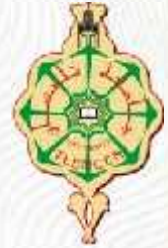


PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



UNIVERSITY OF TLEMCCEN FACULTY OF
LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



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

*Dissertation Submitted to the Department of English as a partial
fulfilment for the Requirements for the Degree of
“Magister” in Assessment and
Testing in English Language
Education*

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Declaration

I, Wassila Chahrazede Chahineze Lansari -Kazi Tani, declare that my magister thesis represent my own work and contains no material that has been submitted previously. All the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

Signature

Mrs Wassila Lansari Kazi Tani

Dedication

I dedicate this work to my family especially my parents who have devoted their life to see us succeed, for their encouragement and support.

To my husband and lovely daughters for the sacrificed they made all along the period of my studies.

To my son.

To my sisters for their moral support and help in the organization of the final products.

To my mother in law who took care of my children when I was occupied with the research work

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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.

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List of Abbreviations

ATC21S: Assessment and Teaching in the 21st Century

CBA: Competency Based Approach

CBE: Competency Based Education

CLT: Communicative Language Teaching

EFL: English Foreign Language

ELT: English Language Teaching

ICT: Information Communication Technology

KSAVE: Knowledge, Skills, Attitudes, Values and Ethics.

PBA: Project Based Approach

TED: Teacher Educational Development

ZPD: Zone of Proximal Development

PBL: Project Based Learning



General introduction

General introduction

The lack of encouragement and the loss of motivation in the school system are discouraging and prevent a real search of knowledge. Importance is continually placed on following certain form and give learners a misplaced set of values. High School learners are not interested in “why” they prefer to be led to simple answers already set down for them as they have been led from the elementary level. They have learned to memorize because memorizing is all what has ever been required from them.

According to the curriculum designers the objective-based approach was holding back learners from realizing their full potential as language users. To encourage original thought and a language competence, educational goals have been realigned. In order to re-awaken the critical thinking, importance is now placed on the entire content of the teaching material and its broad implications.

CBA has highly been adopted in the Algerian secondary schools within all the studied subjects. This new approach combines perceptions, memory and conception which help to develop learners’ competences: read and listen critically, and write convincingly for self-expression in speech and on paper. The aim is for learners to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and grammatically challenging situations both in and out of school what will make them lifelong learners.

Learners will thereby see learning as being worthwhile and having relevance both to their studies and their future. In other words, learners are prepared to use English effectively in real- life situations by drawing on and manipulating what they have learned in school. The programme is centered on the learners and the development of their capacities in order for them to acquire, in the most effective way possible, competency in English. By framing the aim of the curriculum in terms of competency, the focus is on what learners can actively do in and with the language rather on a discrete list of terms they are expected to remember.

CBA enhances autonomous learning, in other words it strives to make learners less dependent on the teacher and more involved in active learning. However, a learner-centered system makes far greater demands on the teacher and requires special qualities in order to produce fully responsible and autonomous learners.

The notion of autonomy in English learning has been implemented in secondary education, but as far as third year learners are concerned they are more prepared and trained to sit for the Baccalaureate exam rather than be engaged to learn the English language to use it outside the school walls.

The main objective of this study is to illustrate the process of assessing learner's autonomy within the framework of the CBA, with reference to third-year secondary school learners. In fact, this kind of assessment has put many challenges for both teachers and learners.

The present work is, therefore, fueled by the following research questions:

- 1- To what extent are learners autonomous in the true sense of the word?
- 2- Can autonomy in the learning process be enhanced through an assessment procedure?
- 3- What are the obstacles which hinder the process of autonomous learning in an Algerian EFL classroom?

Thus, this research intends to investigate and confirm or disconfirm the following hypotheses:

- 1- Learners are not yet ready to take charge of their own learning as they are prepared only to sit for exams.
- 2- Teachers do not set forth effective assessment techniques which can provide learners with direct feedback for revealing and meeting learner autonomy.
- 3- The learners are not motivated to undertake a self-directed learning programme to step towards autonomy.

To carry out this research study, the present work is divided into four interrelated chapters. The first one reviews the literature relating to assessment and autonomy, and how assessment influences autonomy. In fact, assessment is the glue which connects learning with autonomy, it has a powerful impact on enhancing the concept of learner autonomy. In classroom, assessment techniques permit both the teacher and the learners to have a clear view about their progress. The teacher will reflect on his own practice to remedy his learners' weaknesses then plan lessons accordingly, and the learners will be able to identify their shortcoming and where improvements is needed, this can be done through self- and peer-assessment for change and betterment.

The second chapter provides an overview about the importance of implementing the 21st century skills in the light of globalization and how it is crucial to adapt the classical ones to ensure learning in the information age. The availability and the emergence of instructional material make it easy to access to any data which facilitate the task of becoming autonomous learners. This chapter also presents a brief analysis of the third-year textbook, accordingly the textbook is primordial to teaching English for learners, though the teacher should adapt it according to the learners' level.

The third chapter describes the imperial phase; it deals with the methodological design. As for the research method, the mixed-method approach was adopted and data were collected through questionnaires that have been put for both secondary EFL teachers and learners, and finally classroom observation was conducted with three EFL teachers teaching in two different secondary schools. Observing teachers' behaviour plays an important role in systematically improving the use of effective classroom practices to motivate learners and provide learners empowerment over their learning.

The fourth chapter, however, provides a set of suggestions and recommendations from which springs up three lesson samples aiming at guiding learners in the learning process through effective assessment strategies which is considered as one of the success-promising investigative procedure in promoting

autonomy. This will foster learners' autonomy and self-reliance. Another more important element is the role the teacher plays during the teaching/learning process. Teacher Educational Development trait is needed from the teachers so as to overcome all barriers in their job, and to promote their autonomy as well as that of their learners in particular. This includes reflection on their own practices through diaries, portfolio to relate evidence on their growth and achievement overtime.



*Chapter One:
Literature Review*

Chapter One

Literature Review

- 1.1 Introduction
- 1.2 Role of Assessment in the Learning Process
- 1.3 Types of Assessments
 - 1.3.1 Diagnostic Assessment
 - 1.3.2 Formative Assessment
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- 1.10 Assessing Learner Autonomy
- 1.11 Conclusion

1.1 Introduction

English Language Learning has been too often overshadowed by the same methods of assessment, most likely unseen time constrained written examination, intended to measure learning outcomes and reports those outcomes to the different stakeholders. This kind of assessment of learning intends to sum up how well a student has performed over time at a variety of tasks and meet the teacher's objectives, serving the purpose of giving marks and grades rather than improving the learning outcomes.

Nevertheless, in order to better involve learners in the learning process and make them taking in charge their own learning, the use of the continuous assessment during each lesson is of a great importance, which allow the teacher to adjust and provide the learners with immediate feedback to determine their competencies and make them reflect on the learning strategies. Straightforwardly, assessment enhances autonomy making learners utterly engaged in the learning process.

This chapter aims to highlight the importance of assessment in the toolkit of autonomous EFL learners, how it assists learning in the classroom and supports learners' autonomy making them deeply engaged in the instructional process. Indeed, it is one of the key components in strengthening learning in general and promoting more autonomous learners in particular, making them less dependent on whom, they consider 'better qualified' (teachers) to do their assessment for them. In fact, assessment is the tool that bridges the gap between learning and autonomy.

1.2 Role of Assessment in the Learning Process

Assessment is a process of collecting information and using these items in forming understandings about the knowledge and skills acquired by students which play a prominent aspect in measuring their competence in learning (Biehler and Snowman 1997). Broadly conceived, through assessment teachers and educators recognize prior learning in order to alter both teaching and learning. It is also used to monitor and accredit learning.

Through assessment learners' outcomes are measured; it is also considered as an integral part of the teaching/ learning process. It helps students to learn more effectively by identifying their strengths and weaknesses, and for teachers to gather data on how well learners have done their work in order to make the right decision in designing and planning courses.

The term assessment has often been associated with benchmarked tests (standard or traditional tests) that aim at assuring the extent to which students are engaged in the learning process being taught. The problem is that, however, using the same assessment process, that spotlights the recognition of student achievements for the accountability of schools and the educational system, by focusing on tests preparation and a narrow range of knowledge at the expense of other important skills becomes a "dangerous" way of teaching and learning.

According to Benson **"Assessment regimes diminish the scope for decision-making in schools and classrooms, we might note the related tendency for teaching to become testing"** (Benson 2015, qtd. in Everhard and Myrnad 2015, p ix). Moreover, Benson associates the idea of preparing learners only for examinations threatening teaching which, **"...may also become testing even if there is no gate-keeping examinations of which to prepare."** Benson (2015, qtd. in Everhard and Myrnad 2015, p ix). Broadly conceived, the educational system as a whole has extensively inculcated the importance of the exams in the learning process that students at race overmarks with educators and teachers preparing them to reach this goal rather than being preoccupied by the eventual positive and negative output in the teaching/learning process.

The carry of test results has more importance for both teachers and students. Teachers most of the time teach for test and train their learners to get the required grades or marks needed to move to the next level or to obtain certification, which can hinder learning. In this context Torrance and Pryor (1998) explain that teachers have to move from traditional test which aim at obtaining certification, by considering a more continuous **“form of assessment-assignments”** (Torrance and Pryor 1998, p 2), known as assessment for learning. These assignments should be in a form of projects, home works and feasible activities to ensure lifelong learning,

1.3 Types of Assessments

There are myriad ways to assess, however, a competent teacher uses a continuing assessment in monitoring the learner progress. There is a real need to assess learners before, during and after the learning process.

1.3.1 Diagnostic Assessment

Diagnostic assessment is also called pre-assessment. Its chief purpose is to diagnose and determine the students' strengths and weaknesses before the beginning of foreign language lesson, unit, course or academic programme. It intends to measure the students' qualification, and provide the teacher with data about the students' background knowledge, readiness, language proficiency in learning; the teacher can thereby react responsively and will make instructional decisions.

It can be useful for both teacher and students. First, the teacher needs to find out what the students know before he/she starts teaching the lesson and sometimes even before planning it. Through the information generated by pre-assessment: **‘the teacher analysis the results to determine the individual's readiness level and to identify the appropriate entry point for instruction.’** (Chapman and King 2005, p 64)

In other words, the results obtained will help to plan instructions specifically geared for the students' needs. Second, it draws an overall picture about the individual's interest, allows the learner to reflect on his own learning and draw an overall picture about the individual's proficiency with a content or a skill.

Diagnostic assessment aims at either determining the learners' needs to review the basic rules or only to be involved in more complex and challenging activities in order not to disengage or de-motivate them with information they have already acquired in previous situations. (Chapman and King 2005)

A well done pre-assessment task provides the teacher with basic information about each student competence:

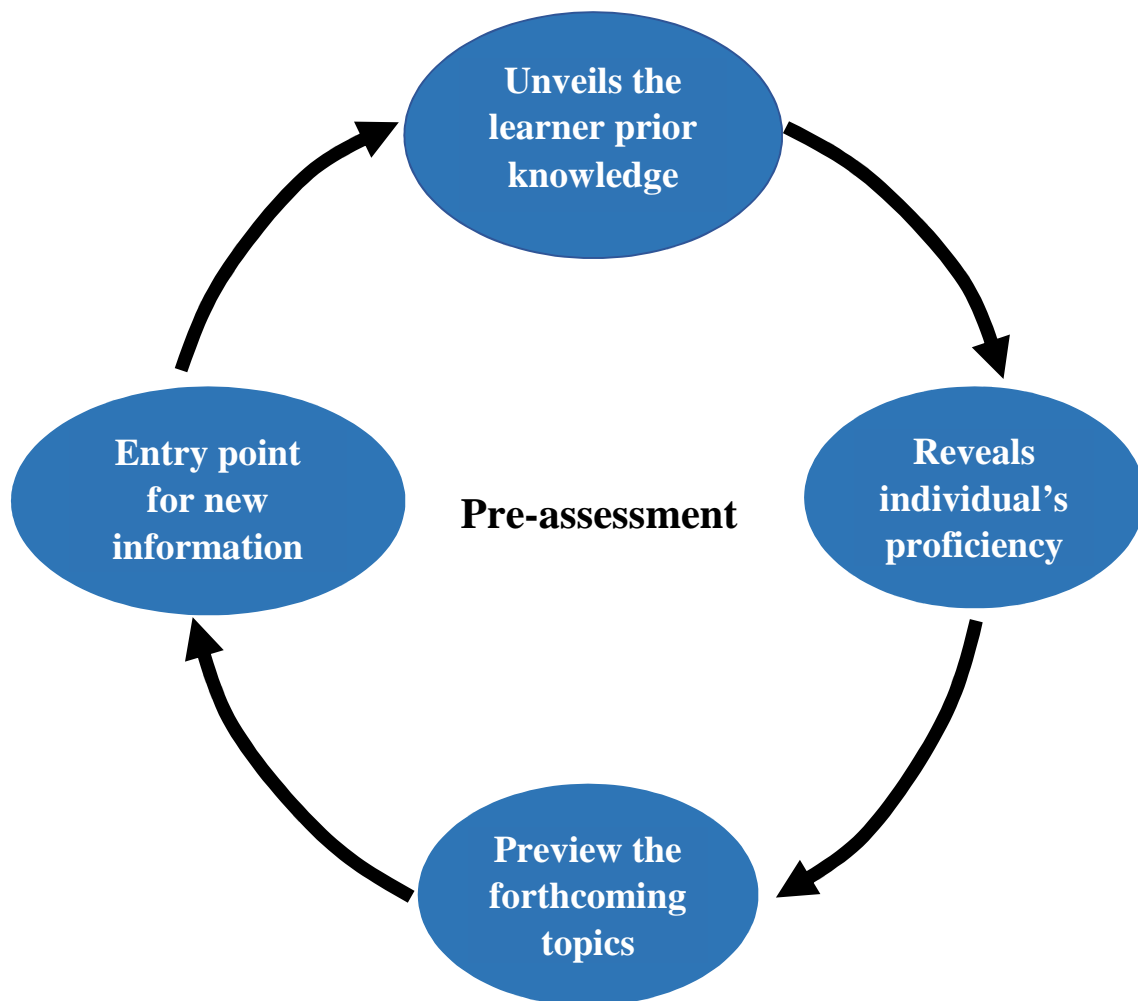


Figure 1.1: Importance of Diagnostic Assessment

(Adapted from Chapman and King 2005, p 64)

The circle outlines the importance of the pre-assessment process which discloses the area of strengths and weaknesses within each learner. Through the analyses of the gathered data, the teacher plans accordingly to meet the needs, abilities and interests of the learners and guides them to achieve the outcomes. More importantly, pre-assessment bridges the gap between the learner's prior knowledge and his needs for new information and provides further learning opportunities.

1.3.2 Formative Assessment

Formative assessment, one of the pillar of EFL teaching and learning, is a continuous and an ongoing process that the teacher uses to monitor the learners progress and diagnoses their needs. It is also called assessment for learning since the results are used to modify and improve the teaching techniques rather than giving marks and grades to learners, which is a strength point in itself. Without grades or marks attributed to their works, students will learn in an enjoyable atmosphere and this decreases their test anxiety.

Formative assessment has gained a prestigious place in the teaching/learning process as a mean in the promotion of students' learning. It has a great impact on learners' achievement and helps in improving their learning. The generated information determines whether or not the stated goals are being achieved to make improvements; it also provides the teacher with immediate feedback and engages the students to reflect on their own progress.

A good assessment helps the teacher to check a continuous improvement of students' learning outcomes (information provided by feedback), to adjust his teaching strategy to meet the learners needs and make them more effective and self-directed (Black and William 2001). Ultimately, a good formative assessment provides the teacher with three components: feed-up, feedback and feed forwards (Hatti and Timperley 2007). Feed-up gives information to both the teacher and the students if the learning goals have been reached. Obviously, Feedback is used as a part of formative assessment and informs the students about their strength points and where more practice is needed. Feed forwards is intended to fill gaps in future task completion.

Many techniques may be used to assess students' progress and check whether they have met the learning objectives either in a formal or an informal way, i.e. through quizzes, class work, homework, observing students at work, interview, etc. to collect information about the learners' performance through which the teacher will decide whether the learners need to review a few concepts of the lesson or re-teach the whole lesson so as to move on to the next one. It can also be planned or unplanned, and happens at any time during the learning process.

The formative assessment process needs a skillful teacher who uses different and various techniques to reach each learner style and adapt the instructions accordingly, i.e. students come to the classroom with different abilities and competencies some of them are better in visual activities others prefer auditory ones. The use of assessment as an effective strategy to support learning can help students to bridge the gap between their understanding of the course (what they know) and the course objectives (the desired outcomes). According to Greenstein (2010), formative assessment focuses on the students, instructionally informative and based on outcomes.

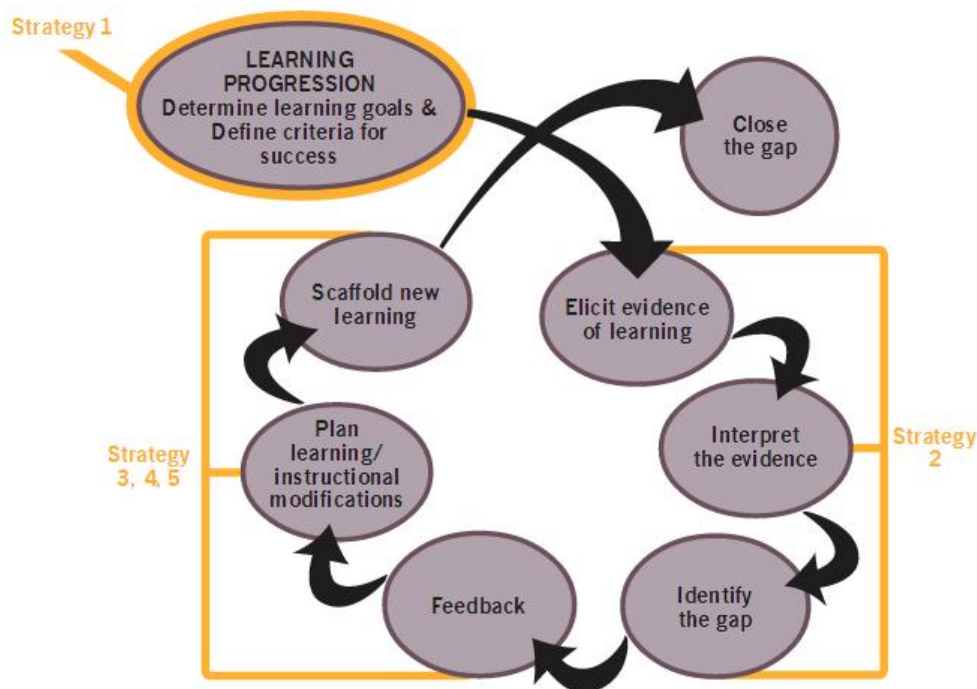


Figure 1.2: Formative Assessment Process.

Heritag (2007, qtd. in Herman 2013, p 5).

1.3.3 Summative Assessment

Summative assessment is probably the most known system of assessing students' achievements through examination usually given at the end of an educational activity (the end of the unit, semester, programme etc.). It is a graded test through which the teacher can measure students' competency and determine whether they have acquired the desired target skill (learned the standards) and then communicate these grades to all interested external stakeholders mainly the school administration and parents.

Assessment of learning is not intended to improve learning. It is a tool used to make a judgment about the effectiveness of students' competency, teaching methods, school improvement goals or curriculum to measure what the learners have learned at the end of the unit of study to ensure they have reached the standards in order to get certification. Hence, the learners use information provided by summative assessment to gauge progress of goals and benchmarks.

In fact, summative assessment is used to grade or certify pupils after a specific learning process has taken place to determine whether or not the students have learned what they were expected to learn. In sum, it is a process used to measure progress towards improvement goals and evaluate the effectiveness of instructional programmes at the end of an academic year; and then the results are used to decide who should advance to the next level. It is often criticized to promote superficial learning since learners study to pass exams.

1.3.4 Self -Assessment

Self-assessment is an important component of formative assessment in which the students compare their work to a clear criteria and determine how they make improvements rather than relying on their teacher. It is a practical method of helping pupils to identifying their strengths and weaknesses in their own works and revise accordingly. Through self-assessment students will develop the skills they need and become more independent, self-directed and lifelong learners. Learning can be enhanced through self- assessment during which students can reflect on the quality of their work, what they have learned and what they still need to learn.

Moreover, it is an important part of learner autonomy in which learners investigate their time in a deep learning to assess their level of understanding. It should in no way make any reference to marks, it should focus on helping the students to establish goals and manage their own learning.

It also informs the teacher about the students' expectations and needs, he should encourage students to reflect on their own learning experience to develop a sense of autonomy throughout the learning process. The teacher should introduce strategies to enhance student self-assessment through the use of rubrics, setting learning targets, time management, student-led etc.

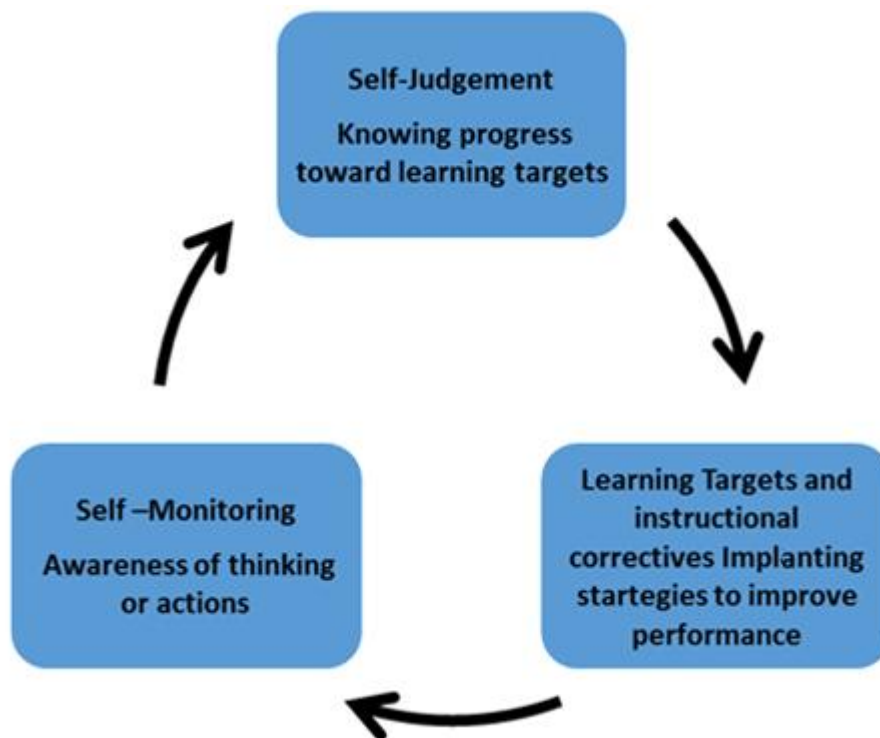


Figure 1.3: Student Self- Assessment Cycle

(Mc Millan and Hearn 2008, p 41)

1.3.5 Peer Assessment

Peer assessment is seen as complementary to self-assessment and an integral component of formative assessment. It encourages cooperative learning through observation, monitor and make judgment about others' work while reflecting on their own, through which they practice giving and receiving feedback in a constructive way.

Admittedly, autonomy is well boosted through peer assessment where the students take more responsibility in their learning since it is based on students assessing one another through a given set of criteria. It involves the students in the learning process and makes them more responsible. More importantly, peer assessment is a powerful meta-cognitive tool; it develops critical thinking, judgment skills, interpersonal skills and self-awareness. This way, students are encouraged and engaged in a deep learning.

1.4 Learner Autonomy Definition

In recent years, there has been an increasing interest in autonomy in the field of education in general and in language learning in particular, Holec views autonomy as **“the ability to take charge of one’s learning”** (Holec 1981, p 3). In fact, making students learning by themselves is at the foreground of the teaching/learning process, there is a need for a change from the traditional roles of the teacher and the learners; hence, more focus is on assisting students to develop and acquire skills then apply them to any new learning situation and move from students who are extremely dependent on their teacher to more self-reliant learners.

Inculcating autonomy is to involve students in their own learning process in order to make connection between what they learn in class and the outside world. In fact, the promotion of autonomy aims at preparing students for the future, i.e. their further studies; their future jobs and acquiring the necessary skills for life.

