words, diagnostic assessment is used to identify learners’ strengths and weaknesses at the beginning of a learning unit; since it is helpful in knowing learners' individual needs, and their different learning styles. Thus, it is an important step for designing what would be done in classroom.

According to Reed (2006, p. 3) diagnostics focused on the ability of the assessor to recognize all the conditions of learning process earlier, in order to be able to determine learners’ needs and outcomes. This means that, being able to conclude students’ weaknesses at the beginning of the learning unit is very important; in the sense that, it provides a feedback about students’ present data; that is considered as the starting point to identity their needs. Therefore, the goal behind this assessment is facilitating the learning process since it concentrates on the current knowledge students’ have.

### **2.2.4 Evaluative Assessment**

Dylan (2011, as cited in Tomlinson & Moon 2013, p. 10) argued that “a bad curriculum well

taught invariably better experience for students than a good curriculum badly taught; Or more precisely, pedagogy and curriculum, because what matters is how things are taught, rather than what is taught". Henceforth, what is important is the awareness of strategies of how the program of study is implemented in classroom; which is in fact the role of the evaluative assessor. Furthermore, Bryce (1997, p. 27) asserted that for someone to plan for a given assessment practice he/she must analyze the curriculum standards and connect it to what is produced. Accordingly, evaluative assessment is also one type of assessment that aims at judging the progress of an educational system. It is used to assess curriculum function and how did teachers use the designed materials.

### **2.3. Assessment Classifications**

Earl and Katz (2006) classified assessment according to its purpose, into assessment for learning, assessment as learning and assessment of learning.

#### **2.3.1. Assessment for Learning**

According to Earl and Katz (2006, p. 29) assessment for learning is a type of assessment in which students' evaluation is done through the learning process; teachers can identify and recognize the learning objectives and make changes to ensure a good quality learning goals. They argued that "in assessment for learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do and what confusions, preconceptions, or gaps they might have" (p. 29). This means that, this kind of assessment examined learners' knowledge and abilities in addition to their strategies of acquiring language; including all the barriers they could face. Thus, what is needed in this type of assessment is the understandable vision teachers draw about their learners' capacities; in order to plan proper strategies that ensure an effective learning end.

### **2.3.2. Assessment as Learning**

Earl and Katz (2006) believed that the significance of assessment as a way of learning rather than a tool of scoring learners' performance. They added that learners are put in challenge that requires competent students, who are able to practice, perform and judge their own skills; as they have to develop their capability to be independent in criticizing, judging and introducing an evaluative vision of their own production; based on monitoring meta-cognitive processes (p. 41). This means that, students are more aware of their own needs so that they can monitor their performance; it includes meta-cognitive processes through which learners are able to investigate their weak and strength points. Henceforth, learners, in this type of assessment, are engaged actively in the learning process.

### **2.3.3. Assessment of Learning**

Earl and Katz (2006, p. 55) stated that "assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures". That is to say, this type of assessment sums up and describes the elements at the end of the intended learning. In this step, both learners and teachers are aware of the learning conclusions and how they are matched with points listed in the course of the study. Earl and Katz (p. 56) added that assessment of learning aims at evaluating students' learning through providing report on their performance, if they have achieved the learning objectives or not. In other words assessment of learning gives opportunity to teachers to come to a decision about whether their learners have obtained the information given or not.

### **2.4. Definition of Self-Assessment**

Boud and Falchikov (1989, p. 529) referred to self-assessment as a pure engagement of the learner in drawing evaluative conclusions about their learning progress. In other words, self-

assessment deals with the role of students in the learning process and their ability to evaluate their own performance. According to Bindly (1989, as cited in Ashraf and Mahdinezhad, 2015, p. 112) there is a “greater emphasis on encouraging learners to determine their own objectives and to monitor their progress”. This means that self-assessment gives more importance to learner, as an active participant rather than a passive one, in this process. Therefore, self-assessment supported learners to find out means to check and examine their learning conclusions.

Among many others, Boud (1991; as cited in McDonald, 2007, p. 25) emphasized the importance of students' engagement; he claimed that “the defining characteristics of self-assessment are the involvement of student in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards”. Simply put, students' participation in this operation should be highly structured because it needs skilled estimation that depends on assessing the learning materials through a variety of criteria.

Moreover, Bartlett (2015, p. 151) viewed that the student could achieve an effective self-regulation only if he/she would be able to understand the learning objectives and the extent to which they achieved their intended learning goals depending on their needs. This means that, for the student to achieve an effective self-assessment, he/she should be able to understand his/her learning objectives, and then he would be able to measure the extent of achievement of this criterion.

Furthermore, Little (2005, p. 324) argued that the process of self-assessment would be practical in the context of tests and examination; only if the assessors are highly skilled in determining what they are going to judge and the methods to be followed in this judgment. Simply, learners' involvement in the process of evaluation will enable them to recognize what

they are going to judge and the strategies they will use.

Elsewhere, Andrade and Du (2007, p. 160) proposed that self-assessment is a method of formative judgment; through which learners perceive the main aspects of their performance and assess the quality of their production. This means that, self-assessment based on the way learners evaluate the extent to which they would be able to design their learning objectives.

The idea we draw from the above definitions is that the concept of self-assessment is not so recent in the field of education; many scholars and researchers had focused on the existence of this process for many years. In fact, self-assessment is considered to be different from the other forms of assessment because the role of the student is focused in this process. Additionally, self-assessment linked to the way learners reflect to their performances; in terms of identifying their weak and strong points in a critical way

## **2.4 Qualities of Self-Assessment**

There are many scholars in the field of assessment who tried to identify and introduce several qualities of self-assessment:

Firstly, Candy, Crebert and O'Leary (1994; as cited in Boud & Flachikov, 2006, p. 403) suggested that learners should be capable of assessing the correctness and sufficiency of their learning experiences. Then, any kind of assessment activities are get through, it should be clear to students; in order that, they will know how to be decisive factors for analytical self-judgment. In other words, learners' ability to judge their learning facility is linked to their ability to understand the provocative assessment procedures.

Secondly, Black and William (1998, p. 20) argued that this kind of assessment lies in the relationship between two important skills, the first is student's recognition of the existed gap

between his current knowledge and his objectives, and the second is the way he would follow to fill that gap. Simply put, the importance is given to individual improvement that depends on individual perception.

Thirdly, Andrade and Du (2007, p. 160) referred to 'a student in self-assessment as a criterion-referenced'; which means that, learners should understand the measuring materials in terms of what is appropriate for them to achieve their objectives: whether, they are able to link criteria with performance or not. This means that, students should depend on well understood criteria which have to be transparent to learners to make them able to draw a clear conclusion about their performance.

Fourthly, Cooker (2012, p.53) stressed that the scope of self-assessment extended to negotiating and selecting the appropriate materials among many other existed ones, and learners are independent to the extent that they are able to look beyond their current needs to solve their learning problems. In other words, self-assessment based on problem based learning; where students are able to generate questions and remarks to process their own learning.

Finally, McMillan and Hearn (2008, p. 48) tackled the point of motivation through self-assessment; by arguing that the fact that a student is engaged in regulating his classroom activities, this reinforces his intrinsic motivation. This means that the more students are engaged in regulating classroom activities, the more their intrinsic motivation is reinforced. Accordingly, there is an important correlation between self-assessment and motivation in which there is a combined influence.

To sum up, within the process of self-assessment learners are engaged in experiencing judging methods and strategies. They select the learning criteria and build their capacity to monitor their



own progress through critical methods depending on clear constructed measures through which they can evaluate their work.

## **2.4 Techniques of Self-Assessment**

The strength of Self-assessment occurred through applying useful techniques and procedures that help a learners to evaluate their works, So that, the effectiveness of this process could be achieved through:

### **2.4.1 Observation**

Ojung'a, Amenity, Role and Makewa (2014, p. 56) stated that observation has the main role in the process of evaluation and it is the foundational element of effective monitoring; in which the learner started with taking a clear image of his production as a first step, because he would reflect to his own observation at the end to make the relation between initial objectives and expected results. This means that, observation is the starting point that enables learners to underline and draw a general conclusion about the areas of focus.

Furthermore, Brown (2004, pp. 276-277) believed that the more the assessors construct structured observation the more effective the judgment would be. To sum up, all of the above scholars agreed that observation involved the quality and quantity of skills, content and materials. In other words, whenever the learner started his assessing operation he has to identify these objectives through observation and involve in the scope of judgment to know exactly what to observe in order to indicate areas of gap. Thus, the observation phase is very important for learners to have a very clear image about they are going to involve in.

