Assessing Learners Autonomy Within The Framework Of CBA: Case Of 3rd Year EFL Learners at El Ouad El Djillali Secondary School- Tlemcen

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Abstract

In the field of 21st century education, the Algerian Educational reform is increasingly focusing the attention on the quality of teaching and the promotion of autonomy in foreign language teaching. The emphasis is on increasing learner independence through supportive circumstances provided to learners. This can be achievable only with implementation of a learner-centered approach mainly the Competency – based Approach (CBA). This approach aims at linking learning in school with varied contexts-of-use to make the learning useful and durable. The purpose of the study is to assess learner autonomy to discover the extent to which EFL Algerian third - year secondary school students are ready to take charge their own learning and use it beyond the school walls. Moreover, they should be aware that they could be long-life learners even without a teacher. To this end, a case study research was conducted relying on a number of sources and research instruments for data collection. A questionnaire was designed for third-year secondary school learners, another one for EFL teachers to collect information about the respondents’ readiness for a change towards learner-centered classroom, thus a step toward autonomy. As autonomy is an observable feature, classroom observation is needed as it is a qualitative method for measuring classroom behaviour with direct observations. The classroom observation was conducted with three different EFL teachers within different streams to enable the researcher to compare the different settings. The observations yielded important information conducive practical implications for the improvement of the teaching practices and how to foster learner autonomy using the adequate technique and strategies. Recommendations and suggestions have been recorded accordingly to bridge the gap between teachers’ beliefs and their learners’ needs to become more independent in their learning and therefore less dependent on external interference.
# Table of Contents

Declaration ........................................................................................................ II

Dedication .......................................................................................................... III

Acknowledgments ........................................................................................ IV

Abstract ........................................................................................................ V

Table of contents ............................................................................................. VI

List of Tables .................................................................................................. IX

List of Figures and Bar chart ......................................................................... X

List of Abbreviations .................................................................................... XI

General Introduction ................................................................................... 1

## Chapter One

### Literature Review

1.1 Introduction ............................................................................................... 7

1.2 Role of Assessment in the Learning Process ........................................... 8

1.3 Types of Assessments .......................................................................... 9

1.3.1 Diagnostic Assessment ................................................................... 9

1.3.2 Formative Assessment .................................................................. 11

1.3.3 Summative Assessment ................................................................ 13

1.3.4 Self-Assessment ........................................................................... 13

1.3.5 Peer Assessment .......................................................................... 15

1.4 Learner Autonomy Definition ............................................................. 15

1.4.1 Factors Mediating Autonomy ....................................................... 16

1.4.1.1 Cognitive Factors .................................................................. 17

1.4.1.2 Affective Factors ................................................................ 17

1.4.1.3 Meta-cognitive Factors ......................................................... 17

1.4.1.4 Social Factors .................................................................... 18

1.5 Why Autonomy? .................................................................................. 19

1.6 The Autonomous Learner ................................................................... 19

1.7 Autonomous Teacher .......................................................................... 23

1.8 Assessment-Autonomy Relationship ................................................... 25

1.9 Importance of Assessment in Promoting Autonomy ......................... 25

1.10 Assessing Learner Autonomy ............................................................. 29

1.11 Conclusion ......................................................................................... 30
## Chapter Two
### The Educational Context

2.1 Introduction ................................................................. 33
2.2 Globalization in the Light of 21st Century Skills ...................... 34
   2.2.1 Globalization Defined .............................................. 34
   2.2.2 English Language and Globalization ............................ 37
   2.2.3 Status of English in Algeria ...................................... 38
2.3 Competencies and Skills Required in 21st Century .................... 42
2.4 21st Century Teaching .................................................. 44
2.5 Educational Learners’ Needs in the 21st century ....................... 48
2.6 ELT in Third Year Secondary School .................................. 49
2.7 Teaching Approaches .................................................... 50
   2.7.1 Communicative Language Teaching .............................. 51
   2.7.2 Competency-Based Approach .................................... 52
      2.7.2.1 Autonomy and CBA within Third-Year Textbook ......... 53
2.8 Textbook Description .................................................... 56
   2.8.1 Autonomy and Assessment Strategies in New Prospects ....... 60
   2.8.2 Notion of Autonomy within New Prospect ...................... 62
2.9 Conclusion .................................................................. 63

## Chapter Three
### Data Collection and Results Analysis

3.1 Introduction ................................................................ 66
3.2 Data analysis Procedure ............................................... 66
3.3 Pupils’ Questionnaire .................................................. 66
   3.3.1 Questionnaire Analysis .......................................... 67
   3.3.2 Results Interpretations .......................................... 79
3.4 Teachers’ Questionnaire ............................................... 83
   3.4.1 Questionnaire Analysis .......................................... 83
   3.4.2 Results Interpretation ........................................... 94
3.5 Classroom Observation .................................................. 98
   3.5.1 Data Collected .................................................... 98
   3.5.2 Results and Interpretation of Classroom Observation ...... 100
3.6 Summary of the Main Results ......................................... 105
3.7 Conclusion ................................................................ 106
# Chapter Four
## Suggestions and Recommendations

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Introduction</td>
<td>109</td>
</tr>
<tr>
<td>4.2 Promoting Autonomy</td>
<td>110</td>
</tr>
<tr>
<td>4.2.1 Teachers’ Role in Promoting Autonomy</td>
<td>110</td>
</tr>
<tr>
<td>4.2.1.1 Preparing Teachers in Promoting Autonomy</td>
<td>114</td>
</tr>
<tr>
<td>4.2.1.2 Proposed Reflection Sheet</td>
<td>116</td>
</tr>
<tr>
<td>4.2.1.3 Integration of Workshops</td>
<td>120</td>
</tr>
<tr>
<td>4.3 Learning Path to Autonomy</td>
<td>122</td>
</tr>
<tr>
<td>4.3.1 Learners’ Training to Promote Autonomy</td>
<td>122</td>
</tr>
<tr>
<td>4.3.2 Recommendations for Strategy Development to Foster Autonomy</td>
<td>124</td>
</tr>
<tr>
<td>4.3.2.1 Planning lessons</td>
<td>124</td>
</tr>
<tr>
<td>4.3.2.2 Sample of Lesson Plan for Presenting Vocabulary Related to the Theme</td>
<td>125</td>
</tr>
<tr>
<td>4.3.2.3 Sample of Lesson Plan where Inductive Grammar is Taught</td>
<td>138</td>
</tr>
<tr>
<td>4.3.2.4 Homework</td>
<td>150</td>
</tr>
<tr>
<td>4.3.2.5 Keeping Learning Journal</td>
<td>150</td>
</tr>
<tr>
<td>4.4 Conclusion</td>
<td>151</td>
</tr>
<tr>
<td><strong>General Conclusion</strong></td>
<td>153</td>
</tr>
</tbody>
</table>

**Bibliography**                                                      | 158  |
**Appendix I**                                                       | 169  |
**Appendix II**                                                      | 172  |
**Appendix III**                                                     | 175  |
**Appendix IV**                                                      | 178  |
**Appendix V**                                                       | 180  |