Many teachers and educators misunderstand learner autonomy thinking that the student is left to learn alone without the involvement of the teacher or their peers. Learning alone does not develop independent learning.

However, promoting autonomy demands much more efforts from the teacher to create conditions in which the students learn how to take responsibility of their own learning, **‘learner autonomy is the product of an interactive process in which the teacher gradually enlarges the scope of her learners’ autonomy by gradually allowing them more control of the process and content of their learning.’ (Little 2007, p 26)**

Depending on the teacher and considering him as the fount of knowledge is no longer needed. In the 21st century, students are no more expected to be passive learners who sit and listen to their teachers’ instructions. They have to face new challenges and relate what they learn in the classroom with the real life context.

According to Trebbi (in Lamb and Reinders, 2008), learner autonomy is associated with freedom. Freedom may be examined from both a political and a philosophical angle. It is basic to human right to be free, however and as far as the philosophical aspect is concerned one cannot speak about absolute freedom since we are living in a society that is subject to rules and regulations. Consequently, **‘if freedom at broader sense suffers from internal and external constraints, learner autonomy will also be bound by those constraints in the same way.’ (Tamer 2013, p16).**

Though the various definitions and concepts are given to autonomy, the idea remains the same, which is to promote learning by giving the learners more responsibility to be engaged in deep learning rather than spoon feeding. Furthermore, educational systems all over the world become conscious of the technological spread and the need to inculcate autonomy to have lifelong learners who will be able to learn even in the absence of the teacher.

1.4.1 Factors Mediating Autonomy

Autonomy is well practised when the learners work collaboratively with other members of the community. Social interaction is considered as a crucial factor in language learning. Furthermore, collaboration among students can lead to superior results on a wide range of cognitive and affective variables, including setting

learning goals, choosing materials, self-evaluating progress and other meta-cognitive factors.

1.4.1.1 Cognitive Factors

The concept of autonomy is to have the capacity and the ability to take charge of one's own learning. The learner is aware about what he is learning and how he can take his own decision about the aspects of his/her learning, i.e.:

- **Determining the objectives;**
- **Defining the contents and progressions;**
- **Selecting methods and techniques to be used;**
- **Monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.);**
- **Evaluating what has been acquired.”**

(Holec 1981, p 3)

1.4.1.2 Affective Factors

Affective factors are those related to personal-socio-emotional behaviours of the teacher and learners, the learner attitude towards the teacher, to others or to their peers. It is learners' motivation and attitude which derive them to be responsible for their own learning, including students in deciding aspects of the course and choosing activities that are motivating for the age and interests of the learners.

1.4.1.3 Meta-cognitive Factors

Meta- cognitive factors help the learners to develop autonomous learning. It is when the learners recall and integrate information or their background knowledge in a process of solving a cognitive problem. Metacognitive strategy training is divided into five primary components:

1. Preparation: Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies.

e.g.: Setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known materials.

2. Presentation: The teacher demonstrates the new learning strategy and explains how and when to use it.

e.g.: Explaining the importance of the strategy, asking students when they use the strategy.

3. Practice: Students practice using the strategy with regular class activities.

e.g.: Asking questions, cooperating with others, seeking practice opportunities.

4. Evaluation: Students self-evaluate their use of the learning strategy and how well the strategy is working for them.

e.g.: Self-monitoring, self-evaluating, evaluating their leaning.

5. Expansion: Students extend the usefulness of the learning strategy by applying it to new situations or leaning for them.

e.g.: Arranging and planning their learning.

(Chamot and O'Malley ,1994, p 43-44)

1.4.1.4 Social Factors

Sometimes students may be reluctant to work in collaboration. However, one of the qualities of autonomous learning is the development of the social skills when collaboration with other members of the community is indispensable. A relationship is built through collaborative learning, when students work together on an activity where they are to communicate, help each other and share information (Wenger 2006). Learning from each other is a strength point in fostering autonomy. On the contrary working in isolation hinders autonomy; it is through social interaction that learners get engaged and involved in the community. The most significant bases of socio-cultural theories were inspired by Vygotsky (1978) in his theory of ZPD (Zone of Proximal Development), it is the distance between the learner's ability to perform the task with the teacher's help and peer and the learner's ability to solve problems independently from external interference.

1.5 Why Autonomy?

A great emphasis has been given to autonomy. It is a concept which is very demanding and aims at making students learn even when the teaching stops, **‘autonomy has to be promoted to enable learners learn even when they do not have access to teachers’ instruction and that they will learn more effectively if they do not depend on teachers’ help.’** (Cotterall 1995, p 220). Nonetheless, being independent from the teacher does not constitute full autonomy; the student has to learn how to set his own goal, take independent action, be self-regulated, a critical thinker, a self-reflection practitioner, time manager, know how to select the materials etc.

Arguably, autonomy is well practised when the students have the ability to identify their strengths and weaknesses. Moreover, when the students acquire a life-long learning skill; it will help them in their further studies and professional lives. The more the learners are involved in independent learning the more chance they have to improve in the learning process.

1.6 The Autonomous Learner

Learner autonomy has become one of the educational goals in learning in general, and in foreign language learning in particular. Though autonomy is not an observable feature, helping students to become more independent is the cornerstone of the teaching/learning process. William and Burden define ‘autonomous learner’ as **‘one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way.’** (William and Burden 1997, p147). Learners should be aware of their responsibility in learning so as to become more autonomous and successful in learning new things. Language learners still depend on the teachers whom they consider the sole source of knowledge. However, it is a shared responsibility between the teacher and the learner. It is the teacher’s responsibility to foster autonomy through good lesson plans, modern teaching, and different methods and approaches that make learners active participant and help them in taking charge of their own learning. Being independent can be beneficial for the learners and make them responsible in their learning as well as in their personal life, the table below identifies the difference between dependent and independent learners.

Table 1.1: Characteristics of Dependent and Independent Learners.
(Mynard and Sorflaten 2002, p 2)

| Dependent learners | Independent learners |
|--|---|
| Rely heavily on the teacher. | Are self-reliant |
| Cannot make decisions about their learning. | Can make informed decisions about their learning. |
| Do not know their own strengths and weaknesses. | Are aware of their strengths and weaknesses. |
| Do not connect classroom learning with the real world. | Connect classroom learning with the real world. |
| Think that the teacher is wholly responsible for their learning. | Take responsibility for their own learning· know about different strategies for learning. |
| Do not know the best way to learn something. | Plan their learning and set goals. |
| Do not set learning goals· will only work when extrinsic motivators such as grades or rewards are offered. | Are intrinsically motivated by making progress in learning. |
| Do not reflect on how well they are learning and the reasons. | Often reflect on the learning process and their own progress. |

The ability of autonomy is not an inborn concept but should be acquired and encouraged (Holec 1979); it is a skill which can be acquired by learners in suitable environment. However, Little (2007) draws from psychology as well as from real life experience as parent, while stating that autonomy is an innate, basic need that is present already from the early years of childhood: **‘It is our nature to be autonomous, to be proactive in exploring and responding to our environment and to persist in following the agendas we set for ourselves.’** (Little 2007, p17). Accordingly, as human beings we have a predisposition to autonomous behavior which needs to be fostered, nevertheless, Bassou (2015) states that autonomy is a “never-ending process” that both teacher and learners exercise in a continual way and beyond the teaching/learning process.

Autonomy varies from one individual to another. It can fluctuate even within the same individual, in other words, autonomy manifests itself in different contexts,

ways, at different degrees and within the same person at different times. Nonetheless, Full autonomy is very difficult to attain since there are different degrees of autonomy within each student.

Even though autonomous learning is present in the classroom there are many students who resist the change towards becoming more autonomous and those feeling are not that of satisfaction, these students are not accustomed to learn the language with the teacher guidance and facilitating learning for them. The autonomous learner is the one who is prepared in taking initiative, to self-evaluation, goals setting etc. These features should be fostered to create autonomous language learning; otherwise autonomous classroom does not exist even with the presence of these features.

According to Littlewood (1996) there are three domains of autonomy within different levels: autonomy as a communicator (Using the language to communicate effectively), autonomy as a learner (To be responsible of their own learning and relate what is learned at school with real life situations) and autonomy as a person (Being able to express one's own feelings) (See figure 1.4).

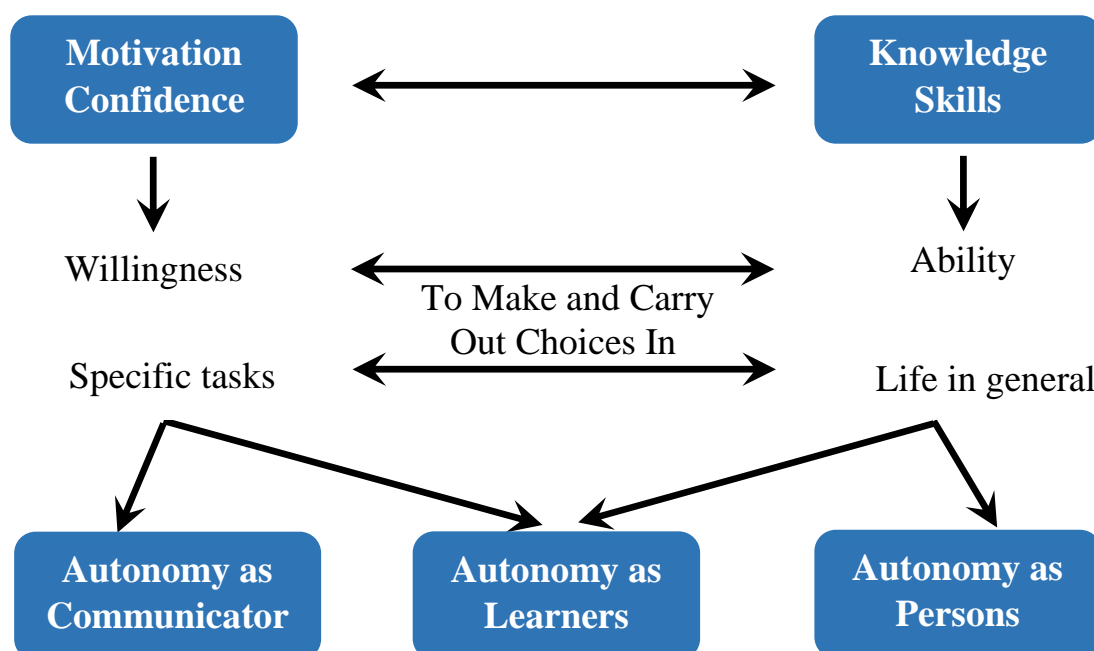


Figure 1.4: Components and Domains of Autonomy in Foreign Language Learning. (Littlewood 1996, p 430)

When the student has the capacity of being responsible of the actions he/she undertakes, this capacity is based on the learners' ability and willingness to be self-reliant in their own learning. These components are relatively linked; when learners have the necessary knowledge and adequate skills they are more likely to have confidence when learning independently. On the contrary, students who are over-reliant on their teachers may lack confidence to carry out their learning, though they have the necessary skills and appropriate knowledge. Motivation, especially intrinsic motivation, is one of the components that leads and encourages autonomy; learning becomes more efficient when autonomous learners become more motivated.

With learner autonomy, students move away from dependence on the teacher; this act in itself entails reflection in planning and permits them monitor and evaluate their own learning. According to Omaggio there are seven main attributes characterising autonomous learners:

- 1- Autonomous learners have insights into their learning styles and strategies;
- 2- take an active approach to the learning task at hand;
- 3- are willing to take risks, i.e., to communicate in the target language at all costs;
- 4- are good guessers;
- 5- attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- 6- develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- 7- have a tolerant and outgoing approach to the target language.

Omaggio (1978, qtd.in Wenden, 1998, p 41-42)

However, more emphasis should be placed on the implementation of appropriate skills such as self-evaluation, taking decision, critical thinking, communication, work in collaboration in groups or with peers, etc. and competencies to provide learners with opportunities to connect knowledge acquired at school with real world application. Learners should accept their role as active participants rather than passive recipient of the knowledge. Thereby, to be more independent, learners

need to step towards conscious awareness of the learning process, i.e. conscious reflection and decision making.

Successful autonomous learning requires students to change their behaviour towards learning, it is worth noting that every student has the capacity to become an autonomous learner and develop the necessary skills which help him/her to exercise his/her independence in and outside the school walls. Full autonomy cannot be reached without the active participation of the teacher who has an important role in fostering autonomy among his learners. Autonomy is a holistic change, not something that can be done to another person, implementing autonomy takes a long time to become a functional way of working in the classroom.

1.7 Autonomous Teacher

In learning, constraints are always put on the teacher. Whenever the learners are exposed to free choice related to their learning they become confused because they are not accustomed to making choices related to their learning; it is the teacher's role to take decision related to the learning process. It has always worked this way. Learners lack experience to build on autonomy, hence the teacher has a vital role in promoting autonomy by training learners through the use of adequate strategies and methods. The teacher himself should be autonomous, he has to create adequate conditions where his students can learn effectively.

With the recent view on autonomy, there has been an emphasize on teacher autonomy. Teacher autonomy appeared with the emergence of the concept of learner autonomy; works on the concept were not so expended and concentrated on the role of the teacher in promoting learner autonomy, though both are interdependent. Teacher wishing to promote autonomy needs to: **“start with themselves, reflecting on their own beliefs, practices, experiences and expectations of the teaching/learning situation.”** (Little 1995, p 47).

Teacher autonomy refers to the right of freedom from control by others over professional actions, nonetheless, it is difficult to attain (Benson 2000). This freedom is over the curriculum implementation, administrators, and the institution. However, the teacher is always restricted to a set of rules, school constraints (school regulation,

administrators, and learners' demands.). Little defines teacher autonomy as: **“...having a strong sense of personal responsibility for their teaching, exercised via continuous reflection and analysis... affective and cognitive control of the teaching process.”** (Little 1995, p178)

Here are some characteristics that a professional teacher should have so as to engage learners in self-reliance:

- An autonomous teacher is a teacher-learning who has the capacity to engage in self-directed professional development, one cannot expect the teacher to foster autonomy if he does not know what is autonomy.
- Teacher autonomy involves negotiation skills, capacity for reflection on the teaching process and the teaching environment, readiness to engage in lifelong learning to the best of their capacity, commitment to promoting learner autonomy through the creation of a classroom culture where autonomy is accepted. It should not exclude the presence of the traditional teaching skills.
- Teacher autonomy seems to be very closely bound up with the notions of the critically reflective teacher, teacher researcher and action research. The basic premise here is that teachers are best placed to develop their own teaching in order to better the learning experiences of their students.
- Autonomous teachers should have good institutional knowledge in order to start to address effectively constraints on teaching and learning; they should also be willing to confront institutional barriers in socially appropriate ways, to turn constraints into opportunities for change. However, they should be aware that neither teacher, nor student autonomy mean freedom from all constraints.
- Autonomy is developed through observation, reflection, thoughtful consideration, understanding, experience, evaluation of alternative. The absence of coercion does not automatically result in autonomy, nor is choice always autonomous.

(Ramos 2006, p189-190)

In sum then, the teacher should go through the process of accepting teacher autonomy as a new skill to be learnt.

1.8 Assessment-Autonomy Relationship

Assessment and autonomy have been the main concern of many educationalists in recent years. It is true that both concepts have been largely explored in the field of EFL, but the relationship between the two and the influence of one over the other has been neglected and not given any interest. However, the importance of assessment and how it can be used to promote and increase autonomy cannot be denied; it has the power to change the learner's role from that of a passive recipient of the knowledge to the one who can take responsibility over his learning (Black & William, 2006). It has a powerful role since it informs both the teacher and the students about the learning outcomes.

Assessment should not be used to measure the students' achievements but rather provide them with data to remedy the weaknesses and adjust the learning process. Hence, there should be a shift from assessment which aims at attributing grades and marks to focus on a more formative assessment to assist learning and foster autonomy. In other words, the teacher's aim should not be based on teaching for exams, this may endanger learning, but rather prepare learners to use adequate approaches and techniques to assess their own work to identify their strength points as well as their weaknesses to ensure successful learning.

Formative assessment or assessment for learning can be used as a tool in the toolkit of autonomous language learning. It includes an asset of teaching techniques such as providing feedback, sharing the learning goals and self and peer assessment through which the students can reflect and gather evidence about their learning.

1.9 Importance of Assessment in Promoting Autonomy

Assessment is an impetus to promoting autonomy, it creates messages to the teacher on the teaching effectiveness and students' comprehension to adjust the teaching accordingly. It also provides immediate feedback to students on their progress toward the achievement of learning outcomes. Through the feedback generated from assessment students will identify their strong points and indicates where improvement is needed. Assessment influences autonomy and makes the

students more aware of themselves as learners and permits them to monitor their own learning, thereby, they will become more involved and independent in their learning.

Assessment approaches inform and improve students learning and enhance learner autonomy when the students understand the goals of the process of assessment they will become more autonomous. Classroom assessment is increasingly dominated by assessment-as-measurement which weakens the learning process and makes the students learn only to get the best marks rather than making effort to take charge of their own learning. However, there should be a switch from the focus on measurement to other assessment practices which contribute to lifelong learning goal of learner autonomy. The table below shows how assessment has a powerful impact on autonomy.

Table 1.2: Overview of Expert Views on Assessment Practices and Their Impact On Autonomy. (Everhard and Murphy 2002, p 23)

| Dimensions | Summative Approach- Assessment of Learning | Formative Approach Assessment for Learning | Sustainable Approach Assessment as Learning |
|-------------------------------------|---|--|--|
| Power/control relation | Institution, teacher or outside authority determine content, tasks, weighting and assessment critical, judgement of one off performances at the end of a learning cycle, often subjective | Continuous assessment, shared and student-centered assessment offering range of feedback, active and valued participation of peers who learn to judge objectively | Shared democratic judgment using transparent (self-) agreed criteria, judged in relation to own objectives and expectations, both as a language learner and language user |
| Nature of assessment | Summative, product-oriented; norm-referenced; comparative and therefore, other-referenced, regurgitation of facts and task-types which encourage wild guessing; grade-chasing | Collaborative, formative, authentic assessment; critical judgement, using agreed transparent criteria; importance placed on feedback from multiple sources which can be internalized | Sustainable formative assessment; process-oriented, self-assessment and peer-assessment, personal monitoring; criterion-referencing, provision of feed-forward, learners judge (d) in relation to themselves |
| Learner's role | Passive recipient of marks and grades; rank-ordering of learners produces strong competition for next grades; rote-learning to pass tests sometimes resorts to cheating | Participation in monitoring and assessment; uses feedback from multiple sources; learns to be objective in assessment; shares assessment challenges | Adept at self- monitoring and self- assessment; uses agreed or self- produced criteria to assist judgement; objective, critical thinker; avoids cheating and relishes challenges |
| Teacher's role | Teacher often sole judge of progress; subjective judgements; teacher help accountable for high/low grades in high-stakes testing, often obliged to teach to the test | Encourages learners to participate in assessment- cooperative, peer and self; encourages learners to agree on criteria or set them; may use portfolios as part of assessment | Teacher offers one opinion among many; relishes boarder viewpoint achieved by sharing assessment; encourages learners to self- monitor and self-assess |
| Motivation affective factors | Fear and suspicion of testing due to competition and hidden agendas | Greater self-awareness, objectivity and positive affect | More positive sense of "Self " and of "being" in relation to others |
| Overall outcome | Judgement by other; dependence on authoritative and more knowledgeable others | Sharing of judgements; mutual guidance and direction; feedback from various sources | Self-judgement; higher order thinking; self-monitoring; range of views used as feedforward |
| DEGREE OF AUTONOMY | HETERONOMY | INTERDEPENDENCE | AUTONOMY |

The table shows that the impact of the three different assessment approaches can have on learning and how the change from the traditional model of assessment (summative assessment) to a more in-depth assessment (formative and sustainable assessment) contributes to the development of learner autonomy. Assessment provides the autonomous learner with self-confidence and allows them to tackle decisions about what to learn, how to learn and when to learn.

Firstly, as displayed in the table, the summative approach is by far the approach that hinders the learning process and makes students learning only to have good marks in tests or earn certification making them dependent on other individuals. This does not mean that this assessment is not important; it is used to discover what a learner has achieved during the program of the study. However, tests should not dominate the teaching; when teaching for tests materials which are not needed in tests are unlikely to be brought up. The learners are not given opportunities to participate in the learning process; they are passive recipients of knowledge since the teacher is the principle performer and the only responsible of the learners' results.

Secondly, the formative approach contributes to the improvement of students' learning. It enables the teacher to identify his students' progress and difficulties with learning and adapt the teaching accordingly to meet their needs. The information generated by assessment provides the teacher with immediate feedback to modify the teaching and the learning activities to enhance learning and make student less dependent on their teacher. Moreover, formative assessment affects the learner's motivation and encourages self-assessment which helps to promote autonomy.

Finally, sustainable assessment promotes autonomy through self-monitoring and helps students to become critical thinkers. The teacher acts as a facilitator and creates conditions where they can work collaboratively. In other words, there should be a shift from more summative assessment towards formative assessment so as to promote efficiency in both teaching and learning.

1.10 Assessing Learner Autonomy

Autonomy has different degrees and can take different forms. A learner who is autonomous in one area is not necessary autonomous in another area. Autonomy is an abstract concept which makes it difficult to pinpoint since the individual nature of autonomy varies, learners may feel more autonomous when setting goals and less autonomous in assessing their own learning. (Benson 2011)

When measuring autonomy there is a risk that learners want to please the teacher without becoming autonomous, they will only do things that they think their teacher requires them to perform, it is a dangerous situation where learners wear a 'mask of autonomous behavior' (Breen & Mann 1997). This does not mean that learners lack autonomy but there is a difference between autonomous behavior and autonomy as a capacity. The problem when measuring autonomy is that students may simulate autonomous behavior which hinders the teacher to have an overview about how independent his learners are.

Nonetheless, Murase states that there is a difference between assessing learner autonomy and measuring learner autonomy.

. Assessing learner autonomy refers to the process of collecting information about the students' autonomy, either qualitatively or quantitatively, for the purpose of giving the students a grade or mark according to their level of autonomy.

. Measuring learner autonomy refers to the process of quantifying the characteristics of learner autonomy on the basis of its conceptual definition in the specific target context.

Murase (2010, qtd, in. Everhard and Mynard 2011, p 41-42)

Assessing learner autonomy can provide the teacher with better understanding whether an autonomous learning is taking place. This data can be collected through observing students at work or interview made with the learners, students' answers provide teacher with evidence of learner autonomy.


Why do we bother to assess or measure learner autonomy? Simply because assessing learner autonomy is to estimate the students' autonomy level so as to remedy the learners' weaknesses and allows the teacher to reflect on his own practices and adjust the learning material accordingly.

Arguably, there are degrees of autonomy and behaviour of autonomous learners can change depending on their age, capacities and competencies previously acquired during their learning process. The conception of autonomy should be gradually implemented in learners' early education in order to guarantee lifelong learning.

1.11 Conclusion

This chapter presents a brief overview about the different assessment strategies used in language learning as well as the growing interest in the promotion of autonomous behaviour in the field of education, at least English language education. Another aim is to promote autonomy in the classroom to make use of it in a non-formal setting. Moreover, learner autonomy is highly recommended in language learning to make learners ready to face the challenges of the modern life and continue learning even when the teaching stops.

Incorporating the idea of freedom over learning and having the opportunity given to learners in making their own choices is of a paramount importance in making-up the autonomous behaviour. It also attempts to highlight the importance of the assessment in promoting autonomy and how both concepts are intertwined. Learners are required to develop competency in language to accomplish both personal and social roles and being free from external interference.



*Chapter Two:
The
Educational Context*

Chapter Two

The Educational Context

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2.1 Introduction

The Algerian authorities have become more aware of the growing importance of the English language in the world and its widespread in all domains. Indeed, Algeria launched a set of educational reforms in 2003. These reforms introduce new methods and approaches for all the school subjects in general but special attention has been given to the teaching/learning of English since it has become the global language *par excellence*.

CBA has been introduced as an effective approach which targets at putting more emphasis on the communicative skill and independent learners in the world of technology emergence and literacy information. Arguably, memorization and the absorption of information is no longer efficient for the globalized learners. Learners should be autonomous and be prepared to face the challenges of work and life of the 21st century.