### **2.4.2 Analysis**

Kalina (2005, p. 782) highlighted the importance of interpretation and analysis in the process of self-assessment; in which learners have to engage in this task in order to attain an effective and

entire self-judgment. Moreover, Lee (2005, p. 2) argued that it is helpful for learners to analyze, interpret and make hypothesis; in addition to their ability to generate expectations and make comparison with others' analysis. That is to say, learners' ability to examine and investigate the real conditions and strategies is very beneficial for their learning progress. Accordingly, during this stage learners are required to deal with what to conduct, how to conduct and which methods are appropriate for analyzing their own performance.

### **2.4.3 Interpretation**

Diltz (2006, p. 43) argued that interpretation enables the sophisticated learning to be evaluated; so that, students would be able to give a sense for a given result, when they are engaged in interpretive exercises. They would focus mainly on interpreting both their product and the process of their learning. For the same aspect, Kalina (2005, p. 771) assumed that self-assessment increases learners' self-interpretation; which may advocate more actual learners' contribution. So, they are required to negotiate both skills and methods of their performance; in addition to their ability to develop their note-taking and finally record their production. Simply put, interpreting is completely performed within the process of self-assessment. To sum up, learners are required to develop their capacity to interpret their product; through constructing clear and consistent vision beyond the completion of the performance and discuss all the aspects focusing mainly on strategies and skills.

## **2.5 Tools for Implementing Self-Assessment**

There are different tools conducted by researchers for implementing self-assessment:

### **2.5.1 Rubrics**

For Andrade, Du, Wang and Akawi (2009, p. 287), rubrics are a grading tool used to evaluate students' performance, they offer grades as (excellent, good and average), and students can rely on rubrics to generalize or provide detailed score for a given performance. They added (p. 288)

that, students who depend on rubrics in their evaluation have more opportunities to revise and reflect to their products during the process of learning; since they have already the measuring tools. In other words, learners will be more aware of what they are expected to do, if they use rubrics and relate it to their analytical skills and competencies. Hence, rubrics help students to enhance their critical skills and give them opportunity to be engaged in the assessment process through analyzing and detailing the features of their products.

Armstrong (2013, p. 32) claimed that “while using a rubric as guide it is expected to help students to comprehend the word problem, to fill in gaps of knowledge, to help manage themselves and to reflect on the quality of their work”. This means that, when students evaluate themselves through rubrics they will be able to represent a rational reasoning, control and conduct to the property of their performance. Therefore, a rubric is a powerful tool for self-assessment; it provides learners with guidelines on the way they are expected to perform, in addition to learners’ ability to construct a detailed evaluation of their production.

### **2.5.2 Checklists**

Pintrich (2002, p. 222) claimed that the use of checklist is very important as a diagnostic tool to construct and record the level of proficiency; through checking items that are included in ones performance. He further explained that, this assessment tool is complex but very helpful for students to cope much more with their learning progress. Furthermore, it allows students to give judgment about the constituent units; as it serves the role of arranging data in a meaningful way (p. 224). To highlight, learners would be capable of identifying their personal abilities through answering items in the presented checklists.

According to Harris (1997; as cited in Elgadal, 2017. p. 16). “Checklist is among a number and complexity of criteria that depend on both level and age of students; for young lower-level

students, the questions can be expressed more simply: Does it look nice? Is it interesting? ". This means that, learners' levels play an important role in the way they critically think about their accomplishments, depending on checklists as effective criteria, taking into consideration the area they are going to tackle.

Thus, Checklists can be used as an instrument to check students' development; through checklists students can make a general evaluation about their learning development, and investigate if they are able to accomplish the designed learning goals.

### **2.5.3 Portfolios**

Kennedy (2006, pp. 59-60) stated that portfolio, as an alternative tool of assessment, allows an individualized judgment; where learners focus on creating their own production with appropriate selection of criteria rather than making standard comparison with others. To highlight, through using portfolios, learners can understand the main strategies of correcting their performance as they can evaluate themselves through portfolios.

Mihai (2010, p. 136) claimed that portfolio serves the role of representing students' uniqueness and aptitudes in a clear way. As a result, it helps learners to register and document their skillfulness and learning experiences in a meaningful and transparent way. That is to say, a portfolio is considered as an assessment file that introduces individual selected items chosen by the learner about his unique abilities and accomplishments. Additionally, Black and William (1998, p. 45) noted that "a portfolio is a collection of a student's work, usually constructed by selection from a larger corpus and often presented with a reflective piece written by the student to justify the selection". In other words, portfolios represent learners' experience of self-assessment; in which they are able to collect their individual analytical practices.

Henceforth, students would be able to put themselves in the experience of developing their

learning facility when they reflect to their own performances through portfolios, which allow students to recognize their real situation and possess the process of both learning and assessing, because it includes points linked to their individual learning capacities and objectives.

#### **2.5.4 Journals**

Brown (2004, pp. 260-263) defined a journal as a register of one's ideas and thoughts that aims at collecting the language learning skills; including grammatical logs, replies to reading, reports of attitudes and self-assessment reflection. For him journals can be an impulse for self-assessment in a more independent way; since its primary focus is individualization that goes beyond the level of one simple utterance or phrase. As a matter of fact, journals play a crucial link between one's thoughts and ideas and the way he/she interprets facts to attain the desirable evaluation of his/her learning in a professional way. Therefore, learners depend on writing journals to develop their writing skills, set their personal objectives and evaluate their general learning progress.

Additionally, Birjani and Tamjid (2010, p. 214) stated that journals give learners "the opportunity to reflect on their learning process, learning environment, on themselves as learners, as well as identify ways to plan, monitor, evaluate, and adapt to learning". In other words, learners can depend on writing journals to analyze the surrounding conditions of their learning, regulate and judge their achievements. Thus, a journal is a very effective mean that enhances learners' self-reflection.

#### **2.6 Self-Assessment in Terms of Reliability and Validity**

Learners' awareness of the main principles of assessment enables them to achieve effective self-assessment; reliability and validity are the major principals in the field of assessment.

### **2.6.1. Reliability**

Brown (2004) claimed that the process of achieving reliability relies on the assessor's ability to reach the same results of the same checking test in different cases and different conditions. He mentioned that the reliability of the test would occur only after the accomplishment of the second time in order to compare the results of the first and second versions. For example, if the learner wants to test his critical thinking abilities, he would experience a test that examines his critical thinking in two different occasions with two different conditions and different periods of time (p. 20). This means that, reliability depends on a coordinate and believable process characterized by the degree to which a given measuring tool guarantees constant and fixed results in different times.

Ross (2006, p. 2) argued that “reliability means the consistency of the scores produced by a measurement tool can be determined in many ways. The internal consistency of self-assessment is typically high”. That is to say, the better students understood the reliable test strategies, the better they would obtain a reliable self-administration. Furthermore, Knight (2002, p. 276) argued that learners' reliability is presented when there is an evidence of learners' accomplishments in several occasions; he claimed that for learners to achieve a reliable assessment: firstly, they should be faithful to the curriculum. Secondly, they have to bring into line with the concept that education based on transfer of knowledge; and finally, they must support behaviors related to the good quality of learning. To sum up, reliability in self-assessment is related to the degree to which an assessing criterion is stable; so that, learners are able to generate nearly identical conclusions of their performance in different occasions and conditions.

### **2.6.2 Validity**

Garies and Grant (2015, p. 27) claimed that validity is one of the most significant principles of self-assessment; it is related to the extent to which a given assessment strategy is meaningful and relevant to students' designed inference. So forth, it is based on the degree to which the outcomes of a given evaluative standard are suitable for students' expectations.

Mihai (2010, p. 37) argued that validity used to refer to the degree to which the assumption or the assessing conclusion is based on a meaningful examination; using relevant tools, as grading tests, represent students' individual capacities. In other words, validity refers to the degree to which a given deduction is related to the objective of evaluation. Thus, a learner would produce valid self-assessment only if he would be able to investigate his performance accurately in a dynamic process. Mistar (2011, p. 56) noted that it is very important for learners to take training courses which may enable them to be competent assessors, who are able to achieve valid self-assessment. Therefore, the learner carries out his learning production in several assessing methods and tools in order to ensure its validity.

### **2.6.7 The Role of Self-Assessment in Promoting Language Learning Autonomy**

Cooker (2012, p. 55) stated that "self-assessment is important for language learner autonomy firstly because self-assessment focuses learners' and teachers' attention on to learning instead of accreditation". This means that self-assessment practices play an important role in enhancing learners' autonomous learning that is almost certainly among the designed objectives of both teachers and students. For the same concern, Birjandi and Tamjid (2010, p. 201) claimed that the role of learners' self-assessment is of great importance in the sense that autonomous learning progress requires learners' constructive abilities, in which learners have the capacity to construct and generate their own tasks and make the link between their needs and objectives through

implementing different assessing tools and techniques. In other terms, self-assessment increases learners' awareness of the measuring tools by which they are evaluated.

Zimmerman et al (1996, p. 42) believed that self-assessment serves a great role in the growth and use of learners' abilities; via which learners turn to be deeply conscious of the enhancement in their academic accomplishments and come across a sense of self-efficacy and effective self-direction. According to Khiat (2015, p. 9-11) learners' use of diagnostic tools to assess their performance plays a great role in supporting them to be autonomous learners. Besides, for learners to be autonomous they are required to assess the extent to which they absorb the knowledge; as they are required to be aware of the different methods, criteria and tools to implement this kind of assessment. To explain, strategies of self-assessment play a crucial role in judging the effectiveness of independent learning. For students to promote their life-long learning, they need to evaluate their development and achievements in order to arrange their coming education.

Ponton and Rhea (2006, p. 40-43) suggested that self-assessment did not conduct only learners' failure and success, but also arouse their sense of responsibility; especially when they experience the self-assessment tools, as portfolios, that have a great role in enhancing their writing skills. For them this tool helps in developing learners' self-esteem because one must practice his skills and find out which learning strategies and criteria that suit him; in order to be fully engaged in and out of classroom activities. Consequently, self-assessment increases learners' sense of responsibility; for the reason that, the more learners understand the qualities of their work, the more they will be responsible for their learning progress.

Boud (1989, p. 21) believed that self-assessment is a very effective way for the enhancement of autonomous learning; in the sense that it is the "ability to assess one's own work. It is an



important element in most forms of learning and that it is an ability which must be cultivated if learners are to engage effectively in lifelong learning". In other words, learners' ability to assess themselves, dealing with different types of assessment tools and forms in different contexts, would help them to promote readiness to take charge and to have power over their learning.

Thus, self-assessment and language learning autonomy are mutually related to each other. On the one hand, self-assessment is a very important tool for learning autonomy. On the other hand, self-assessment is among the designed goals of learning autonomy; since, autonomous learners set their goals starting from their ability to determine tasks and select both the content and process of learning to their ability to assess what they have acquired.

## **Conclusion**

Learner self-assessment is considered as an effective method that helps learners to self-direct and examine their learning. It represents learners' ability to set their learning objectives and recognize the measuring criteria; through which they would make a judgment of their progress. Self-assessment promotes learning autonomy via creating a sense of awareness inside learners toward what they are learning; in addition to their ability to identify the ways to implement the assessing tools that ensure competent learners, who are able to take charge of their own learning.

Making learner aware of all the aspects linked to self-assessment is of great importance in promoting his/her language learning autonomy. Self-assessment is valuable method in the sense that it offers learners opportunities to reflect to their performance, which is in fact an effective way to ensures future learning progression. Accordingly, learners who improve their ability to be assessors of their own performance, they will be able to share their outcomes, overcome the challenge of meeting the assessing criteria and achieve autonomous learning ends.

## **CHAPTER THREE**

### **FIELD INVESTIGATION**

#### **Introduction**

The present research aims at investigating the role of self-assessment in promoting language learning autonomy. The implementation of this analysis is done through the questionnaire as a mean for data collection; two questionnaires were administered to students and teachers for the reason that questionnaires provide the required facts when time is restricted. Students' questionnaire is formulated to examine their perception of the notion of autonomy and the role of self-assessment in promoting their language learning autonomy. Furthermore, teachers' questionnaire is calculated for the aim of getting knowledge about autonomy in language learning, the ways students self-assess themselves and the role of their assessment in promoting their autonomous learning. So, the chapter in hand presents the description, examination and interpretation of each question in both teachers' and learners' questionnaire and it is concluded by a general summary of the whole results and findings.

#### **3.1 Students' Questionnaire**

##### **3.1 Aims of Students' Questionnaire**

Students' questionnaire is designed to provide information about learners' perception of the concept of autonomy. In addition to investigating learners' ability to assess themselves through implementing different assessment tools and techniques, and the role of self-assessment in promoting learners' autonomous learning.

### **3.1.2 Population of the Study**

The sample of the study has been chosen randomly; and hence, the questionnaire has been administered to fifty-seven (57) students among sixty-six (66) ones, at the Department of English, Guelma University, registered for the academic year 2017-2018. We have chosen Master One students because they are supposed to have the ability to take charge of their learning and be able to self-assess; through the presenting courses during their four years of studying.

### **3.1.3 Description of Students' Questionnaire**

This questionnaire was designed to investigate learners' perception of autonomous learning, ways of self-assessment as well as the role of self-assessment in promoting their language learning autonomy. It consists of 16 questions that vary from close-ended questions; where students are required to provide yes/ no answers or to tick in the box the corresponding choices, to open questions; where they are asked to write full answers or justifications. Moreover, the questionnaire is divided into three main sections: section one "General Information" includes two questions about students' background (Q1 and Q2). Section two "Language Learning Autonomy" consists of six questions (Q3- Q8) aiming at extracting students' understanding of the notion of autonomy. Section three "Self-Assessment and Language Learning Autonomy" contains eight questions and seeks to obtain information about students' perception of their ability to self-assess and the role of this self-assessment in promoting their autonomy.

### **3.1.4 Administration of Students' Questionnaire**

This questionnaire was administered at the Department of English, University of 8 Mai 1945-Guelma- for Master One students on April, 16<sup>th</sup> 2018. Students were very cooperative, they spent one hour to answer all the questions and handed back the questionnaire immediately.

### 3.2 Data Analysis and Interpretation

#### 3.2.1 Data Analysis, Interpretation and Results of Students' Questionnaire

##### Section One: General Information

**Question One:** How long have you been studying English?

Table 3.1

*Students' Study Experience of English*

|          | Number | Percentage |
|----------|--------|------------|
| 11years  | 49     | 85,90%     |
| 12 years | 7      | 12,28%     |
| 13 years | 1      | 1,75%      |
| Total    | 57     | 100%       |

According to the table 3.1, the overwhelming majority of students (85, 90%) studied English for 11 years. (12, 28 %) of them opted for 12 years, and only (1, 75%) of them answer 13 years. Therefore, nearly all of them had a valuable background in English that started from middle School.

**Question Two:** How would you describe your attitude toward English language learning?

Table 3.2

*Students' Attitudes toward English Language Learning*

|             | Number | Percentage |
|-------------|--------|------------|
| Desirable   | 52     | 91,22 %    |
| Undesirable | 5      | 8,77%      |

|       |    |      |
|-------|----|------|
| Total | 57 | 100% |
|-------|----|------|

Concerning students' attitudes toward English language learning, the overwhelming majority (91, 22%) have the desire to learn English; hence, they are interested and satisfied with their choice of being English language learners. However, 5 of them have undesirable attitudes; this means that, it was not their own preferred choice.

## Section Two: Learning Autonomy

**Question Three:** When you are in classroom, what type of classroom works do you prefer?

Table 3.3

*Students' Preferred Classroom Works/Tasks*

|                 | Number | Percentage |
|-----------------|--------|------------|
| Individual Work | 32     | 56,14%     |
| Pair Work       | 18     | 31,57%     |
| Group Work      | 7      | 12,28%     |
| Total           | 57     | 100%       |

As it is shown in Table 3.3, the number of students is divided into three groups according to their choices. Thus, 56, 14% of them opted for individual work which indicates their preference of working a part from others and they confirm to be better for their learning achievements. 31, 57% of our respondents chose pair work; that is, each one of them believes that it is helpful and really motivating when he/she works with his /her peer. 12, 28% of them learning.

**Question Four:** how could you define autonomy?

*Students' Definition of Autonomy*

Concerning learners' definition of autonomy, the overwhelming majority of the sample students 94, 73% defined it in a closed way as: autonomy is the ability of someone to work independently in which the autonomous learner is the one who is able to choose the appropriate ways and decisions linked to his learning; whereas, others referred to it simply as self-reliance. According to their definitions, it seems that most of students are aware of the notion of autonomy, its meaning and its importance in language learning. However, only 3, 50% of the respondents did not define autonomy; which can be interpreted as being unconscious about autonomy as a concept and of its significance in education.

**Question Five:** Do you consider yourself an autonomous learner?

Table 3.4

*Students' Autonomy*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 49     | 85,96%     |
| No    | 8      | 14,03%     |
| Total | 57     | 100 %      |

As table 3.4 indicates, (85, 96%) of the students considered themselves as autonomous learners; this implies that they are independent in their learning and have the characteristics of self-reliant learners who are able to determine their choices and self-regulate their process of

learning. Whereas (14, 03%) of them believed that they are non-autonomous ones; which denotes that they are not able to learn without others aid.