This chapter is divided into three parts. The first part deals with the impact of globalization on the world and how different fields have been touched with insights of the educational context in the Algerian secondary school. It also highlights how English has become the world language and the importance given to the language in Algeria in general and in the educational system in particular.

Then, the second part shows how it is imperative to introduce the 21st century skills and competencies in the teaching practices in the Algerian secondary education. Finally, the last part is an analysis of the 3rd year-secondary school textbook with an attempt to demonstrate how the lack of assessment within this latter and the existing gap between teaching practices and continual assessment inside the classroom impede autonomy promotion.

2.2 Globalization in the Light of 21st Century Skills

Providing quality education is of a great importance for the economic growth and social stability of any country. With the advent of globalization, all the countries of the whole world are facing great challenges. More importantly, there is a necessity for the educational system to adapt itself to these evolving requirements.

2.2.1 Globalization Defined

In today's world, economic, environmental, social, political issues and problems are no longer limited to the national level, as the world becomes so interdependent and more interconnected. Never before in human history has there existed such interrelationship between international trade, communication and politics. This world issue of transforming local phenomenon into global ones is called globalization. The term globalization is around us as an opportunity and challenge. It is an opportunity for the use of different means of technology and mass media as they are global standards, information can be transmitted worldwide in real time than before.

Globalization is an influencing force everywhere in the world, hence Algeria could not escape the phenomenon. It presents new opportunities and challenges for the country to compete with the rising economic powers over the world because nowadays, language, knowledge, and innovation are inevitable steps to national prosperity and stability. Globalization is a multi-faceted and multi-dimensional process; cynically, it is an octopus-like process whose tentacles denote the different levels of integration that comes into play in imposing or implementing its one-world-order perspective.

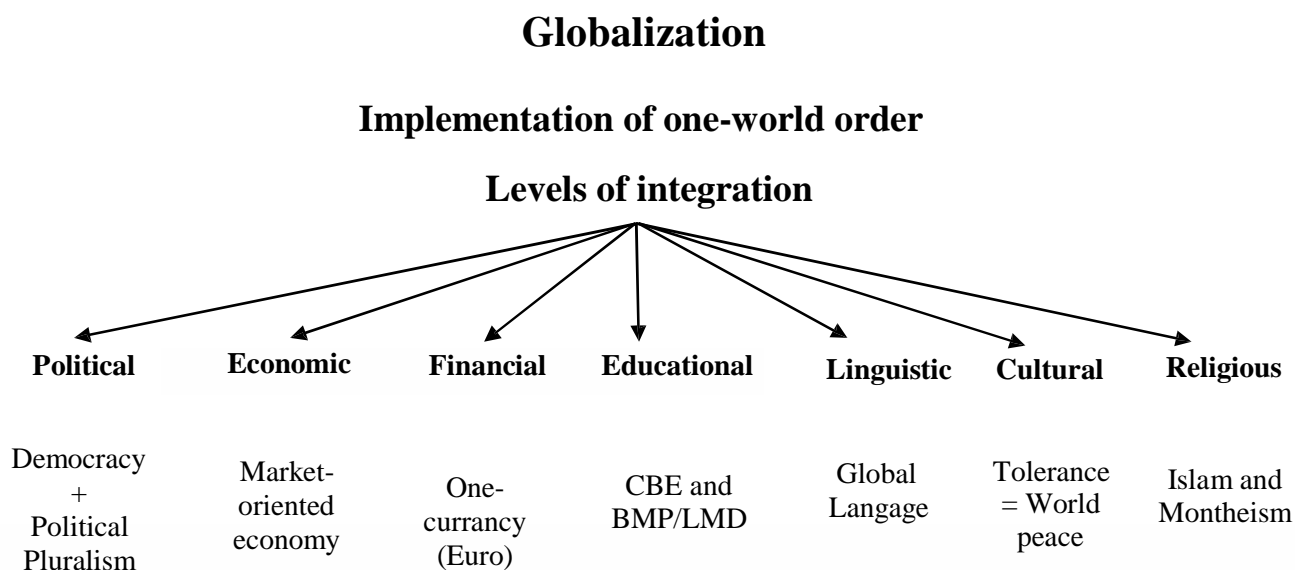


Figure 2.1: Levels of Integration of Globalization

Accordingly, the influence of globalization can be observed through seven integration levels namely: political, economic, financial, cultural, educational, linguistic and religious as shown in the diagram above.

1- **Political level of integration**, i.e. the implementation of one-world political order, this has already started with the advent of democracy and political pluralism in many former uni-political-party countries, and Algeria is no exception.

Therefore, the investigators have to notice that this idealization of implementing one-world political order is adopted by proponents of the globalization process, as they are emphatic to the process outcomes.

2- **Economic level of integration**, i.e. the implementation of one-world economic order, this has already started with the advent of the market-oriented economy model in many former centrally-planned economies, and once again Algeria has joined the order.

The newly industrialized countries gain considerable advantage for their integration in the world of economy. They can build up their factories with foreign country investments and infrastructure and sell their products internationally. Due the low wages in these countries their products are very competitive on the world markets. This fast economic growth has enabled millions of people to leave extreme poverty.

- 3- **Financial level of integration**, i.e. the implementation of one-world financial order; this has already started in Europe with the introduction of one currency unit: The Euro. Other non-European countries are negotiating their joining the Euro-zone.
- 4- **Cultural level of integration**, at this level we cannot talk about implementing one-world cultural order. However, things can be sorted out by increasing cultural awareness and cross-cultural understanding to develop the sense of tolerance vis-à-vis others' differences and ultimately promote world peace. This has started by implementing joint exchange projects with foreign universities in the context of global understanding through virtual classrooms.
- 5- **Educational level of integration**; i.e. the implementation of one world educational system; this has already started in Algeria with the introduction of what is called "competency-based education." The reintroduction of the Roman Script, or what is commonly called the Latin alphabet, in the teaching of scientific disciplines such as mathematics, physics in primary and secondary education. Additionally, one can talk about the top-down introduction of the LMD system with its European Common Credit Transfer System scheme at the tertiary level as part of the educational integration.
- 6- **Linguistic level of integration**, i.e. the implementation of a one-world-linguistic order. The globalization process has further reinforced the status of the English language as the world's first, dominant and most preferred language in relation to the other languages of wider communication, hence the shift from the status of an international language to that of global language. This state of affairs has aroused a new interest and a deep concern among a new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because the English language, as linguistic tool, has become the *sine qua-non* condition for the purpose of technological advancement, economic development and commercial expansion.
- 7- **Religious level of integration**, once again, at this level, we cannot talk about implementing one-world religious order, but to give much importance and mutual respect to the three divine religions. In other words, monotheism; the essence or rationale of such integrations stems from the fact that we all believe in the same God.

2.2.2 English Language and Globalization

In a world where globalization has imposed itself, it is important to have an official language so as to have an efficient way to communicate. In other words, it is the growing of international commerce, financial and technological spread that urge the use of English as the main language in all areas and spheres.

The status of the English language has changed over the few past decades. It is no more restricted to the English speaking countries but to the whole world. It has become the chief language of world knowledge, technologies and computing.

English has become an international language rather than any other language because of its historical, geographical, political and economic influence on the world. These four aspects are well explained by Hui:

- 1- **Historically:** The English language, as well as the English culture, spread to Asia, Africa, North America and Australia with the establishment of the British colonies in those four continents.
- 2- **Geographically:** In this world, there are six continents inhabited by human beings, of which Europe is greatly influenced by the English language, while North America and Australia are completely occupied by the English language. Besides, in many countries in Asia and Africa, English is an official language. No other language has such a power.
- 3- **Politically:** After the Second World War, both the United States and Britain, the two major English speaking countries, were amongst the most politically influential countries.
- 4- **Economically:** Since the end of the World War II, the United States has been the most powerful country economically with the most advanced science and technology. As a result, it has also become the most powerful country militarily. Britain has been amongst the most developed countries in the world. The economic position of both USA and Britain leads to the rapid development of media that have wide influence in the world.

(Hui 2001, p 130-131)

Consequently, English plays the role of official language in many African and Asian countries. It has become the language of world knowledge and skill transfer, many countries have given English a special place within their communities and in their schools and institutions. Broadly speaking, English as a global language has succeeded to get special privilege in people's lives and politics in every country in the world.

The English language has been adopted by many countries to be taught as the second language due to the status attributed to it, whereas others use it as the official language or as a foreign language to gain advantageous for its status. It becomes the language of politic, science, technology, medicine, tourism and business. Giving English a prominent place in a country in general and in the educational system in particular helps societies to get integrated into modernity in total harmony.

In fact, English gives access to modern sciences and technology. Moreover, one of the conspicuous aspect of globalization is the rush of education and research through the English language; scientific papers and published articles are written in English. It is a shared language and an indispensable tool in the age of the emergence of technology and global network.

2.2.3 Status of English in Algeria

Algeria was the most known African country deeply rooted by the use of French language as a result of 132 years of French colonization. When it achieved independence in 1962, the Arabic language was regained its pre-eminent place it had lost under colonization and gave the language greater values and significant roles in the society.

Introducing the Arabic language was unavoidable, **“A society whose true identity had been denied for a hundred and thirty years could not begin to reconstruct itself without restoring the bedrock of that identity: The Arabic language, closely associated with Islamic culture.”** Grandguillaume (1997, p 2).

This language policy known by Arabization failed due to the fact that Algeria is the least prepared country to a language planning after the French colonialism

Among all Arabic-speaking countries, Algeria was certainly the least prepared national community for this kind of language planning. The significant lack of means was simply an enormous handicap because French colonialism had eradicated almost all traditional structures that had existed before 1830.

Benrabah (2002, qtd, in. E. Ben-Rafael & Y. Stenberg 2002, p 39).

However, as the English language is becoming the world language the Algerian authorities are becoming more aware about the status this language has gained in the world. Consequently, English has been introduced as the second foreign language, its status within the educational system is preceded by the French language. In fact, the adoption of English as a foreign language; is also considered as an attempt to diminish French interference in Algerian daily life in every domain.

Since 2003, significant consideration has been given to the English language in the educational reform. The main perspective has been the ability to use language to communicate effectively with the world in a variety of situations. Its use is not restricted to a set of sentences used in isolation in the classroom or only part of the school subject; the objective behind giving importance to English is to have access to modern sciences and technological knowledge stored in English. Ourghi (2002) argues:

It is primary language of computer software of the cutting edge in scientific research of business and management, and of politics and international networks...It is also the medium of interaction in countless activities-air traffic control, world organizations, prestigious higher studies such as MBA, academic conferences, research and publications. Even the international pop music relies on English for boosting its sales and spread just as space sciences and computing games.

(Ourghi 2002, p 55)

Hence, the Algerian educational policy tries to cope with the new world requirements by giving much more importance to the teaching of EFL by setting new approaches centered on the learners and the development of their capacities in order for them to acquire competency in English, in the most effective possible way. By framing the aim of the curriculum in terms of competency, the focus is on what learners can actively do in and with the language rather on a discrete list of terms they are expected to remember.

Broadly speaking teaching English in Algeria is not restricted to educational and scientific purposes but also to economic and cultural objectives also. The following table summarizes all these objectives

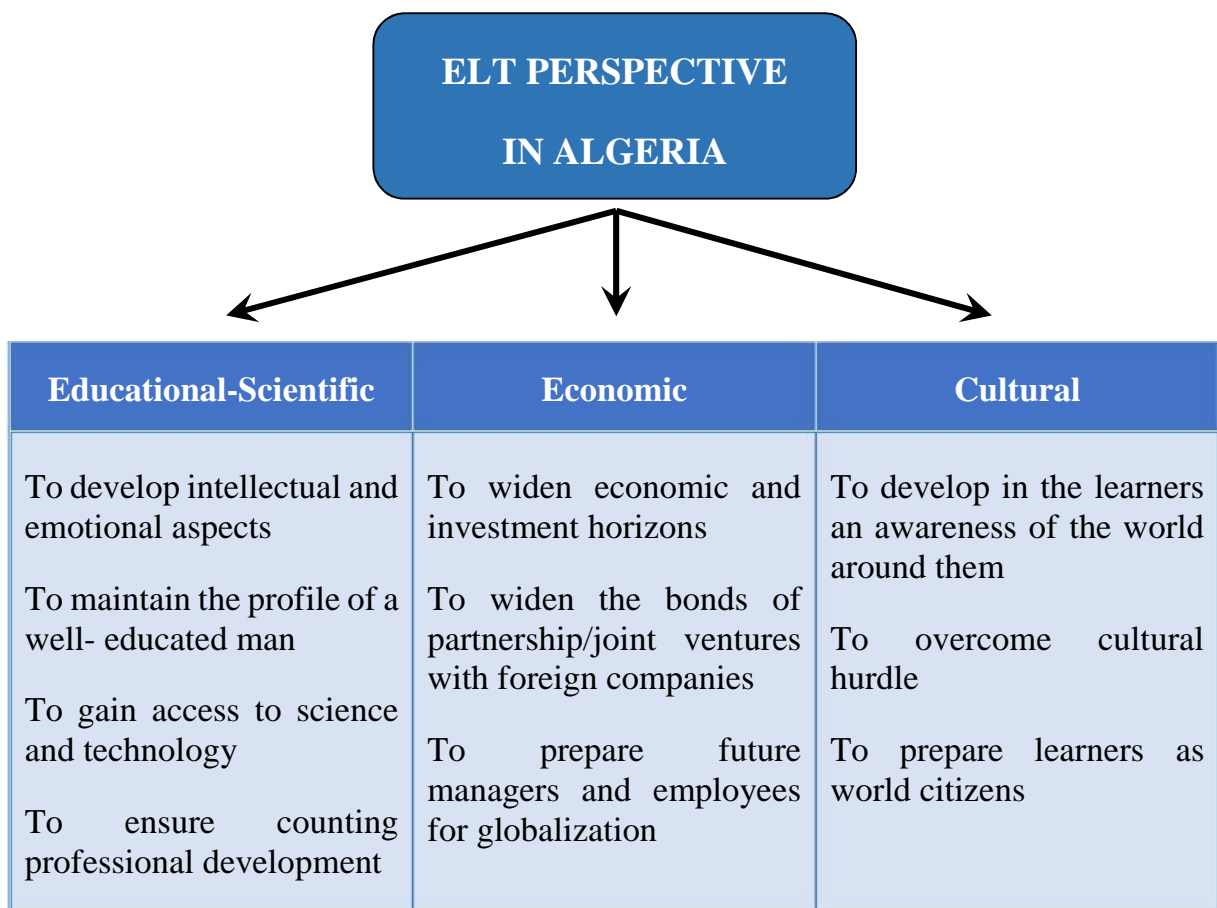


Figure 2.2: Mid and Long Term Objectives of ELT in Algeria

(Benmoussat 2003, p 253)

The teaching of the English language contributes to the promotion of intercultural understanding. It is an open window on the other cultures and civilizations. Moreover, it is a clue to communicate with other people around

the world which helps Algeria diversify its economic and business relations in the world of competition and tight negotiation.

Another central aim behind giving such importance to the English language in secondary education and implementing new approaches to language teaching mainly the Communicative Language Teaching (CLT) and the CBA is to bridge the gap between the knowledge acquired at school with real life and empower the learners to get access to world knowledge. It empowers the position of the country and provides learners with new skills needed in the 21st century to catch up with the advance which is taking place in all fields all over the world. Thus, it offers citizens more job opportunities thanks to the capacities, skills, and knowledge they have acquired during the learning process. People who have high competence in English have better chance for employment if they were to work in foreign countries or with foreign companies.

The situation of English in Algeria is that learners learn and use English only in the classroom. However; the information provided in the classroom should not be the only source of knowledge; there are other available sources available to be in regular contact with the English language. Though it is not a language that the Algerian people are in touch with in their daily life, pupils can make use of the endless authentic materials available as self-reference tools: dictionaries and grammar books in school libraries, electronic magazines and newspapers, as well as various information on every accessible field accessible via internet since English is the main language in the world wide web (McCarthy 1998).

In fact, there is no contact with the outside environment: newspapers and magazines are either in Arabic or French, there is not English news broadcast. The only contact with the language is through English songs and films which are rather means of entertainment than of learning the language. Having no contact with the language in the daily life makes it difficult to cope with acquiring the language.

2.3 Competencies and Skills Required in 21st Century

As the globalized world becomes more complex and integrated across national boundaries, individuals' needs change and so do learners'. Undoubtedly, the 21st century learners' needs are different from those before the globalization phenomenon: creating, researching, sharing opinions, and becoming globalized citizens. In other words, learners are crossing international borders and jumping language barriers to collaborate with others from around the world through interactive technologies.

Education is changing in the new millennium; it aims at preparing learners to deal with rapid changes in employment and learning style. In fact, learners need to leave school and universities being prepared for the professional careers and to cope with the rapid changes in every field. Teaching has to undertake a change too. Teachers must keep pace and stay relevant in order to keep students engaged. Teachers need to prepare students for careers and jobs that have not yet been created to cope with new technologies and strongly enter this new workforce and successfully work and live in the new digital world. **“In the future there will be technologies that have not yet been invented; there will be ways of living and thinking and learning that have not yet emerged.”** (Griffin and Care 2015, p vii)

Education is about adapting to a changing world. Different sets of skills have been at the core of educational reforms in many developed countries in the last few decades because students must be prepared for postsecondary experiences to respond to social and economic fields in public and private sectors, it is said that **“...21st century skills are those that must be brought to bear in today's worlds of education and employment in order for individuals to function effectively as students, workers and citizens.”** (Griffin and Care 2015, p vii)

The implementation of those skills is to push learning behind the school walls. The intention is to provide learners with opportunities to connect knowledge acquired at school with real world application; there should be less time spent on delivering content and more on application of the content to reach a large number of learners' affordability.

The term 21st century skills and competencies are becoming more and more part of the teaching learning process. It is the skills and competencies that learners will need to prepare them to their future studies, careers and a world citizen. Embrace 21st century thinking, English language classroom is the perfect environment to build those skills: **“In essence, the English language classroom exists to prepare students to communicate across cultures, across borders, across perspectives. As the world evolves toward greater inter connectedness, it is our students to whom we entrust the responsibility of building a better global society”** (Oxford university press ELT 2013). The National Research Council organizes the skills into three clusters: cognitive skills which go beyond mastery of academic contents, and interpersonal and intrapersonal which include competencies as shown in the diagram below:

However, ATC21S (Assessment and Teaching in the 21st Century) classified 21st century skills into four categories grouped under the acronym of KSAVE: knowledge, Skills, Attitudes, Values and Ethics

- **Ways of thinking:** Creativity, critical thinking, problem-solving, decision-making, and learning.
- **Ways of working:** Communication and collaboration
- **Tools for working:** Information and Communications Technology (ICT) and information literacy.
- **Skills for living in the world:** Citizenship, life and career, and personal and social responsibility.

Developing the 21st century skills in the classroom helps learners to be creative and critical thinker. It also helps them to communicate and collaborate effectively. Broadly speaking, the new millennium requires resilient and independent learners who have flexible skills and competencies. Some of these skills are new, others traditional and need adaptation before their implementation. According to Oxford University Press the 21st century skills are called 4C's: Critical Thinking, Communication, Creativity and Collaboration.

- **Critical Thinking:** It is an extremely important skill. It requires asking questions, analyzing, making evaluation and judgment based on the information provided. The process of critical thinking involves acquiring information and evaluating it to reach a well-justified conclusion or answer. It takes learners beyond memorizing and simple comprehension of information “**A critical thinker uses logic and evidence to prioritize and classify information, find relationships, make judgments, and solve problems.**” (Oxford University Press ELT 2013). It allows the development of autonomy, and the promotion of lifelong learning.
- **Communication:** Learners have to be given chances to practice the communication skill in the classroom through role play, group working and available teaching technologies, and also when the class is over the teacher has to teach the students how to handle and use all outside sources such as the internet and social media to continue communicating.
- **Creativity:** Creativity is the ability to build new things or think about original ideas. It is not a selected talent held only by a few learners, it is a method of ability that everyone has. It is the teachers’ role to encourage learners to be creative throughout each lesson by giving challenging activities. It powerfully engages them both emotionally and intellectually.
- **Collaboration:** Learn how to work in pairs and collaborative teams that employ and develop the listening and the speaking skills of all the group members. Through this collaboration they are taught how to effectively achieve goals together.

2.4 21st Century Teaching

21st century teaching carries complicated challenges and opportunities. It is no longer associated with providing contents, facts, formulas, stories and information. If it is a matter of giving information, students can find information on anything at anytime and anywhere thanks to the different available means of technology: blogs, cell phones, Wikipedia, motor research, twitter, Facebook etc. teachers are not considered as the main source of knowledge.

The new millennium requires skillful and competent teachers who should help students to handle these sources and show them how to valid all these information through collaboration. Arguably, teachers must not prepare their students to the next grade or how to sit for exams, but rather preparing them for life focus on further studies, future careers and jobs which do not exist yet. 21st century learning is to provide experiences and opportunities to apply knowledge accessible anywhere at any time.

There are roles that teachers and learners should share and accomplish to have learners engaged and implicated in their learning as shown in the table below:

Table 2.1 Anatomy of 21st Century Classroom (Reflect 2015)

| The 21st Century Classroom | | | |
|---|--|--|---|
| Research & information fluency | Problem solving & critical thinking | Collaboration & communication | Creativity & innovation |
| <p>Teacher:</p> <ul style="list-style-type: none"> ➤ Provides opportunities for students to develop and demonstrate essential skills <p>Students:</p> <ul style="list-style-type: none"> ➤ Select appropriate digital tools to assemble, evaluate, and utilize information ➤ Apply varied research skills to find and evaluate resources. ➤ Use information and resources to accomplish real-world tasks. | <p>Teacher:</p> <ul style="list-style-type: none"> ➤ Provides opportunities for students to develop and demonstrate essential skills <p>Students:</p> <ul style="list-style-type: none"> ➤ Use multiple resources to plan, design, and execute real-world problems ➤ Use technology to collaborate and solve authentic problems ➤ Develop and answer open-ended questions using higher order thinking skills | <p>Teacher:</p> <ul style="list-style-type: none"> ➤ creates structures, provides opportunities, and assesses student performances <p>Students:</p> <ul style="list-style-type: none"> ➤ Initiate communication in real and non-real time. ➤ Communicate and collaborate with learners of diverse cultural backgrounds. ➤ Form collaborative learns to solve real-world problems and create original works | <p>Teacher:</p> <ul style="list-style-type: none"> ➤ Provides opportunities for students to develop and demonstrate essential skills <p>Students:</p> <ul style="list-style-type: none"> ➤ Apply critical thinking, research methods, and communication tools to create original work ➤ Collaborate effectively with an audience beyond the classroom to create original work. |

In Algeria, however, traditional teaching style has prevailed for long years. The teacher was the transmitter of the knowledge to the students and kept control of the subject matter and supervised the flow of the course and decided for everything the students had to do. Many teachers, in the 21st century, are still following the traditional teaching feeling more comfortable in this role of controller Semmoud says that teachers **“work in their classes as blinding-syllabus followers who consume programmes that are provided to them with a limited imagination and a quasi-absence of critical thinking”** (Semmoud 2008, p20). This way, not all learners are involved and turned off because of long dull explanations. Nonetheless, after the reform and the newly-implemented approach, namely the CBA, there has been a move from traditional teaching and teacher-centeredness to learner-centeredness which makes learners at the core of the teaching/learning process as shown in the table below:

Table 2.2: Teacher Centered vs Learner Centered Classrooms Characteristics (Ministry of National Education , 2007, p84)

| Teacher-Centered Classes | Learner-Centered Classes |
|---|---|
| - Knowledge transmission | - Learners construct knowledge |
| - Passive Learners | - Active learners |
| - Skills separated | - Skills integrated |
| - Teaching and evaluating are separate | - Teaching and assessing are intertwined |
| - Dependency / No risk taking / No creativity (give back what they have been taught) /No self-assessment... | - Independency/Risk taking / Creative / Critical thinking |
| - Focus is on product | - Focus is rather on the process of learning |
| - Competitive and individualistic Learning | - Cooperative, collaborative and supportive learning |

As English has been given a prominent place in the Algerian educational system, it is important to focus on the effectiveness of the language use. In fact, English teachers must have an appropriate language use so as to have sensitivity

to learners' language level. Effective teaching is an on-going process in which teachers adjust their teaching to the learning needs of their students. Experienced language teachers reflect on their own teaching practices. It is through reflection that the teacher becomes more skilled. This can be boosted by the professional development training. English teachers must possess specific language competencies and a high sense of personal linguistic proficiency to handle the language and offer many supports and learning opportunities.