### *Students' Justification*

Concerning students who thought to be autonomous, they have justified their claims saying that they did not rely on their teachers and have a total control over all the decisions linked to their learning. However, those who judge themselves as non-autonomous learners, because of their lack of knowledge in different modules; which lead them to rely on their teachers as a source of knowledge and guidance.

**Question Six:** Do your teachers provide you with strategies that foster your autonomous learning?

Table 3.5

### *Students' Opinions about Teachers' Provision of Autonomy Promoting Strategies.*

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|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 39     | 68,42%     |
| No    | 18     | 31,57%     |
| Total | 57     | 100 %      |

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The majority of students 68, 42% claimed that their teachers gave them help to be autonomous via offering a number of intended strategies in and out of classroom. This denotes that learners could benefit from the offered strategies in being more self-directed, self-reliant and even motivated to take charge of their whole learning process. However, 31, 57% of them declared that their teachers did not suggest any kind of strategies that can help them to promote their

autonomy; which means that, their teachers ignore the importance of developing learners' independence and hence their learning autonomy

**Question Seven:** If yes, which of the following ones do they offer?

Table 3.6

*Teachers' offered Strategies*

|                 | Number | Percentage |
|-----------------|--------|------------|
| Home Work       | 07     | 17,94%     |
| Presentations   | 30     | 76,92 %    |
| Research Papers | 02     | 5,12%      |
| Total           | 39     | 100%       |

The results show that the majority of students 76, 92% said that presentations were the most useful strategies that make them familiar with such kind of works that require a learner self-direction. This means that, instructors focus on students' performance in classroom as a way to encourage them being autonomous. Nevertheless, 17,94% of the students opted for home works; which can denote that teachers tend to give such kind of works in order to give them opportunities to search for information and make conclusions about their learning. In addition, 5, 12% chose research papers; which implies that teachers did not suggest that kind of strategies for their students.

*Students' Suggestions*



Only two students said that they want if their teachers would give them essays and abstracts to write.

**Question Eight:** Do you think that your teacher plays an important role in promoting your learning autonomy?

Table 3.7

*Students' Opinions about their Teachers' Role in Promoting their Autonomy*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 48     | 84,21%     |
| No    | 9      | 15,78%     |
| Total | 57     | 100%       |

The results obtained from table 3.7 reveal that the majority of students 84, 21% picked yes; this means that, although their aim is achieving self-reliance in accomplishing their learning objectives, they do not ignore their teachers' role. (15, 78%) of them answered no'; which can indicate that teachers' role is not of great importance for them.

*Students' Justification*

Students, who gave their approval to the fact of teachers' role in the promotion of autonomous learning is important, claimed that their teachers are the source from which they develop their learning autonomy; as they encourage them to overcome the barriers of being independent through different tasks and activities either in or out of the class.

### Section Three: Self-Assessment and Language Learning Autonomy

#### Question Nine: Do you assess yourself?

Table 3.8

*Students' Self-Assessment*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 43     | 75,43%     |
| No    | 14     | 24,56%     |
| Total | 57     | 100%       |

As it is indicated in table 3.8, most of the students 75,43% declared that they assess themselves; this means that, they are aware of self-evaluation skills and tools and have a considerable knowledge about the ways to implement it. 24, 56% of them said that they do not reflect to what they have done; which signifies their lack consciousness about the benefits self-assessment has.

**Question Ten:** If yes, how often do you do?

Table 3.9

*Frequency of Students' Self-Assessment*

|           | Number | Percentage |
|-----------|--------|------------|
| Always    | 5      | 11,62%     |
| Usually   | 8      | 18,60%     |
| Sometimes | 30     | 69,76%     |
| Rarely    | 00     | 00%        |
| Total     | 43     | 100%       |

On the basis of the statistics above, 69,76% of students asserted that they sometimes assess themselves; thus, they are aware of the advantages of self-assessment and they are slightly interested in checking their own progress as they have the required skills to self-monitor their learning development. Whereas 18,60% of them claimed that they usually do; which means that, learners are concerned with identifying their weak and strong points and have the curiosity to know what they do and what they can achieve. Only 11, 62% of the students ticked for always that means that they are so interested in checking their progress.

**Question Eleven:** What kind of self-assessment tools do you use?

Table 3.10

*Kinds of Self-Assessment Tools Used by Students*

|            | Number | Percentage |
|------------|--------|------------|
| Checklists | 10     | 31,57%     |
| Rubrics    | 00     | 00 %       |
| Journals   | 31     | 54,38 %    |
| Portfolios | 2      | 14,03 %    |
| Total      | 43     | 100 %      |

Concerning the useful self-assessment tools, the majority 54,38% of students selected journals, which reveals that they preferred to check their progress through these written logs. 31, 58% of them opted for checklists. This answer shows that they know how to present an estimation of their performance. Just about 14, 03% of the whole number used to assess themselves through portfolios; this highlights that they know the ways to implement it. None of them chose rubrics; which can be interpreted as their ignorance of the importance and the implementation of this tool.

*Students' Suggestions*

Only few students gave some suggestions; saying that they used to assess themselves through tests designed by them, also through quizzes that aimed at refreshing their mental capacities.

**Question Twelve:** Does the learning classroom environment help you implement your self-assessment tools?

Table 3.11

*The Impact of Classroom Environment on the Implementation of Students' Self-Assessment*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 6      | 10,52%     |
| No    | 51     | 89,47%     |
| Total | 57     | 100%       |

In relation to the results in table 3.11, most of the students 89% opted for 'No'; which indicates that, the classroom learning environment is not suitable for them to apply any kind of self-assessment tools. Only 10, 52% of them asserted that the classroom environment is helpful to evaluate their performance; this means that, the later are able to practice such kind of assessment inside the classroom

*Students' Clarifications*

For those who declared 'No', they justified their answers by arguing that the time management is the first factor that prevented them from applying their own assessment. Consequently, teachers could not find time to give them an opportunity to do so because of the long syllabuses in each module. Thus, learners are aware of the real learning conditions and challenges that shape learning within these new programs. For those who said 'Yes', they claimed that the classroom environment is helpful because the aim behind some modules is to

enable them to reflect to their production and to give estimation about their productions; this means that, they really know the indented objectives of each course.

**Question Thirteen:** Do you reflect on your teacher assessment to make comparison with yours?

Table 3.12

*Students' Reflection to Teachers' Assessment*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 40     | 70,17%     |
| No    | 17     | 29,82%     |
| Total | 57     | 100%       |

The majority of students 70, 17% said that they reflect to their teachers' assessment to compare it with theirs. This means that, although self-assessment put them in the centre of the learning process, but teacher's role is still being of great importance for them. 29, 82% said that they did not reflect to their teachers' assessment; which means that they trust their self-assessment reliability.

**Question Fourteen:** How can you judge your self-assessment?

Table 3.13

*Students' Self-Assessment Degree of Reliability*

|                  | Number | Percentage |
|------------------|--------|------------|
| Reliable         | 27     | 47,36%     |
| Somehow Reliable | 30     | 52,63%     |
| Not Reliable     | 0      | 0,00 %     |
| Total            | 57     | 100%       |

As it is shown in the table above, most of the students 52, 63% argued that their self-assessment is of some reliability; that is, they know self-assessment principles but have a limited knowledge about how to implement it. 47, 63% of them claimed that their self-assessment is reliable; so they are competent enough and have a high level of assessment proficiency. None of them opted for 'Not Reliable' which designates that none of them lack confidence on his/her own assessment.

**Question Fifteen:** According to you, to what extent is self-assessment important in promoting your language learning autonomy?

Table 3.14

*Students' Opinions about the Importance of Self-Assessment in the Promotion of their Language Learning Autonomy*

|                | Number | Percentage |
|----------------|--------|------------|
| Very Important | 50     | 87, 71     |
| Important      | 4      | 07, 03%    |
| Less important | 3      | 05, 26%    |

|               |    |         |
|---------------|----|---------|
| Not important | 0  | 00, 00% |
| Total         | 57 | 100%    |

---

As far as the importance of self-assessment in promoting students' language learning autonomy is concerned, the overwhelming majority of students 87, 71% selected 'very important'; which implies that, they really get the benefits of self-assessment and how it facilitates their way to direct their learning. It also shows their understanding of the relationship between self-assessment and language learning autonomy and the mutual influence that can occur. Moreover, 7, 03% of them believed that self-assessment is 'important'; i.e., they are aware of the significance of self-assessment in promoting their learning autonomy. However, 5, 26% argued that self-assessment is less important; which can be interpreted as their failure in recognizing the benefits of self-assessment and inability in discovering or experiencing the relation between self-assessment and language learning autonomy.