A skillful teacher is the one who makes the lesson relevant, challenging and engaging for learning and long term results. This empowers students to take actions and make meaningful contributions to their communities. Hence, he encourages highly autonomous learning. However, many Algerian English language teachers still stick at the traditional teaching. On the one hand it is because it requires relatively little preparation, all what they need to do is present the material outlined in the textbook. On the other hand, they feel more comfortable and lack autonomy themselves.

The notion of independent learners is one of the bases of learner-centered classroom. Secondary education in Algeria focuses on the gradual implementation of autonomy in the syllabuses through the 21st century skills which aim at making the learners less dependent on the teacher and prepare them for further studies and future professional careers. Thereby, the educational system will create a next generation of problem solvers. However, with all the efforts the governments deploy there is still a long way towards learner-centeredness.

Competition and cooperation in the classroom must be encouraged to help the learners master the English language and continue learning it beyond the school walls through limitless means of technology. Unfortunately, all these aspects are not present in the majority of the Algerian secondary schools; the teacher is still the dominant and the active figure in the classroom besides the implementation of the new skills and the adaptation of the traditional ones are far from being at the core of the teaching/learning process that enables the learners to be less dependent on the teacher.

There is no well-guidance to step towards autonomy in the Algerian school, though, the third- year teachers' book clearly insists on the importance of involving the learners in the learning process through problem solving situations, working collaboratively with peers on authentic, real-world projects, and the integration of self-assessment. All these requirements are favorable for learners to step into autonomous learning if the language teacher learns how to engage learners, share contents and connect with other educators for professional betterment. The professional teacher is the one who maintains and develops the empowerment of his teaching practice.

2.5 Educational Learners' Needs in the 21st century

Many students are not getting the education that they need to succeed; they are only trained to use what they learn at school to pass exams or to get certification. Accordingly, in order to better prepare students for citizenship and the global age; their education has to respond to additional demands of a rapidly globalizing world.

However, to produce global citizens is to provide global education that prepares them for their future life; jobs that are emerging require more non-routine and interpersonal skills. Education in the new millennium includes autonomy and independence of learning to be more successful in both professional and personal lives.

With the emergence of the CBA, more focus has been directed on learners and less on teachers. This is also the case of the Algerian secondary schools which moves from teacher-centered to learner-centered views. This approach appeals for the promotion for more autonomous learners by making them investigate in research, using extra scholar activities. However, EFL learners in Algeria still dependent on their teachers; they are accustomed to be passive as the teacher does not involve them in the teaching/ learning process, for example, setting goals, choosing materials and deciding for topics or tasks etc.

There is a need for change of roles by developing awareness for a more self-directed learning. The Algerian pupils are not much aware about the importance of the English language, not only in school but also in their daily life, they see it only

as a school subject imposed on them. Pupils who have an interest in learning English are those who are thinking of preparing a “Licence d’Anglais” or intend to pursue scientific or medical studies. The latter group does not see English as an immediate need since they are too caught up by those subject matters they consider as important subjects with high coefficient like mathematics, physics, sciences.

English language learning does not appear as a priority for learners, having such a behaviour towards the English language. It is not going to reach a prestigious place within the society till pupils see learning the language as a need and a necessity not as a means of having good grades at examinations. Autonomy will never prevail or have a place in the learning process this way.

Hence, there is a need to change these views and have more long term objectives. It is the teacher’s role to make pupils more aware about the place of the English language in the world and how it has reached all the spheres of life. They have to prepare future self-confident generations who think by themselves.

2.6 ELT in Third Year Secondary School

Secondary education in Algeria lasts for three years with a thorough preparation for the Baccalaureate examination which is the main key required to pursue university studies. EFL is part of the curriculum for all streams and all levels. The weight and time allotted to the teaching of the language vary according to the streams. The following table summarizes the time allotted to English courses for some streams and its coefficient:

Table 2.3: English Teaching Time Allotment and Coefficient for 3AS

| Streams | Weakly Time Load | Coefficient |
|----------------------------------|------------------|-------------|
| Scientific streams | 3 H | 2 |
| Philosophy and Literature | 4 H | 4 |
| Literature and foreign Languages | 4 H | 5 |

Learners are tested at the end of each term on what they learned in the classroom with their teacher. The tests are exact samples of the Baccalaureate exams

and thus provide the students with a gradual familiarisation with the examination requirements for English. The syllabus is imposed by the Ministry of Education which induces the teachers at finishing it on time rather than coping with the learners' needs. On the other hand, the system concentration on grades as a measurement of success or failure makes learners hugging over marks instead of giving more value to what they are learning apart from the syllabus. This diminishes the value that policy-makers have given to the language and their efforts in finding the most appropriate way that makes learners handle the language, that is the benefit to communicate with foreigners, having access to modern sciences and technology. English must not be conceived as a school-subject to score well in order to pass exams but to carry on studies at the university and for life careers.

The teacher is an important partner in the process of learning. **“He is one who applies the approach and gives life to the educational tools.”** (Medjahed 2010, p74). The teacher has been for a long time considered as the sole source of the knowledge because of the traditional education system based on rote learning, the learners' reliance on the teachers impede the development of their competencies in acquiring the language and prevent their autonomy. However, it is very important to relate what they learn and yet, it is vital for them to become independent from the teacher and to relate what they learn in class with real-life situations.

2.7 Teaching Approaches

Many approaches and methods based on memorization and practice by repetition had long been at the core of the teaching/learning process in Algeria. The linguistic content and the types of activities which tended more towards a structural audio lingual methodology, intensive grammar course and translation to the learners' mother tongue failed in promoting learning the English language. Pupils felt more secured with the traditional system of education based on rote-learning method with the teacher dominating classes, and spoon feeding them. Yet, a learner who is concerned with producing grammatically correct language may become hesitant, lacking fluency and generally sacrificing communicative effectiveness in using the language in order to try to achieve formal accuracy. Thus, teaching/learning grammar is fruitless and does not fulfill the aim of the 21st century learners' needs.

Hence, great emphasis is put on the CLT Approach, the new textbooks contain a task-based content, organized along a structural/functional and notional/topical lines, and whose purpose is to bring the learners to engage in the acquisition of structures, functions, topics and notions to develop their four language skills. It has also introduced the CBA which targets at forming autonomous individuals and lifelong learners.

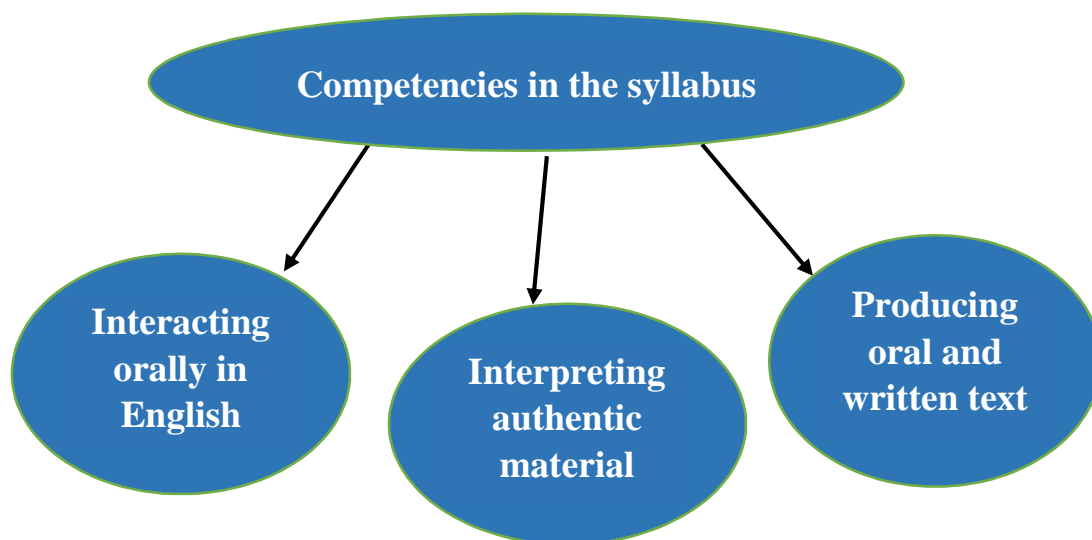


Figure 2.3: Key Concepts in Designing Syllabus

Indeed, it is assumed that the CBA strives to make learners more motivated in learning the language as they are in charge of their own learning. This approach to language Learning aims: “à relier les apprentissages acquis à l’école à des contextes d’utilisation variés et pertinents [...] à des situations-problèmes scolaires et extra scolaires” (MS3,2004:40). The syllabus is designed to cope with three competencies. The new reform main principles rest on two approaches: CLT and the Competency-Based Education (CBE) some of which are developed below.

2.7.1 Communicative Language Teaching

Communicative Language Teaching is an approach to the teaching of foreign languages based on the linguistic theory of communication competence. it aims at enabling the learners to communicate through interaction in the target language. In fact, learners learn the language through communication rather than studying how language works and practicing rules, i.e. grammar is no longer important in language

teaching. CLT relies on the use of English to exchange information which is integral to events and experiences relevant to the learner's daily life and real world context in order to develop both fluency and accuracy. Classroom activities presented in New Prospect textbook include role play, interviews, survey, pair-works, language exchange and games through which the four skills are integrated. Mistakes and errors are tolerated and are considered as part of the learning process.

2.7.2 Competency-Based Approach

In the era of globalization and job requirement, it is of great importance to promote long-term learners. Nonetheless, the incapacity of forming effective learners to relate what they learn in school with the real life situation leads to the implementation of the CBA. This approach comes to bridge this gap and prepare learners to have an ever-lasting active role (autonomy). However, this approach to language learning is not completely new to the teachers of English, in that most of its aspects were implicitly dealt with in the previous approach (CLT). What CBA has mainly come out with is the focus on the development of competencies and link them in school and out of school needs.

The notion of the CBA emerged in the USA in the 1970s. It defines educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study.

The focus is on how the pupils can use the language and not their knowledge about the language. In the Competency-Based Approach, learners study English within situations and contexts that are varied and relevant. In other words, the aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school and out of school.

As its name indicates, the CBA seeks to establish competencies in learners so as they can put in practice what has been acquired in school. Whenever there is the term competency the "know-how-to-act" process is implied. It involves a set of knowledge, skills and attitudes which pupils are required to use in a context to achieve results. Because of its global and integrating characteristics, acquiring a competency requires learning in motor, affective and cognitive fields.

The CBA functions in a way that enables learners to be autonomous and self-orienting individuals as they are guided and given the tools to do research and use external resources to learn independently from the teacher.

2.7.2.1 Autonomy and CBA within Third-Year Textbook

Textbook designers have highly implemented the characteristics of the CBA. It has a large number of tasks and activities that target to develop both lower-order skills and higher-order skills. The content is organized in terms of developing the pupils' competencies through the 21st century pedagogical practices:

- Learning by using project based learning which focuses on collaboration and team work incorporating suitable technology
- Developing problem-solving situation using real world problems, in context learning as well as inter disciplinary approach.
- Encouraging reflection with self and peer review
- Assessing pupils with self and peer assessment through relevant tasks

A large numbers of activities in the 3rd year secondary school textbook New Prospects stem from the CBA. The units of this textbook encourage interaction through task based and negotiate meaning. The content is related to the learners' lives and background. The main aim of designing the textbook along with the CBA principles is to develop both accuracy and fluency, and prepare generation who think by themselves and have confidence in their knowledge.

There is a high emphasis on creating more independent learners through task negotiation, encouraging setting objectives with their teachers, and developing self-evaluation. All these objectives are well established within the textbook which requires skillful teachers who are well-versed in language teaching and communication, reflect on their own practices for better professional development and meet the learners' needs. All these objectives can be achieved only through sufficient and highly- challenging activities. Indeed, autonomy is at the foreground of secondary education.

The tasks proposed in New Prospects are related with the three main concept of the CBA namely: competence, problem-solving situations and the transfer of knowledge. In terms of competency, the learners are expected to use the language in the classroom actively and then relate what is learned with the outside settings. The language used aims at enabling the learners to achieve proficiency in three competencies, namely: interaction, interpretation and production.

Interactive competency is present throughout the unit. Learners have the ability to use language orally to interact with others over tasks based on the listening and speaking skills. Other tasks based on interpretative competency which requires the ability to understand written language through reading and interpret spoken language orally. Productive competency is highly promoted with written tasks which aim at producing coherent and relevant written messages. Productive speaking competency is also given importance through projects presentation; they target to effectively express ideas and organize thought appropriately. These competencies are better developed if supporting competencies are integrated namely linguistic and language strategies. These two supporting competencies are well-stated in the textbook. The former is through the learning of grammar, pronunciation and vocabulary that a learner can interact, interpret and produce. The latter is incorporated in ways that help learners to remember, organize and use information on an ongoing basis.

Another strength force which the educational reform has established is the assessment strategies. These strategies change from being a final external sanctioning action to a driving force of learning.

It allows judgement and appropriation on the one hand and motivation on the other hand. Through making the learning objectives explicit, the teacher proposes to give the learner meaning to his task, and shows him that the result to reach is accessible. The proper wording of these objectives clarifies the object of the learning process. It is only then that a great autonomy can be achieved.

(Louznadji 2013, ELT Algeria)

All these strategies incorporated in the third year-secondary textbook are beneficial in boosting learning the English language and enhancing autonomy. Yet, learning English still remains one of the challenges that ELT has to face. Learners are not yet aware of the importance of taking in charge their own learning since they do not have any contact with the language outside school in their daily life even though great efforts have been deployed by policy-makers and educationalists.

The teacher is also an important agent of change in encouraging autonomy. The way the teacher teaches must reflect the world the students will move in. This is far from being the case in Algeria; many teachers are still using traditional procedures even after the coming of the CBA. It must be admitted that teachers have not been trained nor prepared for an appropriate use of the approach which main aim is to enhance autonomy, making learners work collaboratively with their teacher.

Another obstacle behind the implementation of the approach is how to take care of the needs of the learners with under-average ability who tend to slow down the progress of the class. Besides, weak learners are not able to exploit autonomy. Having classes with two speeds makes it difficult to cope with weak learners without boring and annoying the best ones when slowing down. Besides, it is risky to stay away from the syllabus; the teacher can be reprimanded especially with third year classes who are supposed to sit for the BAC exam after being trained all the year with exam samples.

Finally, one can say that autonomy is present within the textbook but its implementation is far from being at the foreground, this is mainly due to the lack of providing adequate training for teachers, who are trying to do their best to cope with the approach which has been implemented in secondary schools since 2003. Besides, Algerian EFL learners are lacking creative thinking; they find it far less troublesome to develop a sort of memorizing mind that flows but never leads; they would rather be asked to respond a true/false exercise than be asked to think an issue and discuss it either orally or in writing, except for few ones.

2.8 Textbook Description

New Prospects is the last of a series of three course books designed by the Ministry of National Education for third year secondary education. It is the key component in language teaching. It provides a variety of learning resources and should meet the learners' needs in order to facilitate the learning process. The main principles of New Prospects rely on those CLT and CBA which are to cope with the needs of the learners who are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy.

Grammar is still at the foreground in the coursebook, hence it is considered as a cornerstone of a good command of English. These grammar rules are translating into language functions which aim at ensuring the learners' competencies. The proposed tasks engage learners in a deeper learning, encourage autonomy and peer interaction. The teacher has the choice to opt for the most appropriate tasks in accordance with the needs of the learners, in other words, the teacher has to use the textbook selectively, in this vein Richards says: **“Learning how to use and adapt textbooks is hence an important part of a teachers' professional knowledge”** (Richards 1995, p1).

The textbook comprises six units with different themes designed to different streams (see Table 2.4 below), these themes strike a balance between topics related to science and technology and others related to language and humanities.

Table 2.4: 3^oAS Themes Distribution in Each Stream
(Guide du Professeur, 2007, p61)

| Themes | M – TM – ES – EC. | LPH – FL |
|---|-------------------|----------|
| 1- Ancient Civilizations | | X |
| 2- Ethics in Business | X | X |
| 3- Education in The World | | X |
| 4- Advertising, Consumers and Safety | X | |
| 5- Astronomy and the Solar System | X | |
| 6- Feelings and Emotions | X | X |

As shown in the table above, four mandatory themes are more directed to each stream. The theme is taught in 24 hours, its aim is to develop the three competencies of interaction, interpretation and production that cover all areas of language (morphology, vocabulary, pronunciation, spelling, syntax). All the units have the same organizational structure. The units are established in a way to promote independent learning since the learning objectives encountered are stated and presented in each rubric. The teacher shares these objectives with the learners; this is a strength point for both the teacher and the learners. Accordingly, the new approach in New Prospects is implementing Communicative Based Language Teaching principles (CBLT) and not the traditional ones.

Though the tasks proposed in New Prospects refer to both lower-order skills as well as higher-order skills and most objectives are feasible and achievable, it is too much time demanding to achieve them. It does not allow the teacher to teach and re-teach, to assess and re-assess in order to encounter the learners' difficulties in acquiring a particular point or make any consolidation work. This way the teacher will stick to the curriculum and the pacing schedule instead.

Each unit in New Prospects is divided into two parts and each part is divided into two sequences. The first part deals with two sequences which are subdivided into rubrics. These rubrics include the presentation and practice of grammar, vocabulary and pronunciation/ spelling related to the four skills through the **Around-the-text**. Both sequences close with a rubric entitled **Think, pair, share**. These two sequences are rounded off with a rubric **Take a break** to better start the second part through light jokes, proverbs, song, etc. It has also an intercultural dimension, the following diagram shows how the units are organized and structured:

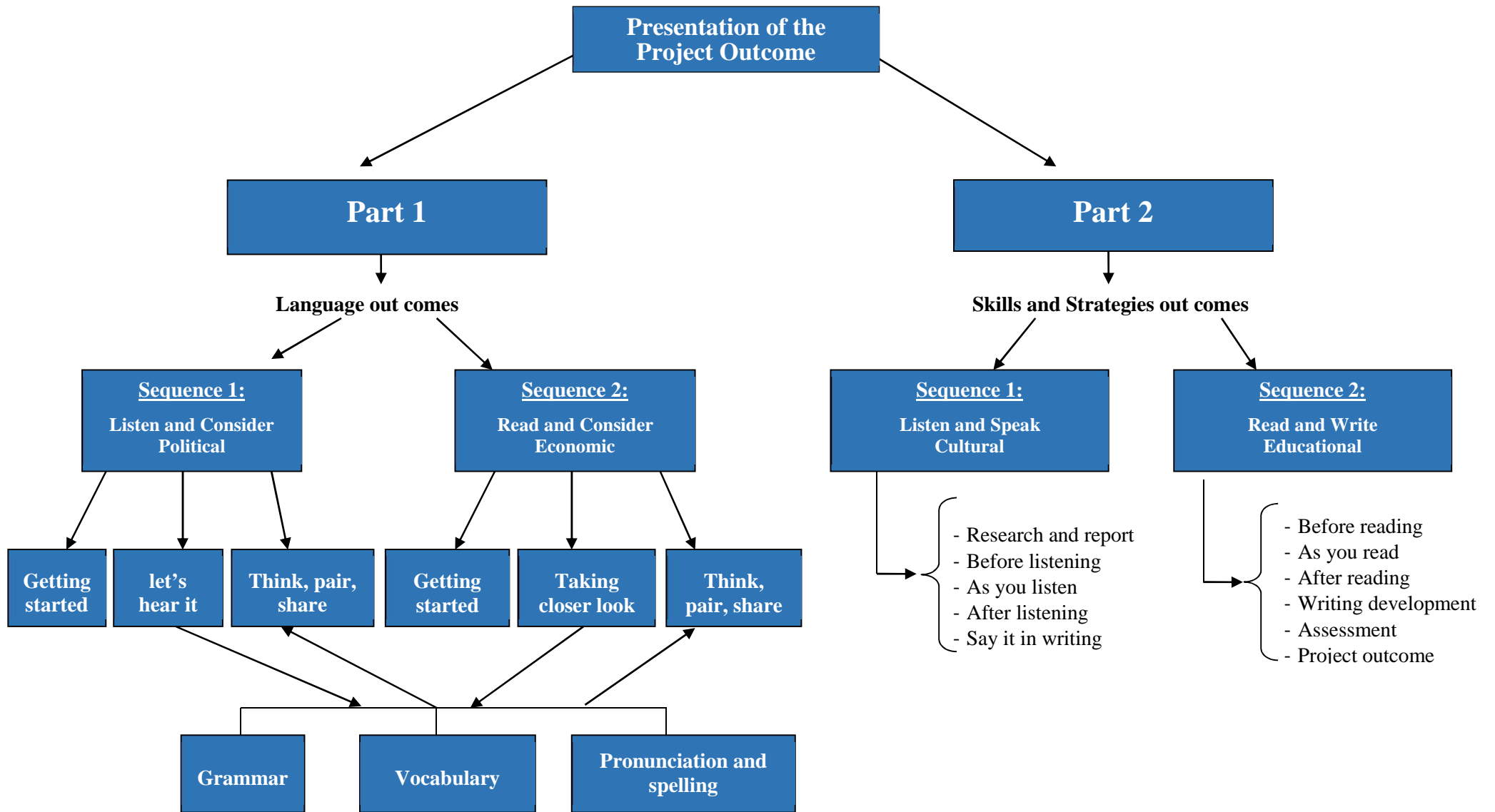


Figure 2.4: New Prospects Units' Distribution

Referring back to the second part it is also divided into two sequences. The first sequence deals with four rubrics, three of them related to the listening skills with different tasks related to it. The fourth rubric, **Say it in writing**, aims at producing a material related to the listening content. The second sequence, **Reading and Writing**, also deals also with rubrics, three of them are related to the reading skill with the focus on the pupils' use of skimming and scanning skills. Then a rubric entitled **Writing development**, using vocabulary and grammatical commends where the learners communicate their main message showing their sense of organization, cohesion and coherence. In the **Project outcome** rubric, the pupils' competencies are well stated. It deals with what the learners have learned, skills and strategies acquired throughout the whole unit. The last rubric within this sequence is **Assessment**. It deals with what the pupils have learned in the whole unit through which the teacher will have an over view about what goes well and what does not. It is presented in a summative way that is at the end of each unit.

The textbook does not have any tasks calling for a collaborative learning in pairs or groups except for the **Think, pair, share** rubric where learners interact with other students and their teacher. Each learner will produce a piece of writing which will be presented orally to the class after having worked individually, then in pairs, and lastly share it with other peers in a group. **Think, pair, share**, is a task related to high-order thinking, there **are various topics**: short talks, expository essays, speeches, opinion articles, wish poems, letter etc. These objectives are not easy to be mastered within a unique presentation; it requires at least three hours if the teacher ensures that the majority of the learners can achieve them. The teacher has to ensure providing them with explicit teaching about the points (how to write a poem, how to express opinion in order to write an opinion article and so on) and then assessing them to evaluate their capacity in acquiring what has been taught. In the textbook there is neither a clear teaching about the situations mentioned above a production of a good writing. This assessment cannot be considered as formative since formative assessment is used to check whether the pupils have learned what they have been taught.

2.8.1 Autonomy and Assessment Strategies in New Prospects

Algerian Education in general has long given importance to tests and exams. In fact, learning is always subject to assessment regimes. Yet, teaching must not turn to testing, this may endanger both teaching and learning; the alternative is to consider the different kinds of assessment to promote learning and autonomy. The use of assessment should be beneficial for both teacher and learners. It is crucial for the teacher to know if the pupils have reached the set goals and acquired the necessary knowledge related to the point being taught. This can only be achieved through formative assessment.

One of the main objectives of New Prospects is regular evaluation which:

Permits to verify the assimilation of the structures and the lexical elements learned and practiced during the previous lecture(s). It is through regular evaluation of oral and written comprehension, and oral and written production that the origin of errors can be detected. When known, remedial strategies can be conceived so as to enable the learner overcome the obstacles and carry on his progression

(Bassou 2015, p 55)

Some activities are presented in a form of formative assessment of the teaching included in the “grammar reference” at the end of each unit (see **Appendix V**), this assessment technique tells the teacher where more work is needed. Besides, Checking grammar for themselves will foster autonomy and will make it easier for them to keep on learning after classes. This implies that the learners have to use extra activities using grammar books and referring to lesson samples provided at the end of the textbook. But it is difficult for weak pupils to go through “grammar reference” alone without the teacher’s help and guidance. These assessment activities presented in the textbook are not sufficient (there is only one activity related to each lesson) pupils need more practice sessions to handle the rules.

New Prospects comprises two steps in the assessment process at the end of each unit. The first is the language assessment through the implementation of the “learning log”. This assessment strategy is a strength point in itself as it effectively

increases the learner's autonomy and motivation by making them responsible of their own learning. Furthermore, it leads to the use of self-assessment which is a salient principle of learner-centeredness.

In the "learning log" pupils are asked to tick next to each item and indicate what they think is their level of performance through Likert scale (very well, fairly well or not well). Then they are called to illustrate with examples and hand out a copy to their teacher. The following table is a sample of the assessment strategy of unit two: Ethics in Business, a unit shared by all streams.

Table 2.5: The Assessment Learning Log (New Prospects, 2006 ,p 72)

| I can | Very well | Fairly well | A little |
|--|-----------|-------------|----------|
| <p>A. Use the present simple continuous passive in descriptions.</p> <p>B. Give advice to someone using modals ought to/ should, had better or their negatives</p> <p>C. Express obligation and prohibition using must or its negative forms.</p> <p>D. Express result using so + adj + that and such + adj + noun + that.</p> <p>E. Express cause and effect using because, for, as, since, as a result, consequently, etc.</p> <p>F. Express hypothesis/ condition using provided/providing that, as long as.</p> <p>G. Ask for and give opinion.</p> <p>H. Express wish and regret using I wish, it's high time + simple past</p> <p>I. Form opposites with prefixes dis-, il-, im-, in- etc.</p> <p>J. Form nouns by adding the suffix -ty to adjectives.</p> <p>K. Recognize and put stress shift in words having the same root. E.g. economy economic economical.</p> <p>L. pronounce words ending in -ics correctly.</p> | | | |

In the Second step the teacher checks the learners' achievement in terms of skills and strategies. The teacher assigns a test of one of the text presented in the **Resource Portfolio** at the end of the textbook, noting that texts are too long;

if they are not adapted learners may be bored with such a lengthy reading passages. Finally, a remedial strategy can be conceived to remedy the learners' weaknesses before dealing with the new unit. Still, such a load of language items requires much time to review.

Though many efforts have been concentrated to implement the different assessment strategies in the third-year secondary textbook to promote autonomy and make pupils more involved in taking charge of their own learning, there is still many efforts to do to adjust it in a way that fits learner's needs within the present society. It is noteworthy that, the textbook is just a pedagogical support; the teacher has to assign more assessment strategies necessary for the learners' needs and level.

2.8.2 Notion of Autonomy within New Prospect

At the beginning of the textbook, there is a Book Map which contains all the features that will be dealt with in all the units the textbook comprises. This Book Map shows the goals and the objectives for both parts (Part 1: language outcomes. Part 2: skills and strategies outcomes, see figure 2.5) within each unit. At the top of each unit, there are two pictures that represent the theme of the unit and the final objectives, the project outcome, which has to run parallel to the unfolding of the unit. The project is the visible and assessable manifestation of the students' competencies. In other words, it is through the project that pupils are supposed to put in practice all what they have acquired throughout the unit. The project is signaled toward the end of each unit in a more detailed way. It is the only task where pupils can show their independence through autonomous research that takes place outside the classroom with decision making in a collaborative and creative way and with the teacher's support and guidance.

Using the project as a tool of language learning enables learners to become more responsible and enhances autonomy; it is the strength point of the textbook to foster autonomy. The learners are involved in the project taking greater responsibility for their own learning, it also develops complex skills: communication, collaboration, higher-order thinking and problem solving. In practice, Project-Based Learning (PBL) aims at:

- Pupils work together in groups and collaborate on project activities.
- A real world problem that affects the life of the learner (s) is presented for investigation.
- Pupils discuss findings and consult the teacher for guidance, input, and feedback.


The maturity level of learners' skills determines the degree of guidance provided by the teacher. **“Final products resulting from PBL can be shared with the community-at-large thus fostering ownership and responsible citizenship in addressing real world problems.”** (Weitz 2016). The project should be processed step by step and built up little by little by the learners themselves, under their teachers' supervision of course, and should concretely reflect both the teacher's and the learner's autonomy.

Real learning occurs during the project. However, these projects are done in a non-autonomous way since learners do not make any effort to make research or investigation; it is common practice that only one of the group members takes it in charge and does all the work by getting ready-for-use information from the internet.

2.9 Conclusion

The spread and connectivity of economic and cultural life all over the world have made an impact in every field; this global phenomenon has changed tremendously the way people think, study and learn. The effect of globalization on education is seen through the changing role of the teachers and the students. Students have a vast potential to learn from various affordable means of technology and communication. In fact, all these means have paved the way for alternative learning systems in education. Moreover, Education has to respond to different demands of a rapidly globalizing world.

This chapter has afforded an overview about ELT in Algeria with reference to third-year secondary school education. It tries to present the different learning approaches and strategies necessary to meet the challenges of the information age. It also shows how the Algerian educational system has strived to the global changes. Stakeholders aimed not only to prepare a knowledgeable and well-trained workforce, but also to prepare learners for citizenship and a global age.



*Chapter three:
Data Collection
And
Results analysis*

Chapter Three

Data Collection and Results Analysis

3.1 Introduction

3.2 Data analysis Procedure

3.3 Pupils' Questionnaire

3.3.1 Questionnaire Analysis

3.3.2 Results Interpretations

3.4 Teachers' Questionnaire

3.4.1 Questionnaire Analysis

3.4.2 Results Interpretation

3.5 Classroom Observation

3.5.1 Data Collected

3.5.2 Results and Interpretation of Classroom Observation

3.6 Summary of the Main Results

3.7 Conclusion

3.1 Introduction

Assessing learner autonomy requires the collection of various types of information about the concept as well as the role that the teacher ought to play in promoting it. In fact, the teacher has a prominent role in fostering and developing the attitude towards autonomy by giving learners opportunities to practice such a behaviour inside and outside the classroom walls. This is to say that autonomy is not practiced only at school with the teacher; it is something that must be a natural and an ongoing process where pupils relate what they learn in class to the real world. They also have to learn how to use other external sources and be aware that the teacher is not the only resource and the sole source of the knowledge but rather a guide, a collaborator and a good role model. (see 4.2.1)

3.2 Data analysis Procedure

This research is conducted in a form of case study. The needed research instruments needed were collected both qualitatively and quantitatively to gather and analyse data in order to answer the research questions. That will be done through the following research instruments: a questionnaire submitted to learners and teachers, and an observation of classrooms practices. The questionnaire is an effective tool which allows the informants to answer freely and express their feelings and thoughts. Moreover, it helps to translate the research hypothesis into questions. Yet, classroom observation is the most informative instrument since it facilitates the gathering of various aspects of the teaching/learning practices. The focus on the classroom observation aims to note and assess the various techniques used by the teachers to give the learners the opportunity to take charge of their own learning.

3.3 Pupils' Questionnaire

The first questionnaire was addressed to eighty-seven third-year literary streams (Literary Foreign Languages, and Literary and Philosophy) and scientific stream learners in El Ouad El Djilali Scondary School, Bouhannak in Tlemcen. Undoubtedly, pupils' viewpoints and impressions are decisive for the present

research to discover their attitudes towards autonomy and how ready they are to take control over their learning (as they have been learning English Language for six years).

3.3.1 Questionnaire Analysis

The questionnaire is divided into three rubrics. Each rubric has a specific aim. The first rubric which contains three questions aims at discovering the learners' attitudes towards English Language; the second one, with seven questions, tackles the learners' willingness to be engaged in autonomy. The third rubric, which is the most important one, comprises a set of six questions, and is designed to measure the extent to which learners are autonomous.

Rubric One: The learners' desire to learn English

Item One: Do you like learning English?

The main purpose behind this question was to discover the pupils' degree of interest in learning English, which played a role in showing their readiness and enthusiasm in learning the language.

Table 3.1: Learners' Attitudes Towards English

| Frequency | Number of pupils | Percentages(%) |
|--------------|------------------|----------------|
| A lot | 29 | 33.33% |
| Some how | 36 | 41.37% |
| Not really | 16 | 18.4% |
| Not at all | 6 | 6.9% |
| Total | 87 | 100% |

As shown in the table above, 41.37% recognized having a "little" interest in learning English, and only 33.33% of the informants "liked" learning it. However, the remaining informants, that is 18.4% and 6.9% had respectively neither a real enthusiasm nor any interest at all in learning the language.

Item Two: Why do you learn English?

This question helped to identify each learner's main reason behind learning English and to know if learners are mindful about the importance of English for their higher education since it becomes a necessary tool.

Table 3.2: Reasons for Learning English

| Suggestions | Number of pupils | Percentages (%) |
|---|------------------|-----------------|
| For higher education | 23 | 26.44% |
| To communicate with foreigners | 29 | 33.33% |
| To travel | 25 | 28.74% |
| To work in foreign countries/or foreign companies | 2 | 2.3% |
| No answer | 8 | 9.2% |
| Total | 87 | 100% |

According to the information gathered, 29 learners learnt English in order to be able “to communicate with foreigners”, while 25 considered its importance when “traveling”. Surprisingly, only 23 learners believed that the importance of learning English was “for higher education”, and 2 learners thought that English was an essential subject which would allow them either “to work in foreign countries or with foreign companies.” No answer was chosen by 8 learners showing their disinterest in learning English.

Item Three: If you do not like learning English, say why?

The question aimed at eliciting responses from the pupils about their disinterest in learning English and to discover if pupils if the learners know the reason behind this disinterest.

Table 3.3: Reasons why Learners are not Keen on Learning English

| Suggestions | Numbers | Percentages(%) |
|--|-----------|----------------|
| It is not important | 1 | 1.15% |
| It is hard | 6 | 6.9% |
| I do not have the necessary abilities | 25 | 28.74% |
| I learn it only to pass the Baccalaureate exam | 12 | 13.79% |
| Don't answer because they like English | 43 | 49.42% |
| Total | 87 | 100% |

In fact, the results revealed that 25 of the informants perceived “not having the necessary abilities” in English, and 12 learnt it only to sit for the Baccalaureate exam. However, 6 learners claimed that learning English was “hard”, and one learner seemed unconcerned in learning it. What is remarkable is that 43 of the informants declared that they “liked” learning English.

Item Four: How do you find the third-year textbook themes?

This question aimed at probing the learners’ opinion about the different themes proposed in the textbook, which they dealt with during the whole school year when learning English. This helped to establish a connection between the importance learners give to the topics they like most, motivating them with up to date themes and making them active participants. Indeed, they do not have the same preferences, but there is one criterion which all the learners share is their interest in the new technology and the topics that are related to the 21st century.

Table 3.4: Third-Year Textbook Themes

| Suggestions | Numbers | Percentages(%) |
|------------------------|-----------|----------------|
| Interesting | 20 | 22.99% |
| Up to date | 20 | 22.99% |
| Boring | 25 | 28.74% |
| I do not have any idea | 20 | 22.99% |
| Do not answer | 2 | 2.3% |
| Total | 87 | 100% |

The results show an equal scale between “interesting” and “up to date” which is 22.99%. Thus 28.74% found the themes “boring”. What is worth noting is 22.99% had “no idea” concerning the topic studied during the whole academic year, and 2.3% did not answer at all.

Rubric two: Learners’ Willingness to Engage in Autonomy

The aim of this rubric was to find out whether or not learners are ready to take control over their learning and being less dependent on the teacher; whom they consider as the source of the knowledge.

Item Five: When you are assigned to do an activity in the classroom, do you try to work through the solution....?

The interest behind this question is to explore pupils' willingness to undertake their learning and have the ability to either work on their own or with a peer. These elements are used by learners who take control over the learning process and show great confidence in the sense they are no more dependent on their teacher nor ask for help.

Table 3.5: Learners' Work in the Classroom

| Suggestion | Number | Percentage(%) |
|-------------------------------|-----------|---------------|
| Alone | 15 | 17.24% |
| With a peer | 23 | 26.43% |
| Ask for help | 41 | 47.13% |
| Ask the teacher to re-explain | 8 | 9.2% |
| Total | 87 | 100% |

For this purpose, the results presented in the table indicate that only fifteen learners (17.24%) tried to go through the solution “alone” and twenty-three (26.43%) worked with their “peers.” On the other hand, 47.13% of learners showed their inability to do the activity alone by “asking for help”, and 9.2% needed “re-explanation from the teacher.”

Item Six: Do you use your background knowledge in the classroom?

The aim behind asking this question was to unveil learners' perceptions of their ability to think back to specific language experience and recall their previous knowledge either in other subjects, making the link between both English and the topic taught, or their knowledge in English from previous years to bridge the gap between the learners' prior knowledge and his/her needs for new information and provides further learning opportunities.

Table 3.6: Learners' use of Background Knowledge

| Frequency | Number | Percentage (%) |
|--------------|-----------|----------------|
| Always | 11 | 12.64% |
| Sometimes | 50 | 57.47% |
| Rarely | 17 | 19.54% |
| Never | 9 | 10.34% |
| Total | 87 | 100% |

As Table 3.6 shows, more than half of the total number 57.47% said that they “sometimes” used their background knowledge, while only 12.64% “always” referred to it. 17.24% “rarely” made into practice their previous competencies in learning English, and 10.34% “never” did.

Item Seven: Do you read the unit content before you start it?

Reading the unit content beforehand entails that learners are taking charge of their own learning and know what they are going to learn, which is of great importance in assessing autonomy.

Table 3.7: An Overview of the Unit Content Beforehand

| Frequency | Numbers | Percentages(%) |
|--------------|-----------|----------------|
| Always | 6 | 6.9% |
| Sometimes | 9 | 10.34% |
| Rarely | 13 | 14.94% |
| Never | 59 | 67.82% |
| Total | 87 | 100% |

The data gathered states that the majority of learners did not read the unit content (67.82%), and 14.94% admitted that they “rarely” did, while 10.34% “sometimes” had a look at it. The rest of the informants, only 6.9%, said they “always” did.

Item Eight: Does your teacher involve you in setting the lesson objectives?

The fact that learners set the lesson objectives with their teacher is of crucial importance to implement and boost autonomy; it also gives the learners an opportunity to share the responsibility in the teaching /learning process.

Table 3.8: Learners Involvement in Setting Lesson Objectives

| Frequency | Number | Percentage(%) |
|--------------|-----------|---------------|
| Always | 42 | 48.28% |
| Sometimes | 24 | 27.59% |
| Rarely | 9 | 10.34% |
| Never | 12 | 13.79% |
| Total | 87 | 100% |

The result obtained shows that the teacher “always” involved the pupils in setting the objectives at a rate of 48.28%, and 27.59% declared that they “sometimes” did. However, 10.34% stated that the teacher “rarely” involved them in setting the lessons’ goal, while 13.79 % admitted that they were “never” engaged in such activity.

Item Nine: Which of the following roles do you take during the English session?

In a learner-centered classroom the teacher encourages the learners to become active participants and collaborators to reveal their insight in learning and sharing their experiences with the teacher. The present question intends to discover how learners perceive their real role during the English sessions. In fact, when the learner is aware that he has to work in complete cooperation with the teacher to be successful learner and a step towards autonomy.

Table 3.9: Pattern of Reference for Learners’ Role

| Suggestion | Number | Percentages (%) |
|-------------------------|-----------|-----------------|
| A receiver of knowledge | 30 | 34.48% |
| An active participant | 20 | 22.99% |
| A collaborator | 17 | 19.54% |
| I do not take any role | 20 | 22.99% |
| Total | 87 | 100% |

The table above presents information on the learners' role attribution according to their own view, 34.48% of learners estimated their role as "receivers of the knowledge", and 22.99% said that they "did not take any role". Nevertheless, 22.99% and 19.54% claimed having an interest in learning English seeing themselves respectively as active "participants" and "collaborators."

Item Ten: When you make a mistake, who corrects you?

Self and peer-correction are one of the criteria of autonomous learners which do not consider the teacher as the first and the most responsible in mistakes correction. It allows learners to be involved in the learning process, reflect on their own mistakes and to learn from one another.

Table 3.10: Responsibility in Mistakes Correction

| Suggestion | Number | Percentage (%) |
|--------------------------|-----------|----------------|
| You correct yourself | 14 | 16.09% |
| Your mate corrects you | 10 | 11.50% |
| The teacher corrects you | 48 | 55.17% |
| You do not correct it | 15 | 17.24% |
| Total | 87 | 100% |

The table above shows that 55.17% of pupils still depend on the teacher who is, according to them, the core of the class and correcting mistakes is his work, whereas 17.24% "did not correct" their mistakes at all waiting for the correction. Only 16.09% did "self-correction", and 11.50% used "peer-correction" as a technique. The latter groups showed, in a certain way, their autonomy since they relied on their own skills to correct their errors.

Item Eleven: Which of the following learning tools do you use to take notes during the English sessions?

Note-taking is an essential skill for language learners, it is a challenge to listen and take notes trying to summarize or take only the key words. This skill clearly shows that the learner is taking into account his responsibility in language learning.

Table 3.11: Tools Used by Learners for Note-Taking

| Suggestion | Number | Percentage (%) |
|---------------------|-----------|----------------|
| A notebook | 57 | 65.52% |
| Diary | 3 | 3.45% |
| A recorder | 0 | 0% |
| I do not take notes | 27 | 31.03% |
| Total | 87 | 100% |

The collected data presented in the table above, which is presented in the table above, state that the great majority had the habit of taking notes using rather a “notebook” 65.52%, or a diary 3.45%. Unfortunately, but unsurprisingly, 31.01% “did not take notes” at all, and no one used a “recorder” as a tool for note-taking.

Rubric Three: Role of Assessment in Promoting Autonomy

The aim of this rubric is to show the importance of assessment and decision made by the learners in promoting autonomy and how they are intertwined.

Item Twelve: Do you evaluate your level of English being...?

The fact that the learners have the ability to evaluate their own level in English shows that they tend to be more aware about their weaknesses and strengths; besides, the autonomous learner is the one who is able to evaluate his level in English. This question is divided into two parts: the first is a multiple choice question and the second is open ended where the informants have to justify their answers to the previous question.

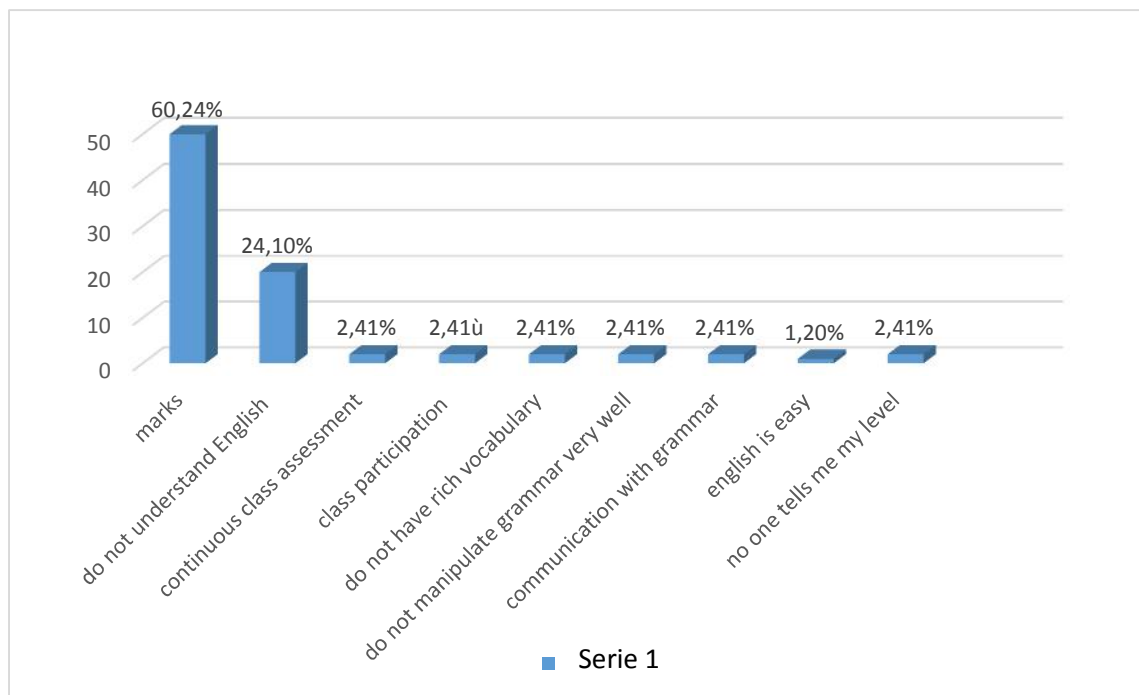
Table 3.12: Learners’ Self-Evaluation of their English Level

| Suggestion | Number | Percentage (%) |
|---------------|-----------|----------------|
| Good | 6 | 6.9% |
| Average | 32 | 36.78% |
| Weak | 30 | 34.48% |
| I do not know | 19 | 21.84% |
| Total | 87 | 100% |

The results obtained from learners show that 36.78% of them estimated their level of English as being “average”, and 34,48% as “weak”. Indeed, only 6 learners (6.9%) said “good”. The remaining 19 (21.84%) of them have “no idea” about it as shown in the table 3.12.

In the second part, the learners were asked to justify their choice of their previous answers

The obtained results are displayed in the graph below. In their own words 48 of the informants replied that it was through “marks” that they judged their level in the language; this was clearly warrant since the learners are most of the time in race for getting the best marks. 20 learners considered their “misunderstanding” of the language permitted to make such a reasoning. Six other criteria were given by the learners to justify their answers to the previous question with the rate of 2.41% for each one as shown in the bar chart.



Bar chart 3.1: Pupils' Perceptions of their Level.

Item Thirteen: How would you prefer to be assessed?

Many learners are very anxious about being assessed or evaluated through tests and exams considering them as the only tool which evaluate their success or failures. Yet there are myriad techniques to assess learners' proficiency in the language, and learners' opinion should be taken into account.

Table 3.13: Learners' Preferable Assessment Strategies

| Suggestion | Number | Percentage (%) |
|-----------------------------|-----------|----------------|
| Tests and exams | 20 | 22.99% |
| Homework | 12 | 13.8% |
| Continuous class activities | 30 | 34.48% |
| Projects | 23 | 26.44% |
| Do not answer | 2 | 2.29% |
| Total | 87 | 100% |

The table above shows that 34.48% of the informants liked being assessed through "continuous class activities", 26.44% thought that "projects" were the adequate tool, whereas 22.99% saw no evil in "tests and exams". "Homework" remained the least chosen suggestion at a rate of 13.8%. 2 learners did not answer.

Item Fourteen: Which strategies do you use to enhance your level in English out of the classroom walls?

This question attempted to discover the means used by the learners to enhance their Level in English and the ability to take the responsibility for their learning outside the classroom.

Table 3.14: Learners' Use of External Resources to Enhance their English

| Suggestion | Number | Percentage (%) |
|-------------------------------------|-----------|----------------|
| Doing extra scholar activities | 5 | 5.75% |
| Chatting in English with foreigners | 11 | 12.64% |
| Listening to English songs | 30 | 34.48% |
| Watch films in English | 36 | 41.38% |
| Do not use any mean | 5 | 5,75% |
| Total | 87 | 100% |

The gathered data indicates that “watching films” and “listening to English songs” were the most used means at a rate of 41.38%, and 34.48% respectively. The learners who preferred “chatting” on the net presented about 12.64%. Surprisingly, “using grammar books” remain at a very low percentage with only 5.75%, and the same rate was for those who “did nothing” to improve their level.

Item Fifteen: Does your teacher encourage you to assess yourself?

It is crucial that learners assess themselves. Learners should be involved in assessing their own learning, making judgment and reflect on their own learning competencies by generating adequate feedback in order to remedy the learners’ weaknesses. Additionally, self-assessment is a vital tool to cultivate autonomous learners.