**Question Sixteen:** According to your learning experience, which one is more useful for your language learning autonomy promotion in particular and your whole learning progress in general?

Table 3.15

*The Most Useful Assessment Type for Students' Autonomous Learning Promotion*

|                    | Number | Percentage |
|--------------------|--------|------------|
| Self-assessment    | 32     | 56,14%     |
| Teacher assessment | 25     | 43,85%     |
| Total              | 57     | 100%       |

The results clearly show that, 56, 14% of the whole sample students asserted that self-assessment is more useful in ameliorating learner's autonomy. Thus, it seems that students have a clear understanding of the aim behind developing ones self-assessment because they believe that if they will be able to identify their weaknesses and strengths, they will be able to direct their whole learning process. However, 43,85% of them chose teacher assessment; that is, they are not able to make self-assessment but dependent on their teachers' assessment; in addition to their inability to make the correlation between self-assessment and language learning autonomy.

#### **4. Summary of Results and Findings from Students' Questionnaire**

The first section about students' general information revealed that, the majority of students 85,90% have at least 11 years of English study experience; thus, they have a considerable level of proficiency. Moreover, 91, 22% of them have a positive attitude to learn English; which can increase their motivation and interest.

In section two, the results show that the majority of students 56, 14% preferred to work individually; which means that, they believe in their capacities and support learning independence via individual works. Concerning students' definition of autonomy, all of them provided approximately the same definition where they all agree that 'autonomy is the ability of someone to direct his own learning without the help of others'. Thus, they are aware of the significance of being self-reliant, self-directed and take charge or be responsible for their language learning process. Moreover, most of them 85, 96% consider themselves as autonomous learners; which can denote that they are competent and have the required skills and abilities to identify their needs and find the appropriate ways to accomplish their learning objectives. Relatively, students justified their claims by arguing that they are able to take most of the decisions linked to their learning without the help of their teachers or peers. In relation to the strategies offered by teachers to promote students' learning autonomy, more than half of them 68, 42% believed that their teachers suggest and try to apply some strategies that help increasing their level of autonomy; for instance, they said that having presentations is the most useful strategy, this suggests that teachers focus more on developing students' ability to search and perform individually without their direction. Some of them suggested that teachers offer writing abstracts and classroom activities to help them be more independent. In relation to teachers' role in promoting students' learning autonomy, most of the students 84, 21% confirmed that their teachers' role is of great importance mainly for guidance. Although their aim is to be independent, teachers are the most reliable source from which they acquire self-direction skills.

In Section three the majority of students 75,43% ensure to assess themselves; which designates that they know the role of self assess their own learning outputs. Moreover, the results show that most of the students 54, 38% depend on journals; as a useful tool to identify their weak

and strong points. They suggested the sophisticated cues that aim at testing their own knowledge. Furthermore, most of the sample students 89, 47% believe that classroom learning environment is not helpful for implementing their self-assessment tools. That is to say, the learning conditions are not suitable and neglect their needs to monitor their process: and hence, no opportunities to take charge of their assessment are available. A great number of students 70, 17% declared that they reflect to their teachers' assessment to make comparison with their self assessment; which implies that, for them teacher assessment is the source of reliability and validity; and hence, they can reflect to it to make a resemblance. The results also revealed that, the majority of students 52, 63% believe that their self-assessment is of some reliability; as they are conscious of the main principles of self-assessment and have an amount of reliability; however, they cannot totally depend on their assessment as a final judgment. Moreover, a good number of students 87,71% assumed that self-assessment is very important; this shows their awareness of the advantages of being self-responsible and of making a self-assessment of their performance in helping them to be self-directed learners. Finally, the majority of students 56, 14% believed that self-assessment is the most useful assessment type that helps them take charge of their learning; that is, they have a deep comprehension of the positive results of self-assessment on the promoting their language learning autonomy.

## **5. Teachers' Questionnaire**

Teachers' Questionnaire aims at gathering information about teachers' views of learning autonomy in general and their students' autonomy in particular and the role of self-assessment in promoting of learners' autonomy.

### **5.1 Aims of Teachers' Questionnaire**

Teachers' questionnaire is formulated for the reason that it collected information about teachers' views about their learners' autonomy, the ways their learners' direct their learning. As well as their views about the ways students self-assess themselves and the role of their assessment in promoting their autonomous learning.

### **5.2 Description of Teachers' Questionnaire**

The questionnaire has been divided into three parts; section one (Q1 - Q2) sought general information about teachers' English teaching experience. Section two was (Q3 –Q7) about teachers' views of autonomy in general and their students' autonomy in particular Section three (Q8 – Q14) aimed at investigating teachers' views of their students' experience of self-assessment, while section four (Q15- Q19) examined how do teachers consider the role of self-assessment in promoting students' language learning autonomy.

### **5.3. Administration of Teachers' Questionnaire**

The administration of this questionnaire was held from April, 16<sup>th</sup> to Mai, 8<sup>th</sup>, 2018 at the Department of English, University of 8 Mai 1945, Guelma. Teachers were so collaborative and had kindly answered the questionnaire; providing valuable and helpful information for this research.

## 5.4. Data Analysis and Interpretation

### Section One: General Information

**Question One:** How long have you been teaching English?

Table 3.16

#### *Teachers English Teaching Experience*

|       | Number | Percentage |
|-------|--------|------------|
| 10    | 3      | 20%        |
| 4     | 2      | 13,33%     |
| 5     | 2      | 13,33%     |
| 6     | 2      | 13,33%     |
| 8     | 2      | 13,33%     |
| 9     | 2      | 13,33%     |
| 12    | 1      | 6,66%      |
| 13    | 1      | 6,66%      |
| Total | 15     | 100%       |

According to the above table, teachers' teaching experience varies from 4 to 13 years. Therefore, 20% of teachers replied that they have taught English for ten years, 13,33% of them for four years, the same portion goes for the following years respectively five, six, eight and nine years, and only one opted for twelve (12) and another one for 13 years. This demonstrates that

most of teachers have a considerable experience in the field of teaching English as a foreign language.

**Question Two:** What are the modules you are currently teaching?

#### *Current Teaching Modules*

The respondents' answers show that they teach different modules related to different fields of study. Accordingly, the modules vary between Written Expression, Grammar, Research Methodology, Applied Linguistics, Course Design, Linguistic Schools, Theoretical Linguistics, Sociolinguistics, Literature, British Literature, Testing and Evaluation, Techniques of University Work, Civilization and Translation. Moreover, we have noticed that the majority of teachers teach more than one module and for different levels.

#### **Section Two: Learning Autonomy**

**Question Three:** How can you define autonomy in language learning?

#### *Teachers' Definitions of Language Learning Autonomy*

When it comes to the definition of language learning autonomy, all teachers agree that autonomy is the process in which learners take charge and responsibility of their learning inside and outside the classroom; in order to achieve their learning objectives.

**Question Four:** According to you, is it important for students to be autonomous in language learning process?

Table 3.17

*The Importance of Autonomy in Language Learning*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 15     | 100%       |
| No    | 00     | 00 %       |
| Total | 15     | 100%       |

As it is shown in table 3.17, all teachers argued that it is important for learners to be autonomous; this implies that, they support learners' independence toward their learning and they are aware of the positive results of this process.

*Teachers' Justifications*

In relation to the responses above, teachers justified their answers by claiming that it is important for learners to be autonomous; for the reason that, learning a forging language requires learners' own practice and efforts. Thus, they should not limit themselves to the teaching content: but instead, they have to be creative and depend on their knowledge to develop their learning strategies that will ensure better learning accomplishments. In other words, teachers encourage learners to be self-directed, independent and self reliant learners and attempt to raise their awareness towards the importance of being autonomous.

**Question Five:** How autonomous are your students?

Table 3.18

*Teachers' Judgement of Students' Autonomy*

|                 | Number | Percentage |
|-----------------|--------|------------|
| Very autonomous | 00     | 00,00%     |
| Autonomous      | 01     | 06,66%     |
| Average         | 12     | 80,00%     |
| Not autonomous  | 02     | 13,33%     |
| Total           | 15     | 100%       |

Concerning students' autonomy, the overwhelming majority 80% of teachers claimed that their students' autonomy is average; which indicates that they have noticed their students' efforts and abilities to gain self-access. 13, 33% of them referred to their students as non-autonomous, this means that their students do not show any kind of abilities that reflect their desire to be autonomous, and only 06, 66% of teachers declared that students are autonomous and play an active role in the classroom.