Table 3.15: Initiation to Self-Assessment

| Frequency | Number | Percentage (%) |
|--------------|-----------|----------------|
| Always | 25 | 28.74% |
| Sometimes | 32 | 36.78% |
| Rarely | 18 | 20.69% |
| Never | 12 | 13.79% |
| Total | 87 | 100% |

Dealing with this question, 36.78% stated that they were “sometimes” initiated to this kind of assessment, and 28.74% were always encouraged by their teacher to do so. 20.69% were “rarely” involved in this practice, and 13.79% of the informants “never” dealt with this kind of assessment.

Item Sixteen: What means do you use to assess yourself at the end of each unit?

This question is highly related to the previous one in the sense that it reveals if learners use self-assessment, after taking it as a technique to evaluate their proficiency, without being initiated by the teacher, which is an important feature in being autonomous learners. After the end of each unit, pupils are supposed to assess their own progress to identify their strengths and weaknesses to fill the learning gaps through remedial work. This kind of attitude, that the learners should hopefully have,

is of such big importance to inculcate autonomy. For this purpose, some techniques are given as suggestions in this question.

Table 3.16: Techniques Used for Self-Assessment

| Suggestion | Number | Percentage (%) |
|--------------|-----------|----------------|
| Rubrics | 4 | 4.59% |
| Checklists | 7 | 8.05% |
| Portfolios | 7 | 8.05% |
| Nothing | 69 | 79.31% |
| Total | 87 | 100% |

The obtained results indicate that 69 of the informants “never” assessed themselves at the end of each unit, while “checklists” and “portfolios” were used for self-assessment with equal rate that is 8.05%, and only 4 of the informants used “rubrics”. The results stated that these learners did not really use self-assessment without the teacher’s guidance and encouragement, in other words they did not seem to have a reflection upon their learning.

Item Seventeen: Do you fill in the progress portfolio at the end of each unit?

At the end of each unit there is a table where there are criteria related to the language points dealt with during the whole unit (already seen before) so, when ticking in, the learners spot their weaknesses and should hand over a copy to the teacher who will provide adequate feedback before they move to a new unit.

Table 3.17: Checking Progress Following Each Unit

| Frequency | Number | Percentage (%) |
|--------------|-----------|----------------|
| Always | 1 | 1.15% |
| Sometimes | 8 | 9.2% |
| Rarely | 11 | 12.64% |
| Never | 67 | 77.01% |
| Total | 87 | 100% |

Learners' responses to this question indicate that 77.01% of the targeted population "never" filled in the progress portfolio, while 12.64% of pupils said that they "rarely" did, and 9.2% "sometimes" did it. Only one informant used the progress portfolio for each unit.

3.3.2 Results Interpretations

The goal of learners' questionnaire is to explore the extent to which the learners are able to take control over their learning in order to assess their autonomy. This can be done through both self- assessment and evaluation taking into account the influence of the learning context and learner circumstances on learner autonomy.

The data gathered in the first part of the questionnaire aimed at discovering the learners' interest in the language. Indeed, the great majority 74.7% expressed their desire to learn the English language at different degrees. However, they were not conscious about the importance of the language for their further education since only 26.44% learn it for this purpose; their main interest was only to be able to communicate with foreigners.

Many learners, 44 out of 87, expressed a negative attitude toward learning English because, according to them, they did not have the necessary abilities, therefore they were engaged in a superficial learning. The fact that the learners identify their weaknesses is a step which may lead to autonomy but they did not make any effort to remedy the weaknesses.

The second part of the questionnaire aimed at discovering how ready the learners were to step in and take control over their learning. Many learners wait for exercise correction instead of trying to work through the solution. Yet, encouraging the learners to work on their own or with a peer guarantees an independence from the teacher and can also be beneficial in learning. On the whole, learners showed some interest to the value of problems-solving situation while working with their partners at a rate of 26.43%, and 17.24% prefer working alone. On the other hand, a numerical majority 47,13% ask for help, whereas a minority 9.2%, need teacher's help to go through the solution. These results show that there is a balance between the learners who are able to work through the solution and those who need their teacher's help

trying to make a great effort in learning on their own though still depending on their teacher.

Despite the fact that the use of prior knowledge, when learning the language, is crucial, the great majority of the informants, 87.35%, declared not always having such a behaviour which would help them to think back to specific language experience making them active participants and construct their personal knowledge. The role a learner takes during the session is vital; it is one of the components that helps in measuring how ready the learner is in handling the learning process. 22.99% of the informants who participated in the questionnaire did not take any role, while others, 34.48% were passive recipients through the teacher's knowledge transfer, with more focus on the content and the products. These two characteristics have a negative impact on autonomy and show that EFL learners are not yet ready to tackle their own learning.

The textbook is considered as an important tool in learning English language in Algerian secondary schools, though the teachers may decide to use other materials that suit their learners' needs. Third-year textbook deals with new themes and vocabulary that learners have never dealt with before. learners interest in the proposed topics proposed boost their curiosity and motivate them in learning English provided they are related with the 21st century and modernity. 45.98% of the respondents saw the textbook themes as interesting and up to date which helps making them enthusiastic. Of the remaining learners, 28.74% found the themes boring and 22.99% had no idea. This negative attitude towards the textbook themes impedes autonomy. On the basis of learners answers, most participants are not attracted by the themes proposed in the third-year textbook which makes the learners introverted and inhibits their interest in the language. Another important feature within the textbook is that the language contents that the learners are supposed to learn within each unit is available in the book map. The aim behind each sequence is clearly stated; the project outcome being the final objective of the unit where the learners should make use of all the language points as well as the skills and the strategies outcome they go through in the whole unit. Unfortunately, a large number of learners, 67.82% never read the

unit content, and thus, they neither knew what they were going to learn nor the unit objectives.

As for the importance of setting the objectives with the learners to know exactly what is expected from them, the results indicated that a great number of learners 86.25% were involved in setting the objectives at different degrees. The learners must know precisely what is expected from them in order to enable them attain the course objectives. It is through assessment that the teacher verifies if those objectives have been attained, otherwise pupils will cease to attach importance to objectives.

Mistakes are parts of the learning process. If learners do not make mistakes, this means they are not given challenging topics and activities to work through. The best way of correcting mistakes is self-correction when the learner realizes that a mistake has been made. The alternative when the learner is unable to self-correct is peer-correction. Peer-correction is appropriate instead of the teacher providing the answer, which must be the last resort. As far as the case study the research is concerned with, 55.17% of the informants saw mistake-correction as the teacher's role who, according to them, is the sole judge of progress.

The third part is concerned with the impact of assessment on the learning process in general and on autonomy in particular. Undoubtedly, there are multifarious types of assessment that help promoting autonomous language learners. The information generated by assessment should also provide feedback for both the teacher and the learner involving them in reviewing and reflecting on their own practices and adjust the materials according to their needs.

By contrast, the learners were more concerned with the consequences of passing and falling in the exams, this is the case of 60.25% of our informants who judged their level of English only through the marks attributed to them. Only thirteen of them gave divers reasons in evaluating their level. These results confirm the hypothesis that learners are more concerned with passing exams than having a real interest in learning the language. Indeed, having such behavior is an obstacle among others, for implementing autonomy in the Algerian EFL classrooms.

Preparing learners for exams contributes in threatening the teaching and prevents unveiled skills and competencies by giving a negative output. Besides, exams mostly intend to assess how learners regurgitate knowledge.

Therefore, when asked about their preferable assessment techniques to identify their strengths and weaknesses, learners chose projects and continuous classroom activities as their favorite means of assessment, with 26.44% and 34.48% respectively. This is because through these assessment techniques they feel less stressed and can learn more in an enjoyable atmosphere. However, this does in no way diminish the importance of tests and exams that are prominent aspects in increasing learners' seriousness in achieving better results.

It is worth noting that the learners who are engaged in deeper learning imply a power shift both within and outside the classroom giving a special regard to self-learning. Learning language cannot be limited to its use inside the classroom walls, otherwise there will be a cut off. Once the class session ends, and in order to be in continuous touch with the language, the learners have to practise the language using the different and various external technological means available in the 21st Century such as learning online, the constraint being of course the disinterest in reading English books.

As it was expected, only few learners, 5.75%, use grammar books as a study tool instruction, most of them prefer listening to music with 34.48% and watching films with a percentage of 41.38%; which are for their entertainment rather than for improving their English. These results show the unwillingness of learners to make any effort to enhance their capacity using self-study methods. They are dependent on classroom activities that limit their capacity to handle the language on the one hand, and they refuse to be autonomous learners on the other hand.

In the same vein, self-assessment is an important criterion which plays a significant role that gauges their performance. Teachers should implement and encourage self-assessment to create a more learner-centered classroom. The more learners are involved in self-assessment the more they exercise autonomy; it also directs their efforts in areas that need improvements and make them enjoy learning. Self-assessment not only develops critical thinking and self-confidence, but boosts learners' motivation; it is vital for both autonomy and lifelong learning.

When learners become more skilled in assessing themselves they can easily become less dependent on the teacher. Though, 71.26% of the informants questioned asserted, at different degrees, that their teachers encourage them to use self-assessment, 79.31% of them did not use any technique to reflect on what was being learnt, and therefore there was no feedback on the effectiveness of their learning.

3.4 Teachers' Questionnaire

A second questionnaire was designed to elicit views and opinions from ten secondary-school EFL teachers to investigate the research questions and hypotheses. The teachers were randomly selected from the wilaya of Tlemcen. All the informants are full-time teachers and their teaching experience varies between three years and thirty years which means that some of them started teaching before the new reform of the educational system, while the others have been teaching since the implementation of the CBA.

3.4.1 Questionnaire Analysis

We have seen it convenient to treat the data both in tables and bar charts. The bar charts are chosen in the case of having more than one answer within the same question. The questionnaire comprises a set of twenty questions divided into three rubrics.

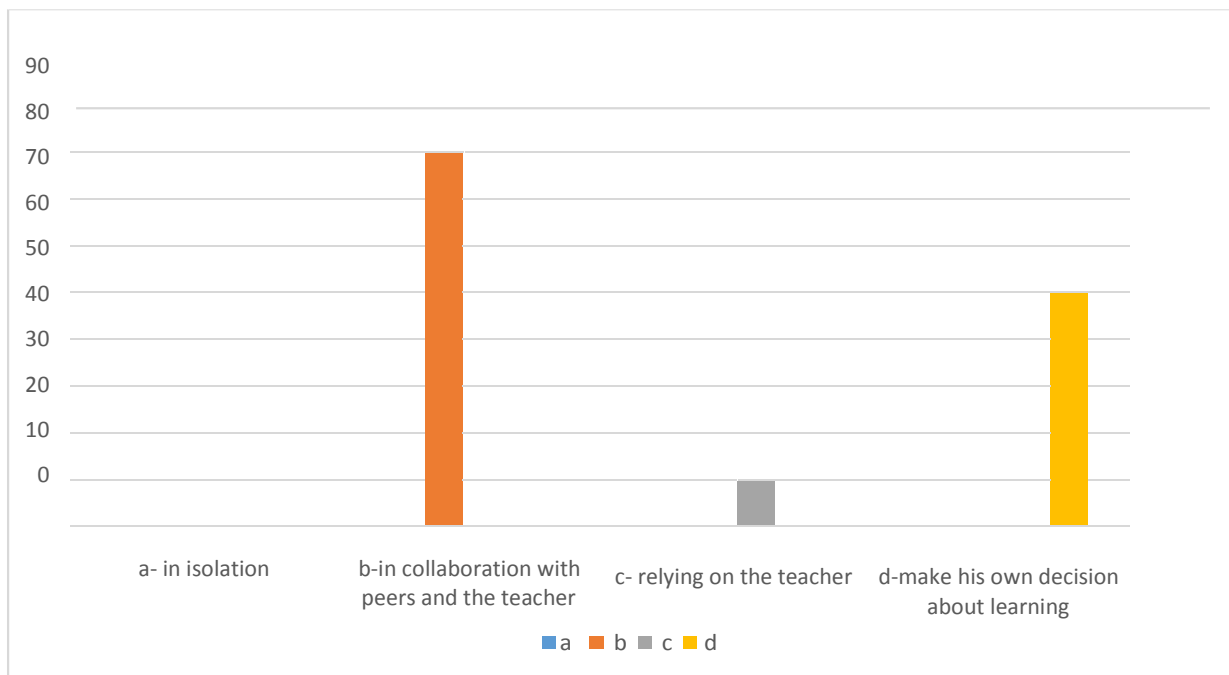
The first rubric is designed to get an idea about the teachers' perception of autonomy. The second rubric intends to discover teachers' readiness for the implementation of autonomy in their classrooms. And finally the third rubric intends to discover the existing of the factors mediating autonomous learning and if assessment is part of the continuous teaching process. In fact, giving learners freedom, to some extent; where they have to take decision related to their own learning is a step towards autonomy.

Rubric One: Teachers' Perception of Autonomy

Out of this rubric, the researcher wanted to collect information about the teachers' view and perception of autonomy. In fact, the teacher is the key component of successful learning in general and making changes in his classroom in particular to meet the needs of the learners.

Item One: What is learner autonomy according to you? Learner studying ...

The teachers' attitudes and concept toward learner autonomy is important to know whether or not they have an overview about the concept and to reveal their attitude.



Bar chart 3.2: Teachers' Perception of Autonomy

The results obtained are displayed in the bar chart above. The informants chose more than one answer claiming that both suggestions, working in “collaboration with peers and the teacher”; and their “ability to make his own decision”, are the quality of a learner who takes charge of his/her own learning with (80%) and (50%) respectively. Only (10%) believed that learner autonomy is a learner who “relies on his teacher”.

Item Two: Are Algerian third-year EFL learners autonomous?

The aim behind this question is to discover whether autonomy is present within third-year EFL learners.

Table 3.18: Atonomy within EFL Third-Year Learners

| Suggestions | Number of teachers | Percentage (%) |
|-------------------|--------------------|----------------|
| Strongly agree | 0 | 0% |
| Agree | 0 | 0% |
| Disagree | 8 | 80% |
| Strongly disagree | 2 | 20% |
| Total | 10 | 100% |

All the respondents have a negative attitude when it comes to speak about learner autonomy, (80%) “disagree” with the fact that pupils are autonomous in their learning, and (20%) “strongly disagree”. The result shows the absence of autonomy in the EFL classes.

Item Three: If you think that they are not autonomous, is it because ...?

The intention from the question is to discover the reasons behind the absence of autonomy in EFL classes

Table 3.19: Reasons which Deny Autonomy

| Suggestions | Number of teachers | Percentage (%) |
|---|--------------------|----------------|
| The system doesn't allow it (denies autonomy) | 3 | 30% |
| They come from a long spoon feeding tradition | 2 | 20% |
| They are not motivated | 0 | 0% |
| Weak level in English | 5 | 50% |
| Total | 10 | 100% |

The most obvious reason given is the learners' “weak level in English” (50%) which is the result of the “system which denies autonomy” (30%) and the “spoon feeding tradition” (20%).

Item Four: Learners are not given opportunities to develop autonomy

Learners cannot take charge of their own learning if they are not trained. Autonomy is not something that a learner wears when needed, it is an attitude

that the learners should acquire from their childhood. Without any opportunity provided to exercise autonomy the learners cannot practice it.

Table 3.20: Convinient Classroom Environment in Developing Autonomy

| Suggestions | Number of teachers | Percentage (%) |
|-------------------|--------------------|----------------|
| Strongly agree | 1 | 10% |
| Agree | 7 | 70% |
| Disagree | 2 | 20% |
| Strongly disagree | 0 | 0% |
| Total | 10 | 100% |

Most teachers agree with the fact that EFL learners are “not given any opportunity to develop autonomy” with (70%), whereas (20%) disagree; according to them, they are given chances to practice their independence in learning.

Rubric Two: Teacher Readiness for Autonomy

When the teacher has a positive attitude towards autonomy and is infavour for implementing it, learners will automatically follow the process.

Item Five: The teachers should be autonomous themselves in order to make learner less dependent on them?

Autonomous teachers are those who make the learning possible and see no evil in promoting autonomy.

Table 3.21: Consideration of Teacher Autonomy

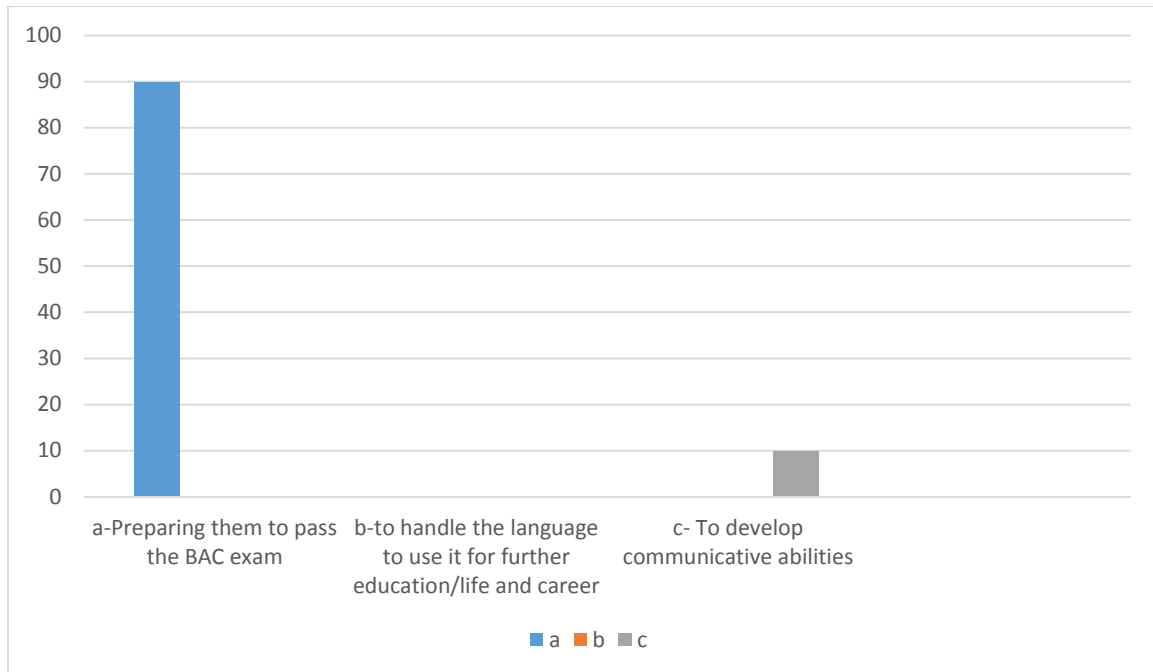
| Suggestions | Number of teachers | Percentage (%) |
|-------------------|--------------------|----------------|
| Strongly agree | 2 | 20% |
| Agree | 8 | 80% |
| Disagree | 0 | 10% |
| Strongly disagree | 0 | 0% |
| Total | 10 | 100% |

In deed the results showed that all the teachers agree, at different degrees, on the fact that the autonomous teacher is the one who is likely to implement autonomy in his classroom, since he has the ability to master the subject matter and makes his learners progressively less dependent on him to acquire capacities and competences

at school that enable them to face challenging situations both inside and outside the school walls.

Item six: What is your aim behind teaching English to third-year learners?

Teaching English to third-year learners should not be restricted to prepare them for the Baccalaureate exam but should be for their future studies and career, and to cope with the emergence of the English language in every field.



Bar chart 3.3: Aims Behind Teaching English to Third-Year learners

Nine teachers, (90%), report that they want to prepare them for the “Baccalaureate exam” only, however, they do not aim at “preparing their learners for their further studies.” The remaining teacher, (10%), wants to develop his learners’ “communicative abilities.”

Rubric Three: The Factors Mediating Autonomous Learning

The aim behind this rubric is to see whether the cognitive, metacognitive, affective and social factors, are taken into consideration by the teachers so as to boost the learners’ autonomous learning.

Item Seven: How do you consider continual classroom assessment?

Classroom assessment is a vital tool for the ongoing of learning in general and for the promotion of autonomy in particular. The aim behind classroom assessment is not to test learners for the sake of marks or grades attribution but it is important for the teacher to identify learners' strengths and weaknesses to remedy the existing gap and reconsider the teaching and adapt the approaches accordingly.

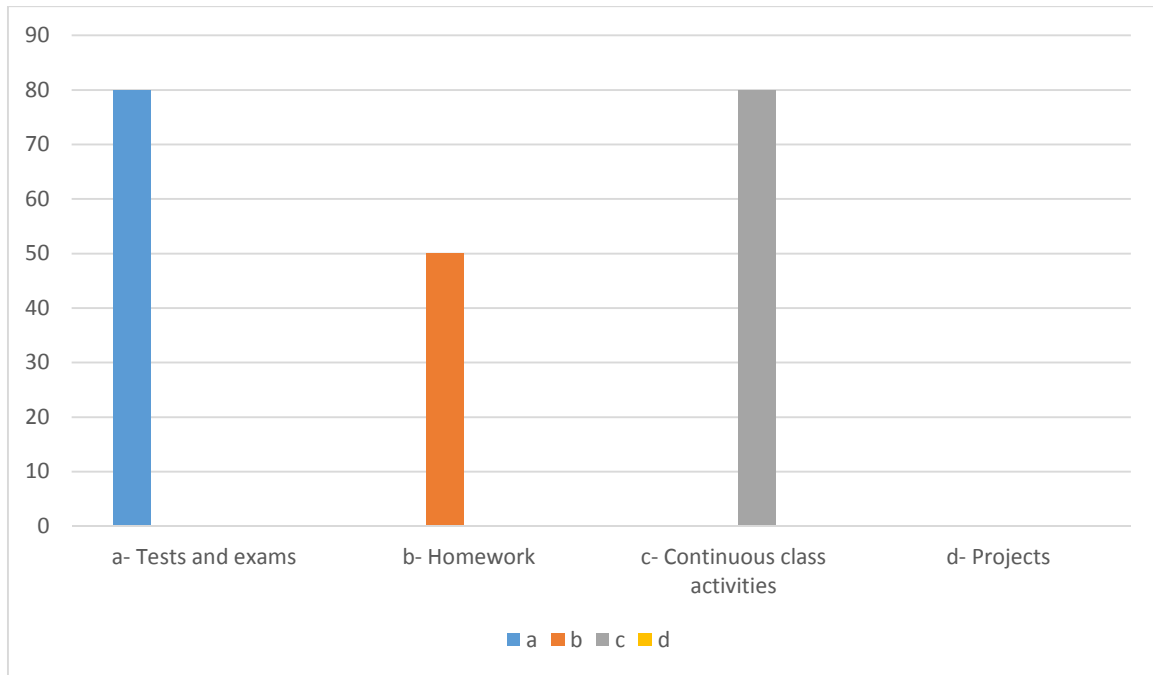
Table 3.22: Teachers Opinions about Classroom Assessment

| Suggestions | Number of teachers | Percentage (%) |
|----------------------|--------------------|----------------|
| A vital tool | 3 | 30% |
| Very important | 6 | 60% |
| Important | 1 | 10% |
| Not important at all | 0 | 0% |
| Total | 10 | 100% |

All teachers are aware about the importance of assessing their learners during the learning process to evaluate their achievements and current knowledge which will permit the teacher to adjust their teaching accordingly and remedy the weaknesses encountered by their learners.

Item Eight: How do you assess your learners?

To ensure an effective learning and having autonomous learners, teachers must choose the right assessment techniques; there should be a shift from the old methods of evaluating pupils' achievement through tests and exams to a more effective method where pupils can identify their weaknesses rather than training them how to get the best marks.



Bar chart 3.4: Teachers' Assessment Tools

The respondents use three sorts of proposed techniques; proposed, surprisingly “tests and exams” are not the only means of evaluating the learners’ proficiency, though they are important in the teaching/learning process. However, tests and exams remain at the same rate with “continuous class activity” with (80%). “Homework”, (60%), is also seen as a good means of assessment which makes the learners work without the teacher’s intervention and also enable them to make any independent research when needed. “The project” is a necessary tool in the promotion of autonomy, but no one of the informants sees its decisive role.

Item Nine: Do you encourage the learners to read the unit preview?