**Question Six:** Do you provide your students with any kind of strategies to promote their language learning autonomy?

Table 3.19

*Teachers' Use of Strategies to Promote Language Learning Autonomy*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 13     | 86,66%     |
| No    | 2      | 13,33%     |
| Total | 15     | 100%       |

According to the results obtained, the majority of teachers 86,66% provided their students with strategies that help them to determine their needs and the ways to reach their designed goals; this denotes the value of teachers' role in motivating their students and increasing their awareness



about the importance of autonomous learning. Only 13,33% affirmed that they did not supply any kind of strategies to their students, so they do not give much importance to encouraging learners toward independent learning ( i.e. autonomous learning).

**Question Seven:** If yes, which of the following do you offer?

Table 3.20

*Teachers' Strategies to Promote Learners' Autonomy*

|  | Number | Percentage |
|--|--------|------------|
| Allow learners to create their own goals | 03     | 23,07%     |
| Allow learners to generate their tasks   | 00     | 00%        |
| Encourage learners' choice               | 10     | 76,92%     |
| All of them                              | 00     | 00%        |
| Total                                    | 13     | 100%       |

**Section Three: Learners' Self-Assessment**

**Question Eight:** How can you define assessment?

*Teachers' Definition of Assessment*

Nearly all the teachers define assessment in a much related way; thus, they agree that assessment is simply an integrated process in teaching and learning pedagogy that entails continuous measuring abilities and competencies. It involves students' ability to identify the weak and strong points on the basis of measuring standards.

**Question Nine:** Do you use any assessment type or technique in your classes?

Table 3.21

*Teachers' Use of Assessment Types*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 15     | 100%       |
| No    | 00     | 00,00%     |
| Total | 15     | 100%       |

All teachers 100% opted for Yes, which means that they care about their students' progress and check their language learning development.

**Question Ten:** If yes, what kind(s) of assessment do you rely on?

Table 3.22

*Types of Assessment Teachers Rely on.*

|                    | Number | Percentage |
|--------------------|--------|------------|
| Teacher assessment | 06     | 40,00%     |
| Self-assessment    | 00     | 00,00      |
| Both               | 09     | 60,00 %    |
| Total              | 15     | 100%       |

The results in the above table revealed that, 60% of teachers confirmed their reliance on both types of assessment; that is, they make use of both teacher assessment and students' self-assessment. In other words, teachers are not limited to one type of assessment; instead, they tend to use different types of assessment according to the nature of tasks and materials to be taught.

However, 40% of them chose teacher assessment; which indicates that, they do prefer to depend on their assessment to provide an objective judgment of their students' performances.

**Question Eleven:** Does the learning environment have any impact on fostering learners' self-assessment?

Table 3.23

*The Impact of the Learning Environment on Promoting Learners' Autonomy*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 14     | 93,33%     |
| No    | 01     | 06,66%     |
| Total | 15     | 100%       |

As table 3.23 shows, the overwhelming majority of teachers 93,33% claimed that the learning environment has a great impact on encouraging learners' self-directing skills (i.e. autonomy); that is, they are aware that the learning conditions and features may help learners or prevent them to take charge of judging their own advancement. Only one opted for

*Teachers' Justifications*

In relation to the responses teachers provide, those who said 'Yes' justified their claim saying that if students work in an environment where they do not feel free and responsible for their own learning, they cannot overcome all the barriers linked to their ability to evaluate their work; as anxiety for example. Thus, the learning environment gives opportunities for learners to implement their self- assessment techniques. For teachers who chose 'No', they claimed that if learners have the desire to practice self-assessment they will not be affected by the learning

environment; in this case teachers insist on students' inner capacities and wants that are not affected by the external factors or obstacles.

**Question Twelve:** How often do your students assess themselves?

Table3.24

*Frequency of Students' Self-assessment*

|           | Number | Percentage |
|-----------|--------|------------|
| Always    | 00     | 00%        |
| Usually   | 00     | 00%        |
| Often     | 0      | 00%        |
| Sometimes | 09     | 60%        |
| Rarely    | 03     | 20%        |
| Never     | 03     | 20%        |
| Total     | 15     | 100%       |

When asking teachers how often do their students assess themselves, most of them 60% opted for sometimes. Thus, students check their learning progress only from time to time. 20% of them assumed that their students rarely practice self-assessment; that is, they are not highly interested in judging their learning tasks. In addition, 20% of them claimed that their students never engage in experiencing self-monitoring process; hence, they totally ignore the significance of self-assessment and are not able to relate their self-monitoring skills to their learning.

**Question Thirteen:** According to you, what is the most useful self-assessment tool that can be used by your students?

Table 3.25

*The Most Useful Self-Assessment Tool Used by Students*

|            | Number | Percentage |
|------------|--------|------------|
| Checklists | 5      | 33,33%     |
| Journals   | 8      | 53,33%     |
| Rubrics    | 1      | 6,66%      |
| Portfolios | 1      | 6,66%      |
| Total      | 15     | 100%       |

According to the majority of teachers 53, 33%, journals are the most useful self-assessment tool that can be used by their students. This means that, teachers recognize that their students are more competent in identifying their weak and strong points through journals more than any other tool; mainly because their students prefer written assessment. 33, 33% of them opted for checklists; for the reason that, students found it easy to use checklists to ensure a successful self-assessment process; while, only 6, 66% believed that their students used to evaluate themselves through portfolios and the same portion 6.66% for rubrics; which means that teachers believed that their students have a considerable required skills for implementing portfolios and rubrics.

*Teachers' Suggestions*

Some teachers offered online quizzes and self-questioning after finishing a given task; that is, teachers noticed their students' attempts of self-assessment: what they do and what they can do.

**Question Fourteen:** Among the following, which one describes your students' degree of reliability in assessing themselves?

Table 3.26

*Students' Reliability Degree*

|         | Number | Percentage |
|---------|--------|------------|
| High    | 0      | 00,00%     |
| Average | 11     | 73,33%     |
| Low     | 04     | 26,66%     |
| Total   | 15     | 100%       |

73, 33% of teachers opted for 'average'; which signifies that, their students have an acceptable level in assessing their own works; in addition, teachers believe in their students' abilities in this alternative process (i.e. the process of self-assessment) However, 26, 66% of them stated that students' level is 'low'; which denotes that, teachers recognized that their students are not experienced in doing self-assessment.

#### **Section Four: The Role of Self-Assessment in Promoting Language Learning Autonomy.**

**Question Fifteen:** Do you think that developing self-assessment capacity is important for having autonomous learners?

Table 3.27

##### *The Importance of Self-Assessment in Having Autonomous Learners*

|       | Number | Percentage |
|-------|--------|------------|
| Yes   | 15     | 100%       |
| No    | 00     | 00%        |
| Total | 00     | 00%        |

As the results above show, all teachers declared that self-assessment is important for having autonomous learners; that is, when learners have the capacity to identify and check their strong and weak points, they can take responsibility over their whole learning process.

**Question Sixteen:** If yes, to what extent it is important?

Table 3.28

##### *Self-Assessment Degree of Importance*

|                    | Number | Percentage |
|--------------------|--------|------------|
| Very important     | 12     | 80%        |
| Important          | 03     | 20%        |
| Of some importance | 0      | 0%         |
| Not important      | 0      | 0%         |
| Total              | 15     | 100%       |

It is clear from the table that, the majority of teachers 80% believed that self-assessment is very important for having autonomous learners and 20% of them opted for important this implies that all the teachers are aware of the benefits of developing self-monitoring skills in the progress of one's autonomous learning. None of them opted for not important which indicates that they do not ignore the role of self- assessment in the promotion of learning autonomy.

**Question Seventeen:** How could you describe the correlation between students' self-assessment and their language learning autonomy promotion?

Table 3.29

*Correlation between Students' Self-Assessment and Language Learning Autonomy Promotion*

|                     | Number | Percentage |
|---------------------|--------|------------|
| Highly correlated   | 12     | 80 %       |
| Correlated          | 03     | 20%        |
| Slightly correlated | 00     | 00%        |
| Uncorrelated        | 00     | 00%        |
| Total               | 15     | 100%       |

Concerning the correlation between self-assessment and learning autonomy, 80% of teachers claimed that self-assessment and language learning autonomy are 'highly correlated'; which indicates that the more learners are able to detect their errors and accomplishments and regulate their process of learning, the more they have opportunities to be self-directed learners; who are able to have the power to determine all choices linked to their learning, 20% of them declared that learners' self-assessment is correlated to their learning autonomy; hence, they do not neglect the relationship between students' self-monitoring ( i.e. self-assessment) and self-directing skills (i.e. autonomy). None of them chose slightly correlated and uncorrelated.



**Question Eighteen:** what classroom self-assessment-based activities or tasks you use to promote students' language autonomy?

*Classroom Self-Assessment Based-Activities/ Tasks Teachers Use to Promote Students' Autonomy.*

The question was an opened one, therefore, only 8 teachers stated some activities that fall under using games as based activities, quizzes and pair activities. Moreover, teachers asserted that they tend to encourage their students to write essays and paragraphs to check their progress or introduce a list of questions to estimate where they do best and where they fail.

**Question Nineteen:** If you have any further suggestions related to the topic, please add them.

*Teachers' Suggestions*

Only 26, 66% of teachers provided suggestions. They considered the topic as so interesting to be tackled and students should make their own checklists to gain the habit of investigating their learning development. One teacher insisted on the necessity of raising students' awareness toward the importance of autonomy and self-assessment.

## **5. Summary of Results and Findings from Teachers' Questionnaire**

The examination of teachers' questionnaire shows that all teachers have a significant experience in teaching different modules of the three main fields (Linguistics, Literature and civilization).

In the first section, all teachers agreed that autonomy involves someone's ability to solve learning problems and take all decisions related to the process of learning. This can designate teachers' awareness of the qualities that can ensure a self-directed process. Each and every one of the teachers claimed that, it is very important for learners to direct their learning; that is, students have to be responsible for directing and controlling their learning and taking charge for finding the appropriate methods that ensure their learning goals. Hence, they believed in the importance

of this learner-centered approach –self-assessment. Moreover, they justified their answers by arguing that, it is helpful for someone to be responsible for identifying his needs; in order to select the appropriate methods and materials that cope with or suit his/her learning strategies because the learner is more aware than anyone else of his own needs and goals.

Concerning teachers' judgment of their students' autonomy most of them demonstrated that learners' autonomy is average; which clarifies the point that, students are not entirely autonomous but they have an acceptable level of perception of this notion. The overwhelming majority 86, 66 % of teachers offered different techniques and strategies to raise their students' level of autonomy. In other words, they motivated them to rely on themselves in controlling both the content and process of their learning in order to be able to reach their intended learning goals. The majority of teachers 76, 92% argued that they encourage their learners' choice; that is, teachers focus on decision-making as a crucial quality that leads to learners' self-direction and self-reliance.

Moreover, all teachers defined assessment as the process of judging ones progress by specifying the weak and strong points through different measuring criteria. They all agreed that they referred to assessment to check their students' development; which denotes that they care about their students' level. Teachers justified their claims saying that: they used to do so in order to check if methods they used to rely on in their teaching were effective or not. Teachers also declared that they rely on both teacher's assessment as well as student's self-assessment. The majority of them 93,33% believed that the learning environment has a great impact on learners' self-direction; justifying their claim by arguing that, students have to be in a learning atmosphere where they can overcome all the barriers. Concerning the frequency of students' self-assessment, most of teachers 60% claimed that their students used to self-assess themselves only sometimes;

this means that, their students acknowledge the significance of their own assessment in improving their learning progress.

According to the majority of teachers 73,33 %, students have an average level of reliability; which indicates that teachers can notice and conclude if their students have an acceptable level of reliability or not. Moreover, most of them agreed that developing self-assessment is very important. Therefore, they are aware of the benefits of developing self-monitoring skills in the direction of one's autonomous learning. Concerning the importance of self-assessment in the promotion of language learning autonomy 80% of teachers insisted on the fact that self-assessment is of great importance. Furthermore, 80% of teachers believed that self-assessment and learning autonomy are highly correlated; this means that, the more the student is able to judge and monitor his achievements the more he/she will be able to direct the whole learning process.

Question eighteen was an opened question; where 53,33 of teachers suggested that they used to provide their students with pair works, essays to write, evaluative questions and on-line quizzes to promote their autonomy. Finally, some teachers considered the topic as so interesting to be tackled by both teachers and students.

## **Conclusion**

The examination of students' and teachers' questionnaires is designed in relation to the main research question in which both questionnaires showed the necessity for developing learners' autonomy; since, both of them agreed that learners are required to identify their needs and find solutions to all problems and obstacles linked to their process of learning; and this can be achieved, only if learners are engaged in individual works and tasks. In relation to the results of both questionnaires, teachers are highly encouraging their students toward the self-directed

learning through different strategies and techniques in and out of classroom. The study brought to light a general conformity from respondents about the important role of self-assessment in the promotion of language learning autonomy. Thus, both teachers and learners argued that students' ability to design a self-assessment process and critically reflect to their performance is very beneficial for fostering their ability to take charge of their learning and be autonomous. The results also show that students find difficulties in implementing their self-assessment tools in the classroom; which is not an easy task for teachers to provide an individualized concentration on each learner. Consequently, the findings of this research confirmed the proposed hypothesis. And provide answer for the main research questi

## **General Conclusion**

### **1. Concluding Remarks**

Autonomy and uage learning are two main challenging concepts related to language learning; hence, learners are required to have the ability to measure and reflect to their accomplishments; in order to facilitate the path toward their self-directed learning. They have to know how to develop their meta-cognitive skills through using various measuring tools; as well as, their ability to generate new tasks and generalize their findings in different learning contexts. This study shows that there are some Master One students at the English Department, University of Guelma, who faced difficulties in assessing themselves; mainly because they lack knowledge about how to implement the different measuring tools; in addition to the inappropriate learning conditions where they are not allowed to take part of their assessment. Accordingly, they are in need for extra efforts in order to find ways for developing their self-directed or autonomous learning. Hence, the necessity for learners' self-

assessment in developing their language learning autonomy is supported by both teachers and sample students at the English Department, Guelma University.

## **2. Pedagogical Implications and Recommendations**

The aim of this study is to explore the role of self-assessment in promoting language learning autonomy. The central point is then to examine the hypothesis presented in the theoretical research.

In fact, no one has the innate capacity to learn independently; however, students can develop their ability to be independent; i.e., be autonomous. The results of this study revealed that students' level of autonomy shows a significant development. In other words, students' perception of the notion of autonomy indicates that they are aware of the importance of being responsible for their own assessment in promoting their progress toward autonomous learning.

Firstly, students are required to take charge of all decisions linked to their learning process. They are recommended to have a clear understanding of their learning situation, identify their needs, set their goals and select the appropriate methods and strategies that ensure effective results. For learners to have control over their learning, they have to make use of different tools and engage in different strategies that aim to ensure a lifelong learning. Besides, learners have to work on developing their self-confidence which plays a very important role in directing them toward their learning responsibility and independence.

Secondly, teachers are required to take account of integrating various strategies to foster learners' self-directed skills and thus their autonomy. Furthermore, they have to encourage their students' freedom of choice and give them opportunities to generate their tasks and create their own goals. Therefore, teachers have to raise their students' awareness about the existence of different advanced sources inside and outside the classroom. In addition, teaching syllabuses

have to be designed in order to adopt the new teaching approaches which focus on learners' active and creative roles in classroom. In fact, students have a considerable background about self-assessment tools but they have a limited knowledge about their implementation to promote their autonomy. Thus, this study explores ways to implement self-assessment materials and its role in developing language learning autonomy.

Thirdly, learners are required to check their progress of learning through implementing different assessing tools and techniques. They are recommended to analyze their production and determine their weaknesses in a way that they can specify their focus of study.

Fourthly, Teachers have to train their students on the application of different self-assessment tools; as portfolios, checklists, journals; in addition to the ways of analysing each presented task. Moreover, teachers are required to clarify for students the aim behind developing self-assessment capacities and offer them with different activities inside and outside the classroom; in order to give students chance to test what they have really did and what they are required to do to achieve better learning outcomes. Finally, the learning environment must be suitable, relevant to autonomous learning and encourage the progress of learners' freedom of choice.

Autonomy is not one-off practice; however, in this research we may offer some techniques and learning tasks which may help learners to achieve a useful self-assessment that develop language learning autonomy:

- Firstly, it is better if teachers offer different tasks in which learners will be able to select the one that most suit them.

- Secondly, it will be helpful if each individual will have his/her own portfolio and checklist, in order to check his/her own progress during each learning unit.

- Thirdly, it will be very effective method if both teachers and learners develop the formation of academic sites where there are available data (videos, screen sharing and documents) linked to classroom courses in order to encourage out of classroom learning.

To conclude this study, the engagement of learners in the formulation assessment i.e. (Encouraging self-assessment) is the best guarantee for the promotion of their autonomy.