The unit preview is very important for both the teacher and the learners. It provides them with the language contents they will go through in the whole unit. One cannot expect a learner to be autonomous if he is not aware of the existence of the course content and the objective he is to reach during the English sessions, of what they are going to learn and what is expected from them.

Table 3.23: Teachers' Beliefs about the Importance of the Unit Preview for Learners

| Frequency | Number | Percentage (%) |
|--------------|-----------|----------------|
| Always | 3 | 30% |
| Sometimes | 3 | 30% |
| Rarely | 3 | 30% |
| Never | 1 | 10% |
| Total | 10 | 100% |

The unexpected results show that the teachers are conscious about the importance which lies behind involving learners in taking more responsibility through directing their attention towards the content of the unit with a rate of (30%) for “always” and “sometimes”. Nonetheless, (30%) rarely use this approach to learning, and (10%) never tries it.

Item Ten: How often do you tell your learners to fill in the assessment list by the end of each unit?

The self-assessment part provided at the end of each unit permits the learners to monitor their own learning and take more responsibility to pinpoint their strengths and weaknesses, and then try to remedy the weaknesses through extra tasks provided by the teacher.

Table 3.24: Use of Self –Assessment to Enhance Autonomy

| Frequency | Number | Percentage (%) |
|--------------|-----------|----------------|
| Always | 4 | 40% |
| Sometimes | 1 | 10% |
| Rarely | 4 | 40% |
| Never | 1 | 10% |
| Total | 10 | 100% |

The data gathered shows that the teachers give, to some extent, a slight importance to self-assessment with (40%) of them who “always” direct the learners’ attention to it, and only (10%) “sometimes” do so. However, only one of the respondents (10%) has “never” used self-assessment in his teaching practices.

Item Eleven: If yes, how do you encourage them to remedy their weaknesses?

A teacher should help his learners to take actions according to the results obtained from the assessment learning log.

Table 3.25: Teachers Actions to Remedy the Learners' Weaknesses (after self-assessment)

| Suggestions | Number of teachers | Percentage (%) |
|---|--------------------|----------------|
| I try to make remedial work | 7 | 70% |
| I train them to make plans to improve their level | 0 | 0% |
| Encourage them to use grammar books and other tools | 1 | 10% |
| I do nothing | 1 | 10% |
| Total | 9 | 90% |

The table above displays the results obtained; (70%) of the teacher try “remedial work”, however, only 10% encourages the use of “extra scholar material”, while (10%) “do nothing.” No teacher encourages his learners to make plans so as to improve their level.

Item Twelve: Do you set the units' projects (for 3rd year pupils)?

Project-Based learning is a vital tool in fostering autonomy. Learners are guided to rely on their own, work collaboratively and make research in different subjects.

Table 3.26: Project Realization

| Suggestions | Number of teachers | Percentage (%) |
|--------------|--------------------|----------------|
| Yes | 4 | 40% |
| No | 6 | 60% |
| Total | 10 | 10% |

The great majority of the teacher (60%) “do not set the units' project” claiming that third-year programme is overloaded and they do not have enough time to cover it, only (40%) “see its importance.”

Item Thirteen: Who is responsible for successful language learning?

This question was asked for the sake of eliciting data on how teachers perceive responsibility in the learning process. The results are represented in the table below.

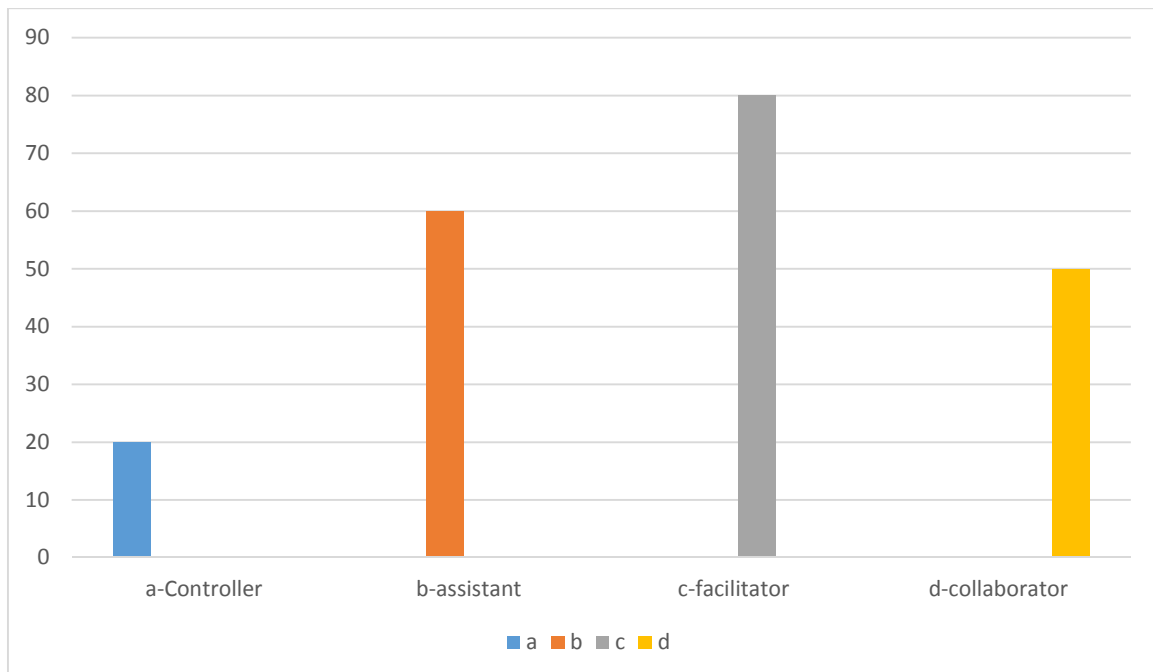
Table 3.27: Teachers' Perception of Responsibility in Learning

| Suggestions | Number of teachers | Percentages (%) |
|------------------|--------------------|-----------------|
| The teacher only | 0 | 0% |
| The learner only | 0 | 0% |
| Both of them | 10 | 100% |
| Total | 10 | 100% |

All the informants responded with a positive attitude that it is a shared responsibility, and the collaboration of both the teacher and the learners is essential in successful language learning.

Item Fourteen: What is (are) your role (s) in the classroom?

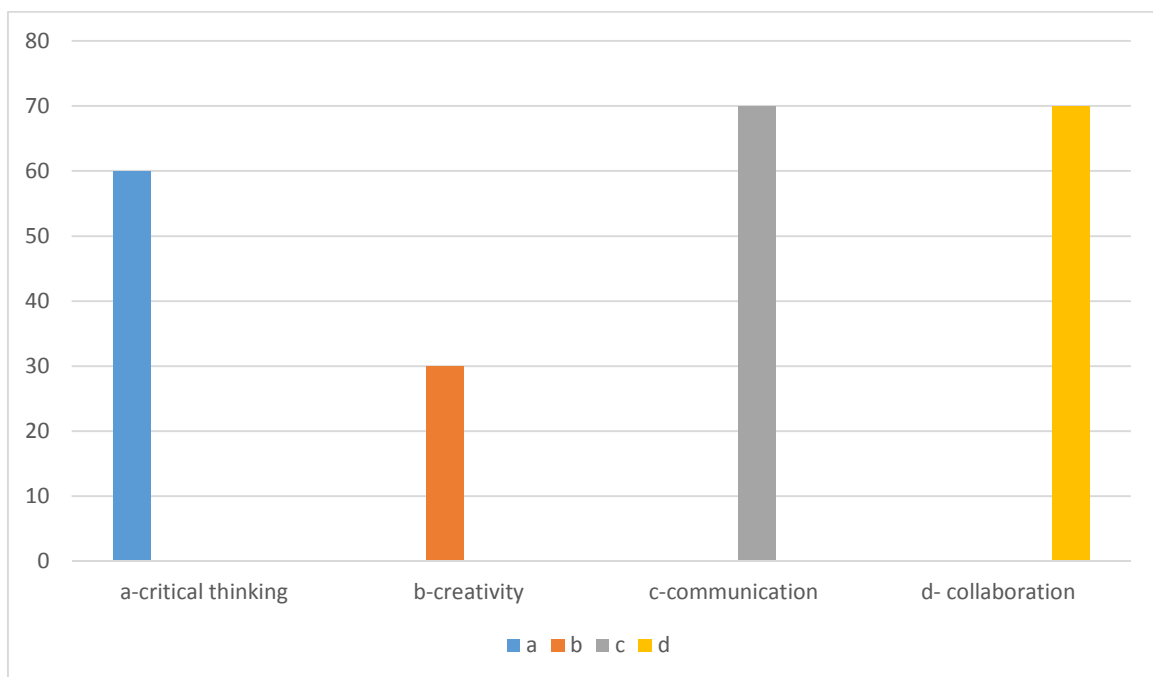
The roles the secondary-school teachers perform in their classrooms show whether they are giving opportunities to pupils to step towards autonomy or they are still the controller of the teaching/learning process.

**Bar chart 3.5: Teachers' Role in the Classroom**

According to the collected answers, the teachers affirmed that they cannot have only one role, they have to play many roles within different tasks. 80% of them see themselves as “facilitators”, 60% as “assistance providers” and 50% as “collaborators”. Rarely they play the role of “controllers” however.

Item Fifteen: Which skill(s) do you implement in your classroom?

To cope with the rapid changes in the society, the implementation of the 21st century skills is necessary, teachers should be aware of the need to prepare their learners for their future careers and jobs.



Bar chart 3.6: 21st Century Skills Implementation

In this vein, it seems that the teachers are conscious about the importance of those skills and their use interchangeably since they are present in their teaching at different degrees. “Communication” and “collaborative” skills are at the foreground with (70%) of teachers, the same applies for “critical thinking” which is also at a high scale with (60%), which is essential in promoting autonomy. However, “creativity” remains below with only (30%).

3.4.2 Results Interpretation

ELT Algerian teachers seem to be aware of the importance of learner autonomy and how crucial is the implementation of independency in learning in order to meet the life needs to fulfill both personal and societal.

Many teachers have a misconception of learner autonomy; they consider it as a process which leads the learners learning on their own without any intervention. Yet, teachers should be aware that it is their role to develop autonomous behaviour in their classrooms through guidance and facilitating the empowerment of their learners. Little (1997) cited in Cárdenas, expresses that:

Autonomy in language learning is not merely a matter of control over learning activities and resources. It is also a matter of a particular orientation towards language learning, in which ‘for the truly autonomous learner, each occasion of language use is an occasion of language learning, and vice versa.

(Cárdenas 2006, p186)

As far as the present research is concerned, (80%) of the informants view independent learners in learning as the ones who work in collaboration with peers and teachers, and having the ability to make their own decision about learning (50%). Though the promotion of autonomy does not seem to be popular amongst Algerian teachers, the results show a positive attitude towards it. This means that the concept of autonomy begins to spread over boundaries and does not remain as a theory but a behaviour which should be adopted in EFL classrooms settings.

However, (10%) of the informants misunderstand autonomy and think it to be the fact of relying on the teacher. Despite the change in attitudes towards autonomy, there are still difficulties that hinder it. In fact, all the teachers questioned confirm that EFL learners are not autonomous; 50% think this is mainly due to the learners' weak level in English, which remains an obstacle behind implementing autonomy in their classrooms and therefore such learners need a lot of teacher's help. Thus, there is still a long way to go to reach learners independence over their learning, since the learners are not given

enough opportunities to exercise their empowerment, (80%) of them informants confirm it. However, the remaining respondents disagree; according to them pupils are given opportunities.

The second part is based on the teachers' readiness for autonomy. The fostering and adoption of autonomous behaviour in the classroom demands a change in attitudes. Many teachers feel familiar and more secure behind the traditional teaching, and reluctant in trying new things to improve both their professional development and the pupils' learning. In the case of our investigation (90%) of the teachers prepare learners to sit for exams, which is a dangerous way of teaching. As long as the teaching is related to preparing pupils for exams, it will be impossible to inculcate and reach autonomy. This results related to the current question confirms the hypothesis that third-year EFL learners are not autonomous because they are trained to take exams rather than attaining proficiency in language learning.

In recent years there has been a great interest on the adoption of other techniques of evaluating learners out of tests and exams. The ninth question was designed to discover whether teachers are aware of the importance of using an ongoing assessment strategy in the classroom to have a clear view about their learners' capacities, and thus plan remedial work accordingly. 30% of the informants consider classroom assessment as a vital tool, (60%) as very important, and (10%) as important. Though the teachers consider classroom assessment as an important strategy in enhancing autonomy, nearly all them evaluate their pupils through tests and exams (80%). According to the results gathered, it seems that traditional ways of testing still prevail, of course learners cannot be assessed only through classroom activities; they need to feel that marks are also important in the learning process to move to the next level. Nonetheless, it should not be the only way used; this may lead to race against marks instead of identifying the level of competency the learners are able to reach and helping the teacher to identify the obstacles which hinder learning. Homework is also an efficient way of evaluating learners; they can make independent research and complete the task alone without any reliance on the teacher, (50%) of the informants make use of homework as a means of evaluation. A teacher should not use only one means to assess learners learning outcome.

The textbook should facilitate the transfer of responsibility from the teacher to the learner since the language content of each unit and sequence are clearly displayed for the sake of self-study, or at least having an overview about it beforehand, they can consult the book map (see Appendix v). The final objective as well as each sequence objective are specified and stated at the beginning of each unit. Despite the fact that the third-year English textbook promotes autonomy, only few teachers (30%) always encourage this act, whereas the others, either “sometimes” (30%) or “rarely” (30%), direct the learners’ attention to read the unit preview. Though the results show different degrees of frequency in the teachers’ referring to the unit preview, the fact that they direct their learners’ attention to it is of great importance, which shows that teachers’ behaviour is changing and their perception of having control over the teaching/learning process has shifted and got one step forward. However, the remaining informants do not consider it as an important tool to be consulted regularly by learners.

As far as self-assessment is concerned, the textbook contains an assessment learning log where the learners are asked to tick the appropriate box to monitor their level of performance then illustrate with examples. Nonetheless, it is provided in a form of summative assessment, that is, only at the end of each unit (see Appendix v), knowing that assessment should be an ongoing process and part of the teaching/learning process. The results state that only (40%) of the teachers “always” encourages self-assessment, (10%) “sometimes”, (40%) “rarely”, and (10%) “never” dealt with self-assessment practice. The fact is that learners should not move to the next unit without any remedy of the weaknesses revealed by the assessment. Besides, there is no activity or further practice of the language points learned during the unit provided in the textbook. It is the teacher who should assign a test which provides remedial work; this is the case of (70%) of our informants. Only (10%) directs learners’ attention towards making self-study through the consultation of reference books or extra scholar practice. This leads to the corroboration of the second hypothesis that learners cannot be autonomous if they do not undertake any self-study programme.

Within the new reform and the implementation of the new approach to teaching CBA aims at promoting successful learning through PBL. This teaching method in which pupils gain knowledge and skills through collaboration, critical thinking, creativity, is essential in making autonomous learners. Indeed, it is the project which enables learners to work independently from the teacher and take some decision then reflect on their own learning, the effectiveness of their inquiry and project activities. Question eleven was designed for this purpose. A clear majority of our informants (60%) do not set the unit project for their learners arguing that it is not possible to cover the third-year secondary programme and prepare pupils to sit for the exam by training them with Baccalaureate exam samples. It is seen as time consuming. Besides, projects do not really reflect the learners real work and personal efforts; they hand over ready-made projects taken from the net. The remaining teachers (40%) set the unit projects without demanding any oral presentation. The learners have just to hand them over to the teacher who will attribute marks in return. Nevertheless, one of the salient components of the project is the oral presentation which fosters the communication skill through classroom interaction with peers and the teacher.

In an autonomous classroom the teaching/learning process is regarded as a shared responsibility between the teacher and the learners. The teachers who participate in the questionnaire see the collaboration as a key in the development of an autonomous behavior (100%); it also relies a lot on the teacher's role. In fact, many teachers find it hard to promote autonomy since it involves effort, and abandoning the security of control. Besides, learners see them as the authority in the classroom and thus, teacher are not ready to give up such a securing means of control. Autonomous learners would be more successful partly when the teacher invest time efforts, and tries new techniques to improve both professional development and the learning process. The majority of the informants play many roles, 8 of them facilitate the learning for their learners, 5 teachers collaborate with the learners and 6 of them assist their learners in their work. This means that the teachers do not consider their role only as controller. They are aware that when performing the other roles in the

classroom they give the learners chances to make decision concerning their learning, hence step towards self-reliance.

It is not always easy for the teacher to cater to all the learners' different learning and styles. A Classroom always comprises various types of learners and the skills and knowledge acquired at school are not sufficient to meet the learners' future life and needs. Hence, the implementation of the 21st century skills is necessary; in fact, the teachers should use those skills within their classrooms so that they would be able to face outside challenges during their whole lives.

3.5 Classroom Observation

Classroom observation is the most informative triangulation data-collection in this study; it was a way of gathering information about the teacher/learner interaction and assessing learner autonomy. It is in no way a means of evaluating teaching but to gather information about it. Since autonomy is an observable feature, the observation was a necessary tool to identify the degree to which the learners are actually in control of their learning and whether the learners are given the opportunity to practice this behaviour. The observation of three classrooms were necessary so as to compare the criteria with different environmental teaching settings and different players (teachers and learners). The classrooms observed were of different streams: A Scientific Stream which consists of 41 pupils, a Mathematic Stream with 12 pupils, and a Foreign Languages Stream which of 43 pupils; noting that three hours were devoted to the English lessons for the scientific streams and four hours to the Literature Stream.

3.5.1 Data Collected

During the classrooms observation sessions which lasted nearly two months; the results were obtained through rating scales and note taking. The selected observation criteria were divided into two parts: the first aimed to gather information about the teachers' practices to promote autonomy, and if learners were given the opportunity to develop and practice autonomy, whereas the second was devoted to the learners' behaviour and their readiness towards taking charge of their own learning. The criteria that the observation was concerned with are displayed in the tables below:

Table 3.28: The Use of Assessment to Enhance Autonomy

| | | Always | Often | Sometimes | Rarely | Never | Comments |
|--|-----------|--------|-------|-----------|--------|-------|----------|
| 1- The teacher prompts learners to recall previously learned knowledge | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 2- The teacher negotiates tasks criteria with the learners | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 3- The teacher observes learners at work and checks their progress throughout the tasks' at hand | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 4- Learners are actively involved and engaged in evaluating and reflecting on their own learning | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 5- Learners' opinion is taken into account | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 6- Teacher uses assessment to pre-empt learning difficulties. | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 7- Tasks are used to reinforce learning | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 8- The language outcomes are clearly shared with learners. | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 9- Objectives are shared with the learners at the beginning of each sequence | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 10- The outcomes are effectively used to plan further learning | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |

Table 3.29: Learner readiness for autonomy

| | | Always | Often | Sometimes | Rarely | Never | Comments |
|---|-----------|--------|-------|-----------|--------|-------|----------|
| 1- Teacher encourages the learners to evaluate their learning at the end of each session | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 2- Learners enthusiastically and actively participate in the lesson/activities/discussion | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 3- Learners reflect in their own learning by making use of their personal notes | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 4- Learners activate their prior knowledge doing outlining while studying | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 5- There is a high level of co-operation and peer interaction and support | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |
| 6- Learners assess their own performance through teacher's feedback | Teacher 1 | | | | | | |
| | Teacher 2 | | | | | | |
| | Teacher 3 | | | | | | |

3.5.2 Results and Interpretation of Classroom Observation

Autonomy means learner-centered classroom. Though the teacher has to take most of the managerial decisions and prepare everything in advance to guide the learners and facilitate the developing sense of learners' autonomy through decision making and critical thinking, he is not in sole charge of the teaching/ learning process. Everything depends on the learner co-operation which plays an essential role in classroom interaction. This contribution is of a great importance for the success of the lesson in general and learning the language in particular.

The teachers observed showed a great self-confidence and a quite good mastery of the language; their lessons plan and performances were in accordance with the CBA. As they started teaching long before the coming of the CBA, they have got acquainted with the different reforms made by the Ministry of Education. This helps them to recall and exploit their past experience to establish different practices that meet the learners' needs and allows them to be more engaged in the learning process. Moreover, they use reflection as an integral part of the teaching process which aims at modifying the lesson and setting appropriate solutions for better involvement of the learners. Despite all these skillful teachers' characteristics, the classrooms observation confirmed that the three classes are far from being autonomous except for few pupils (4 learners) in literary stream who worked cooperatively and reflect in their own learning (who are according to the teacher repeaters).

During the whole observation period only one teacher shared the objectives with his learners at the beginning of the sequence showing them what they were going to deal with, claiming that the learners had to know what they are going to do; though they were very weak and unable to interact with the teacher or their peers. In all the observed classrooms, many learners showed their detachment in learning the language. When approaching them, they asserted that they did not have the necessary language background and capacities and that if they had the choice they would not attend the English lessons. What was worth noting was that most of them did not understand the teacher when speaking in English or when giving instructions to do any activity, they asked peers, who according to them are more qualified, about what they were supposed to do. All these assertions were confirmed by all the teachers being observed. They had difficulties in teaching since there were only few learners who had the ability to follow and know what they were asked to do. Unfortunately, the learners were not engaged during the learning activities, they were neither attentive during the lesson nor trying to make any effort to remedy their weaknesses.

What was unusual but interesting, with the teacher of the Literary stream classroom was that she gave the learners the opportunity to decide for the time needed for each activity and negotiate tasks criteria with them. Such behaviour was not noticed with any the other teachers who decided for everything.

Nonetheless, all the teachers observed learners at work to check their progress throughout the tasks at hand.

Being aware of the difficulties they face with EFL learners, all the teachers concerned with the observation tried to make learning easy and thus played the role of a facilitator. What is also positive with all these teachers is that they do not use the textbook slavishly; they are selective and make lessons easier and enjoyable for learners to get them more engaged in deeper learning, through the use of visual aid (data show) and other motivating means which interest the youth to make them more involved in the lesson. There was a consistency between teaching and assessing; this formative assessment is an intrinsic process that the teachers used to monitor the learners' progress; in fact, **“it aims at knowing about how learning are progressing and where they are having troubles. It also helps teachers to make the necessary instructional adjustments so as to offer more opportunities to practices.”** (Habib 2012, p17). However, they did not afford opportunities for pupils to evaluate their own work except for one teacher who encouraged self-assessment through the “learning logs” provided in the textbook. This technique is one of the most salient principles of the learner-centered approach which increases learners' autonomy, motivation and responsibility. It provides the teacher with information about learners' weaknesses and where more work is needed. Unfortunately, this is designed in a summative way, implemented at the end of each unit, rather in a formative way which aims at providing continual and adequate feedback. This self-assessment was unsuccessful; the learners did not cope with it positively because when the teacher asked them to illustrate, the language items being taught in the whole unit by giving relevant examples for each case they found difficulties in finding sentences. They were not able to give examples except for occasional answers that showed their weak level in the English language and inability to handle the language.

All along the classroom observation, the teachers had never set the learners for pair work nor group work. They were working individually except for some learners from the literary stream who interact with one another and reflect on their own learning. This reflection was supported by the teacher who did not correct the mistakes done by the learners but rather encouraged self- and peer-correction which

are first steps in fostering autonomy. Generally, it was the learners who spotted the mistakes but whenever they did not pay attention to it the teacher directed their attention so as they would correct it. The classroom atmosphere was enjoyable with learners trying to do their best except that they all liked giving collective answers at once, which, in itself is a bad habit since it would be difficult to identify weak learners. The teacher reacted immediately when she saw some learners puzzled with the answers and tried to remedy the weaknesses through formative assessment to reinforce learning. This reflection allows the teacher **“re-considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses.”** (Semmoud, 2008, p 35).

Summaries, revisions and quizzes about the previous lesson were noticed at the beginning of each session with all the observed classrooms. These learning techniques were mainly used by the teacher to preempt learning difficulties and the outcomes were effectively used to plan further learning. In other words, through this technique the teachers gave some remedial work to bridge the gap.