### **Research Perspectives and Limitations**

Many difficulties, obstacles and limitations were encountered throughout the present study. Hence, they are summarized as follows:

- First, time limitation was really a stressful matter under which the study was carried out; mainly because such a study needs time to help students perceive the real correlation between self-assessment and autonomy through testing or having some experimental tasks; and thus, present constructive information for the study. Simply, long time is for the good of any research.
- Second, the narrow scope of the study; it was devoted for Master One students only. In fact, it would be better if it included samples from different levels since its aim was to investigate the role of self-assessment in promoting learners' language learning autonomy.
- Third, as a consequence of the previous limitations, the absence of the practical analysis for testing the hypothesis validity and reliability was another drawback of the present study. As a

matter of fact, the examination of self-assessment and learning autonomy requires a real investigation of learners' practices, use of self-assessment tools, in and out classroom tasks, the designed tests and their independent performances; as presentations. This would give different areas of investigation for our study and then a variety of findings.

Therefore, our study conclusions and findings can be the background for future research studies.



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## **APPENDICES**

### **Appendix One**

#### **Students' Questionnaire**

*Dear Master One Students*

I would be so grateful if you could answer the following questions concerning self-assessment and its role in promoting your language learning autonomy .Your answers would be helpful for our Master research study. Please put a tick in the box which indicates your choice, and give full answers when it is needed.

**KHARFI Fahima**

**Master II**

**Department of English Language and Letters**

**University of Guelma**

**Academic Year 2017-2018**

**1. Section One: General Information**

1. How long have you been studying English?

.....years.

2. How would you describe your attitude toward English language learning?

a. Desirable

b. Undesirable

**2. Section Two: Learning Autonomy**

3. When you are in classroom, what type of classroom works / tasks do you prefer?

a. Individual Work

b. Pair Work

c. Group Work

4. How could you define autonomy?

.....  
.....

5. Do you consider yourself as an autonomous learner?

Yes

No

Please justify your answer.

.....  
.....

6. Do your teachers provide you with strategies that foster your autonomous learning?

Yes

No

7. If yes, which of the following ones do they offer?

a. Home works

b. Presentations

c. Research Papers

. If there are others, you can state them

.....  
.....

8. Do you think that your teacher plays an important role in promoting your learning autonomy?

Yes

  

No

Please justify your answer

.....

### 3. Section Three: Self-Assessment and language learning Autonomy

9. Do you assess yourself?

Yes

No

10. If yes, how often do you do?

a. Always

b. Usually

c. Sometimes

d. Rarely

11. What kind of self-assessment tools do you use?

a. Checklists

b. Rubrics

c. Journals

d. Portfolios

. If there are others state them

.....

12. Does the learning classroom environment help you to implement your self-assessment tools?

Yes

No

If yes, please say how

.....

13. Do you reflect to your teacher assessment to make comparison with your own assessment?

Yes

No

14. How can you judge your self-assessment?

a. Reliable

b. Of some Reliability

c. Not Reliable

**15.** According to you, to what extent is self-assessment important in promoting your language learning autonomy?

**a.** Very Important

**b.** Important

**c.** Less important

**d.** Not important at all

**16.** According to your learning experience, which one is more useful for your language learning autonomy promotion in particular and your whole learning progress in general?

**a.** Teacher assessment

**b.** Self-assessment

## **Appendix Two**

### **Teachers' Questionnaire**

*Dear Teachers*

This questionnaire constitutes an essential part of a Master dissertation investigating the role of self-assessment in promoting language learning autonomy.

Thus, you are kindly requested to answer the questionnaire by ticking the appropriate box or giving full answers, etc. Thank you in advance for your significant collaboration and for your voluntary participation which is highly appreciated.

**KHARFI Fahima**

**Master II**

**Department of English Language and Letters**

**University of Guelma**

**Academic Year 2017-2018**

**Section One: Background Information**

1. How long have you been teaching English?

.....years.

2. What are the modules you are currently teaching?

.....  
.....

**Section Two: Learning Autonomy**

3. Can you define ‘autonomy / leaning autonomy’ a in language learning context?

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

4. According to you, is it important for learners to be autonomous in language learning process?

Yes

No

Please, justify your answer

.....  
.....

5. How autonomous are your students?

a. Very autonomous

b. Autonomous

c. Average

d. Not autonomous

6. Do you provide your students with kinds of strategies to promote their language learning autonomy?

Yes

No

7. If yes, which of the following do you offer?

a. Allow learners to create their own goals

b. Allow learners to generate their tasks

c. Encourage learners' choice

d. All of them

If there are others, state them please.

.....  
.....

### Section Three: Learners' Self-Assessment

8. How can you define assessment?

.....  
.....

9. Do you use any assessment type or technique in your classes?

Yes

No

. If no, justify your answer please

.....  
.....



**10.** If yes, what kind (s) of assessment do you rely on?

**a.** Teacher assessment

**b.** Self-assessment

**c.** Both

**11.** Does the learning environment have any impact on fostering learners' self-assessment?

Yes

No

Please, justify your answer

.....  
.....

**12.** How often do your students assess themselves?

**a.** Always

**b.** Usually

**c.** Often

**d.** Sometimes

**e.** Rarely

**f.** Never

**13.** According to you, what is the most useful self-assessment tool that can be used by your students?

**a.** Checklists

b. Journals

c. Rubrics

d. Portfolios

. If there are others, please mention them

.....

14. Among the following, which one describes your students' degree of reliability in assessing themselves?

a. High

b. Average

c. Low

**Section Four: The Role of Self Assessment in Promoting Students' Language Learning  
Autonomy**

15. Do you think that developing self- assessment capacity is important for having autonomous learners?

Yes

No

16. If yes, to what extent it is important?

a. Very important

b. Important

c. Of some importance

d. Not Important

17. How could you describe the correlation between students' self assessment and their language learning autonomy promotion?

- a. Highly correlated
- b. Correlated
- c. Slightly correlated
- d. Uncorrelated

17. What classroom self-assessment – based activities or tasks you use or plan to promote students’ language learning autonomy?

.....  
.....

18. If you have any further suggestions or opinions related to the topic, please add them

.....  
.....

*Thank you so much for your collaboration*

## Resumé

L'autonomie et l'évaluation ont attiré beaucoup d'attention ces dernières années; il y a de nouvelles découvertes à propos de chaque corrélation avec différents concepts dans le domaine de l'enseignement et de l'apprentissage. Le but de la présente étude est d'explorer la mesure dans laquelle les apprenants sont capables de s'auto-évaluer et le rôle de leur auto-évaluation dans la promotion de leur autonomie d'apprentissage des langues. En conséquence, pour remplir pleinement cet objectif, un questionnaire a été administré à 57 étudiants d'Anglais et à 15 enseignants du Département d'anglais de l'Université du 8 mai 1945 à Guelma. En fait, les résultats de la recherche ont confirmé l'hypothèse de recherche; c'était: si l'apprenant a la capacité de s'évaluer lui-même; il sera alors un apprenant autonome efficace. De plus, les étudiants et les enseignants ont confirmé que les compétences d'autosurveillance des élèves et leur capacité à refléter leur performance et à vérifier leur niveau de réussite en mettant en œuvre différents critères et outils d'évaluation amélioreraient leur capacité à prendre en charge leur apprentissage. Par conséquent, un certain nombre d'implications pédagogiques ont été fournies pour intégrer les étudiants dans le processus d'évaluation afin d'assurer un apprentissage autonome efficace et autonome.

## المخلص:

اكتسب كل من الاستقلالية والتقييم قدرا كبيرا من الاهتمام في السنوات الأخيرة؛ هناك نتائج جديدة حول علاقة كل واحدة مع مفاهيم مختلفة في مجال التعليم والتعلم. الهدف من هذه الدراسة هو استكشاف مدى قدرة المتعلمين على تقييم أنفسهم ودور و. بالإضافة إلى تقييمهم الذاتي في تعزيز استقلالية تعلمهم للغة ، ولملء هذا الهدف بالكامل ، تم تقديم استبيان إلى 57 طالبا و 15 أستاذا في قسم اللغة الإنجليزية ، جامعة 8 ماي 1945 ، قالمة. في الواقع ، أكدت نتائج الأبحاث فرضية البحث. كان ذلك: إذا كان لدى المتعلم القدرة على تقييم نفسه ؛ سيكون بعد ذلك متعلم مستقل فعال. بالإضافة إلى ذلك ، أكد كل من الطلاب والمدرسين أن مهارات المراقبة الذاتية لدى الطلاب وقدرتهم على التفكير في أدائهم والتحقق من مستوى نجاحهم من خلال تنفيذ معايير وأدوات تقييم مختلفة من شأنها تحسين قدرتهم على تحمل مسؤولية تعلمهم. وبناءً على ذلك، فقد تم توفير عدد من الآثار التربوية المستقل . التوجيه المستقل الفعال ذاتي لدمج الطلاب في عملية التقييم من أجل ضمان التعلم الذاتي