Putting the learners in a problem-solving situation where prior knowledge is needed was a technique used by all the teachers. At this stage the teachers leave learners work on their own without giving any remark or correction. This phase is called the awareness phase; its aim is to urge learners to use grammatical structures desired. The learners were allowed to make mistakes as they had not dealt with the rules of the lessons yet. Then the teachers gave some examples to observe (a mixture of easy and challenging examples so as to involve both weak and good learners in the learning process.) so they can compare their answers with the provided examples given and guess the right and wrong answers. As things became clearer they were asked to self-correct the mistakes they had made in the first step of the lesson. Unfortunately, this was done only with the grammar lessons (which seem to be the easiest lessons for excellent and average learners), what was remarkable was that learners felt more secure with grammar lessons showing a high level of enthusiasm, but English language is not restricted to grammar rules. When it came to tasks on reading, writing or even oral interaction most learners did not seem at ease:

they cannot speak in English for a long period of time, lacking communicative competence. Besides the type of activities proposed are not sufficient to develop this competence as they are related to sentences used in isolation.

Yet, it is important to pinpoint that when it came to written expression learners did not really cooperate with the teachers except for a few ones. It is the only activity related to higher-order thinking and the best representative example of performance-based assessment. Indeed, essay writing is of great importance in learning languages, in this regard Akli (2011, p168) maintains that it is the only part where: **“the student should convey his/her ideas in a good English respecting both content and structure.”** It informs the teacher **“about the students’ abilities in combining different language elements to form a cohesive and a coherent written passage.”**

During the written expression sessions, the teachers did not set the learners to work collaboratively in groups or in pairs, though it is a think, pair, share activity. In a post observation discussion with the teachers two of them asserted that the great majority of the learners have difficulties in written expression (written skill). In addition, they assert that it takes more than two sessions to write the final draft, while according to the annual distribution it must take them only one session, which makes it impossible to produce a piece of writing in such a short time. All these constraints, according to the teachers, lead the learners to rote learning (they learn essays by heart) instead of trying to remedy their weaknesses. There are very few pupils who were able to produce good or excellent essays.

What was remarkable with one of the teachers during the presentation of written expression sessions was that she made use of many techniques to involve all the learners in the writing process. During the presentation of the topic with the use of the data show, the learners were asked to discover the topic they were going to write an essay about, through pictures, captions and time to time jokes. The teacher insisted a lot on note-taking, which seemed natural for most pupils. The presentation was followed by a set of exercises related to the projection which required the use of note-taking. Then, step by step, the learners started constructing sentences, paragraphs and at the end they wrote the final draft.

The techniques used by the teacher for the written expression was used at the beginning of each unit to present the related vocabulary. Whenever there were activities related to a listening script or a reading passage, the learners did not find any difficulty in doing the tasks since they had already dealt with the topic in the presentation. The other teachers followed the presentation provided in the textbook which did not cover any vocabulary they would deal with later; and learners seemed to be lost, and not knowing what the next step would be and still puzzled with the unit and the sequence contents.

3.6 Summary of the Main Results

The general review of the educational reform aims at preparing the new generation to face the challenges and meet the demands of the globalized world through decision making, problem-solving situations and individual autonomy. Accordingly, the aim of the study was to discover how autonomous are EFL third-year secondary school learners are and how ready they are to exercise their freedom, away from any other person's control.

The analysis of the collected data revealed that learners are not yet ready to step towards autonomy; they still consider the teacher as the one who is responsible for their learning. Though the teachers' attitudes have tremendously changed, according to the results gathered in the teachers' questionnaire and the classroom observation, there is a positive change. Teachers give more consideration to learner-centered classroom. They do not consider their role only as being the dominant feature of the teaching/learning process; but the move from one role to another is inevitable if they care about the development of learner autonomy to promote language learner and lifelong learning individuals.

Many activities in the textbook aim at raising the learners' awareness and involving them in the learning process. These activities such as: reading the unit preview, to be aware of the language contents; the self-assessment strategy provided at the end of each unit, project, etc. are tools and means to train learners to decision-making, reflection, and hence to become independent and more confident learners. In other words, learners' attention should be directed towards using these strategies as

means of fostering autonomy. Surprisingly, many teachers use these techniques but neither sufficiently nor frequently.

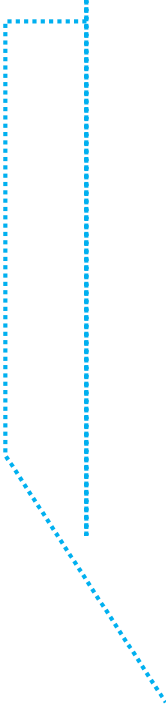
Furthermore, there is also recognition of the benefits of formative as well as self-assessment and their positive influence on language learning in general and on autonomy in particular. The fact that the teacher entails effective means of assessing his learners' achievement and competencies proves that there is awareness towards the need for directing the learners' attention towards the importance of remedying the weaknesses before stepping into the next learning stage. It also permits the teacher to reconsider the teaching approaches and adjust them to meet the learners' demands.

3.7 Conclusion

The third chapter is an attempt to answer the research questions and the hypotheses put forward through the analysis of both the learners' and teachers' questionnaire and the observation three classrooms. The results revealed that the teachers' practices have tremendously changed from the traditional teaching. However, most pupils do not seem to be ready to step into autonomy. They still see themselves as passive recipient of knowledge and rely on the teacher in the classroom to correct mistakes, or even when they are asked to do any challenging activity.

More importantly, this chapter is considered as an investigation of the process of assessing learner autonomy not in the sense of measuring it but to find possible remedies to the problem of the dependency on the teacher in the teaching/learning process. In fact, learners are too much dependent on external sources to do the learning for them; they are not trained to self-study and decision-making. They consider English only as a school subject and try to score well.

Though the teachers' attitudes towards their role of controller have changed, there is still a long way before changing the learners' attitudes toward the concept of autonomy. They still consider the teacher as fount of knowledge and the source of information. Yet, in the digital age and with the emergence of the world literacy through the internet, learners should have the capacity to search for anything at any time when needed. Learning only in the classroom is not enough in the globalized world.



Chapter four:
Suggestions and
Recommendations

Chapter Four

Suggestions and Recommendations

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4.4 Conclusion

4.1 Introduction

The research study aims at assessing learner autonomy to measure to what extent Algerian EFL learners are aware of the importance of taking charge of their learning and being less dependent on the teacher. However, **“What we need to measure is not the degree to which students are independent of the influence of other-controlling agents, but the degree to which they are actually in control of their learning”** (Benson 2010, p 81). After the investigations, the results show that our learners are far from being autonomous, teaching is still a teacher-centered rather than a learner-centered one. Though CBA is promoted as an approach to English language teaching which aims to diminish teacher’s interference in the classroom and emphasizes more on developing the learners’ skills and competencies to face the globalized world, there is still a long way from both the teachers and learners to step in autonomy so as to remedy the weaknesses.

EFL teachers should be aware about the need for change in their role. As learning a foreign language through grammar rules and memorizing dialogues proved less effective. Learners should be prepared for their future careers and life, they should develop their learning skills to enable them continue learning outside the classroom and even after they leave formal education, even though they do not have enough contact with the target language outside school, i.e. support language learning process and help learners to develop their competencies for learner autonomy and life- long learning.

This chapter will tackle some recommendations and solutions concerning the promotion of autonomy in EFL classroom. To shift to a learner-centered approach the teachers should introduce changes in their classrooms and make the learners yield to making efforts to acquire the competencies and skills needed for their learning. It is through motivation and assessment strategies that the learners will step towards autonomy. In fact, autonomy is not something that can be acquired and developed only in third-year secondary education, it is a behaviour inculcated from early education, making effort in language learning.

4.2 Promoting Autonomy

Learner autonomy is the first important factor that determines EFL learning success. Learners can be encouraged to learn independently from the teacher by motivating them. Motivation, especially intrinsic motivation, has a positive correlation with FL achievement and proficiency. The best way to promote autonomy is to arise from learners' own desire to learn.

Having a positive attitude from the learners towards learning the language is a way to step in autonomy. In Algerian schools many learners come with a negative attitude towards English which has a profound impact on their motivation. External attitudes are another factor which leads to English language learning failure. In our society, parents see learning scientific subjects such as mathematics, physics, natural sciences etc. much more important for their children future career than learning a language which is not present in their daily life. They are not aware of the importance of the English language in their further studies since all scientific research and publications are written in English. Furthermore, the teacher has to give good reasons to motivate pupils and make them engaged in learning the language; his role is significant and prerequisite for a positive classroom atmosphere.

In Algerian schools there is no obvious reason which motivates learners in learning English; learners view the language only as a school subject imposed on them. If they were given choice, most of them would not study it. Giving reasons for learning the language is of great importance. The fact that pupils are not in touch with the language in their daily life is an obstacle behind learning. They can watch English movies or listen to their favorite English song for fun only. According to Elis and Sinclaire (1989) there are three major aspects in promoting learners' autonomy: learner training, teacher's role and instructional material.

4.2.1 Teachers' Role in Promoting Autonomy

The teacher is an important partner in the educational system. The way the teacher teaches must reflect the world the learners will move into and what will make them useful and ever-lasting learners. However, teachers in Algeria face increasing demands and constraints such as overcrowded classes, standardized tests and

unmotivated learners. Arguably, learners' needs in the 21st century are different and much more demanding from the teacher since more emphasis has been put on learners. In fact, it is the learners' needs which should dictate the syllabus and not some imposed one.

Moving to learner-centeredness aims at making learners learn by themselves to be lifelong learners. Autonomy does not mean learners learning alone or in isolation without any guidance, this approach emphasizes on the role of the teachers who has the power to enhance learners' motivation in learning the language.

The teacher is the one who makes the other professions possible. This is why the teachers' role is decisive in making pupils engaged in the learning process. Many educationalists do not accept the idea of learner-centered classrooms; they see it as a neglect act from the teacher to let learners do the learning on their own and worried about losing their personal identification. Many teachers find learner-centered classrooms quite difficult to handle; they have to take into account their learners' needs and interests, they cannot provide knowledge as they used to do in the traditional approach, they should have character and good competence to come across challenges they face in their classrooms. Moreover, they should be knowledgeable in the language structure area. **“If [the teacher] is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind”** (Gibran 1991, p76).

Within the same classroom, the teacher's role may differ from one activity to another. A skillful teacher makes these changes to ensure the effectiveness of his teaching enhancement. Many roles that are attributed to the teacher should facilitate the learners' progress. Hence, it is worth noting that the 21st century learners are required to enter the future workplace with competencies and skills that will enable them to live in the global world such as: higher order thinking skills, effective communicative skills and knowledge of the technology that they will use in their careers.

Hence, in order to define the roles of the teacher, it is worth remembering the motto-like teaching process, **“A teacher is a P.L.E.F.T.E.R”**, put forward by the English Inspectorate of National Education.

Planner, i.e. the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.

Linguistic model, i.e. the model learners should imitate.

Evaluator, i.e. the teacher assesses the learners' progress.

Facilitator, i.e. the teacher simplifies the learning process.

Team member, i.e. the teacher takes part in cooperative activities and team work.

Educator, i.e. the teacher serves as an example suitable for imitation.

Researcher, i.e. the teacher is encouraged to conduct research related to language, including research in his own classroom.

(Benmoussat 2003, p 237)

Other roles are attributed to the teacher:

Controller: Most teachers feel comfortable with this role since it permits them to take charge of the class and decide for everything.

Organiser: The success of the learning process depends on a good organization to get learners engaged and motivated.

Assessor: Adequate feedback is given to see how well pupils are performing.

Prompter: The teacher intervenes only when help is needed and encourage by discreetly nudging pupils.

Participant: Within this role there is a friendship atmosphere as the teacher takes part in activities without being too overpowering.

Resource: As a resource the teacher can guide and encourage his learners to go to look for information for themselves through the use of available resources so as not to become over-reliant on the teacher and to become more independent in their learning.

Tutor: this role permits the teacher to give individual attention to a learner and allows him to meet a specific learner's need.

Observer: observe learners at work and take notes about what they get wrong and right to see how well learners are doing and thus, make changes in the future lessons.

(Harmer 2001)

However, not only novice teachers need training, experienced teachers also need it to keep refreshed about recent pedagogical developments, motivated and get more engaged. Since the implementation of the educational reform new syllabuses have been designed, a new approach has been introduced and new textbooks launched. The teachers were asked to do their best to cope with the new materials provided without any training. However, moving from one approach to a new one requires a transition period where inspectors and teachers alike are submitted to intensive training and where pilot schools and classrooms are appointed for the gradual and partial experimentation of the approach outstanding novelties. This step is evaluated by experts; it concerns the feedback of all the actors involved in the new process. A few textbook samples are printed for the experimentation. Errata, together with a textbook evaluation grid are set for the final estimation and before the large scale printing. Meanwhile, all the other teachers go through theoretical and practical training sessions. Only then can the true implementation of the approach be started. Nothing of all this was done in Algeria before of the coming of the CBA.

Unexpectedly, the “reform” faced a particular oddity when the ministry instructed teachers, inspectors and school authorities to follow blindly a subjectively imposed yearly distribution based on an hour-by-hour programme advancement and to abandon the “situation of integration” in the third-year classes and thus in the Baccalaureate papers. It should be noted that the situation of integration is the synthesis of a whole teaching unit achievements where the learners are meant to implement their learnings in real or semi-real situations.

Therefore, this led to an on-going ineffective teaching of English and teachers trying to involve their learners through myriad of techniques to ensure their success. Nonetheless, there are seminars and study days where both novice and experienced teachers are requested to attend at the beginning of each academic year where the inspectors present the curriculum assignments. The seminars are devoted

of practicability and consistency, they are based only on theory and how teachers should adapt the texts provided in the textbooks and simplify tasks; yet teaching is a process that requires from the teacher to be in continuous learning and this cannot be afforded in not a one-time seminar.

The alternative should be the use of teacher development as complementary to teacher training. The combination of both practices bring about innovation and change, Semmoud argues:

along with teacher training, teacher development is a vital component in teacher education development fills the gap in training by giving teachers the possibility to reflect on classroom practices, gain insights into teaching experiences, view education as long-term process, and deal with change and divergence.

(Semmoud 2008, p 56).

A professional trait is needed in the effective performance. The teacher in the 21st century should be an expert in his field, a good communicator, a critical thinker, a problem solver and a creative thinker. This professional development is of utmost importance in promoting autonomy; besides, it offers betterment and successful teaching. It should be part of the teaching practices and viewed as a continuous process; it is a set of research and learning through which teaching becomes easier and meaningful. It is necessary to focus on the teacher's educational development because it is vital for the teacher to adjust his teaching according to the learners' needs and find techniques to reduce pupils' reliance and dependence on him and make them more autonomous.

4.2.1.1 Preparing Teachers in Promoting Autonomy

Teacher Educational Development should benefit learners' learning and have freedom from control over their teaching, in other words, teaching should not be constrained to stick to the curriculum and the pacing schedule which does not allow any flexibility or opportunity to practice the language nor allows the learners to show their creativity and interest in learning the language.

One of the key concepts of the Teacher Educational Development (TED) is reflection, reflection is a part of the teaching process that leads the teachers to solve the dilemma of classroom practices by collecting data about their teaching for change

in lesson planning. This reflection can be either in action or on teaching. Reflection in action is a reaction towards a problem that occurs when the lesson is in progress, where the teacher recalls his past experience to establish different approaches and practices to involve learners. On the other hand, reflection on teaching is rather thinking about what should be done later to remedy weaknesses and improve teaching to meet the pupils' difficulties in learning. In reflection the teacher thinks about reasons why a certain lesson points went well or did not go well in order to find ways to improve on things that did not go well.

Collecting data of one's own teaching can be used as a pedagogical approach towards autonomy. These data can be collected through journal writing, lesson report, teacher's portfolio or peer-observation.

i. Journal Writing

In a diary, the teacher reports classroom events and data from which he will benefit by making reflection upon the possible changes in practices he wants to bear in the classroom and thus, to achieve betterment.

ii. Lesson report

The teacher describes the main features of his lesson in the lesson report through which he can adapt it for future practice. The report should be effective and every detail of the lesson plan is mentioned with precise timing of each part.

iii. Peer Observation

Peer observation should not aim at supervising or evaluating the teacher effectiveness but rather focuses on students' learning. Learning from one another can be beneficial for both the observer and the teacher being observed.

iv. Teacher's Portfolio

Portfolios allow the teacher to reflect on his teaching through the collection of documents and materials classified in the portfolio. These documents represent the material used over time. The teacher revises, adds or simply consults it.

The main objectives of the portfolio are:

- To evaluate, promote and get tenure at the university level.
- To recognize and reward excellence in the field of teaching.
- To describe the full range of teacher's abilities over an extended period of time
- To stimulate reflection and improvement of teacher's performance.

(Semmoud 2008, p40)

These investigative procedures are regarded as time consuming especially with third-year classrooms where there is an overloaded programme and teachers complain for not having enough time to reach all the goals set at the beginning of the year; and those who reach them are racing against the clock to cover the whole syllabus before their learners sit for the Baccalaureate exam, so as not to be reprimanded by the higher authority, mainly the inspector. In other words, all these means are far from being present or part of the teaching process in Algerian classrooms except for peer observation which is used as to evaluate the teacher's performance and criticize his role in the classroom.

4.2.1.2 Proposed Reflection Sheet

Journal writing, lesson report, teacher's portfolio or peer-observation should be used to enhance the professional development which lead to inculcate autonomy for both the teachers and the learners. When the teacher identifies the problems encountered during the presentation of the lesson, he needs to adjust it to re-teach the lesson in a different way or just find a remedy to the gap. This kind of reflection makes the teacher aware the achievement of the aims, the relevance of the lesson, the effectiveness, the materials used, interaction etc.

The following lesson sample aims at demonstrating the importance of reflecting in action:

Lesson Plan

Unit Three: Safety First

Level: Third year

Sequence two: Read and Consider

Streams: Scientific Streams

Book: The New Prospect

Time allotment: 90mn.

Pedagogical support: Visuals (pictures with power point).

Input: - A reading passage about obesity

Intermediate objective: By the end of this lesson learners should be able to produce a short piece of writing (five to six sentences) about the causes and the consequences of obesity.

Lead in: Aim: To introduce the theme of obesity through questions.

Steps: Look at the pictures and answer the following questions

- 1- Do you think that people's eating habits have changed during the last decades?
- 2- Is advertisement on food one of the major cause of this change?
- 3- What does this change lead to?

Anticipate:

Activity 1: Aim: -To attract learners' attention to the text through pictures and questions.

Steps: Look at the pictures and choose the correct answer.



A- Picture 1 shows that...

- a- The hamburger weighs 114 kg
- b- Eating hamburger leads to overweight
- c- 114 is the amount of energy you will have when eating the hamburger

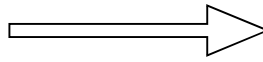
Picture 1

B- In picture 2, the zero on the scale shows that ...

- a- The scale is out of order.
- b- Eating fruits and vegetables is healthier.
- c- You must weight everything you eat.



Picture 2



Picture 3

C-Do you think that heart attack is due to...

- a- The obesity and bad eating habits
- b- The stress of the daily life.
- c- Genetic factors.

Activity 2: Aim: To encourage learners think about the content of the text.

Steps: Read the following sentences and select the ideas that can be found in the text

- a- The decrease of eaten junk food quantities.
- b- The impact of food advertisements on youth.
- c- People are aware of the changes in our eating habits.
- d- Fast food and obesity.
- e- Children are affected by obesity.
- f- The causes and the results of obesity on human health.

Read and check**Activity 1: Aim:** To skim through the text**Steps:** Read the text and check your answer to activity 2 in Anticipate.**Activity 2: Aim:** To test learners' comprehension and understanding of the text.**Steps:** Read the text again and answer the following questions

- 1- What is the major cause of obesity?
- 2- How much money do marketers spend on promoting food?
- 3- What should be done to protect children from consuming junk food?

Activity 3: Aim: To make learners distinguish between causes and results in addition to the comprehension of the text.**Steps:** Read the text and complete the following table

| | Causes | Results |
|----------------|--------|---------|
| Obesity | | |

Activity 4: Aim: To produce a short piece of writing (five to six sentences) about the causes and the consequences of obesity.**Steps:** Using the table in activity 3 write four or five sentences about the causes and results of obesity

This way, the learners are studying by themselves with the teachers' guidance and facilitating both the reading skill and the ability to write a short piece of writing about the theme. The last activity is used as a formative assessment to verify if the goal of the lesson has been achieved, i.e. to express cause and consequence.

Table 4.1: A Model of Reflection Sheet

| Lesson step | Lesson aim | 1 | 2 | 3 | 4 | C |
|-----------------------------|--|---|---|---|---|---|
| Getting started | To introduce theme of the text through pictures and a class discussion (questions and answers) to activate prior knowledge | | | | | |
| Anticipate | Step 1: To draw the learners' attention to the reading passage. Step 2: To encourage learners think about the content of the text. | | | | | |
| Taking a closer look | Step 1: to skim through the text Step 2: To test learners' comprehension and understanding of the text. Step 3: (Pave the way for the grammar lesson) To make learners distinguish between causes and results in addition to the comprehension of the text. Step 4: To produce a short piece of writing (five or six sentences) about the causes and the consequences of obesity. | | | | | |

1: Excellent**3: average****C: Comments****2: good****4: need to be improved**

4.2.1.3 Integration of Workshops

Instead of the boring seminars, where the teaching problems are tackled only in forms and based on theory rather than practicability, teachers should meet regularly in groups to share their experience and solve the problems they encounter to bridge the gap between theory and practice. Many teachers are not well-informed about the teaching practices that should cope with the global learning needs. They are still sticking to the traditional way of teaching or teaching only for exams which impede both their autonomy and that of their learners. Teachers should be aware that they cannot use one single method, a variety of teaching methods is essential to provide great variability of activities and reach high order skill.

In workshops teachers should

- Learn the teaching techniques to help their learners to become more independent in their language learning and use English effectively.
- Learn how to develop critical thinking and creativity to make them engaged in exams and future jobs.
- Adapt traditional skills and build 21st century skills.
- Promote excellence in language learning through effective communicative activities in reading and writing.
- Think to provide their learners with a strong model of English language out of school to be in a continuous contact with the language.
- Give their learners good reasons to learn English by evaluating them in a non-controlling way.
- Make lessons reflective, i.e. teaching learners how to reflect on their own learning comparing what they knew at the beginning of the learning process with what they know now and making possible relation with future settings.
- Motivate learners to learn in a relevant, meaningful and memorable way.
- Guide learners to construct knowledge and encourage them to learn on their own.
- Have knowledge and skill on how to implement technology in the curriculum.

This way the teacher is not going to view his role as a deposit of information, and learners acting only as recipients. Therefore, it is vital to be aware that teaching/learning is an ongoing process that relies on skillful teachers who are learning from their learners' needs and improving classroom practices which is a determinant factor in learners' achievement. Every teacher should take into consideration the professional development as an imbedded part of their teaching and not relegate it to special occasions.

4.3 Learning Path to Autonomy

Autonomous learners are those who continue learning on their own after the course; they should be able to relate what they learn in school with the outside world. According to Harmer (2001), teachers can promote autonomous learning in a numbers of ways: Learner training, homework and keeping learning journals.

4.3.1 Learners' Training to Promote Autonomy

Learners can be trained to work autonomously through effective learning strategies. According to McCarthy: **'Learner training in certain explicit areas can broaden the horizons of the learner and may empower him or her to become autonomous in some or all aspects of language learning.'** (McCarthy 1998, cited in Gok 2013, p6). The teacher should train learners to monitor and evaluate their own learning and engage them in effective learning to become more autonomous. It is through training that learners can find out anything they search for in the absence of the teacher to have the ability to learn inside and outside classes.

Involving learners in the lesson through setting objectives and decision making is one step toward autonomy. In designing courses the teacher takes in consideration the learners' goals, the language learning process, the learners strategies and the reflection on learning. Using effective strategies in the teaching/learning process are key components in training them taking more responsibility in their learning, hence, to become more independent. In this vein, Carter & Nunan advocate that the strategies are:

... techniques used by learners to help make their learning be more effective and to increase their independence and autonomy as learners. Strategies can be employed by learners to assist with the storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation.

(Carter & Nunan 2001, p 223)

According to Wenden (1991), there are two main kinds of learning strategies: cognitive and self-management strategies; the latter is also regarded as metacognitive strategies. O'Malley & Chamot, 1990; Wenden, 1991; and Stern, 1992 classify the metacognitive strategies or skills for self-directing learning into three categories (see figure 4.1)

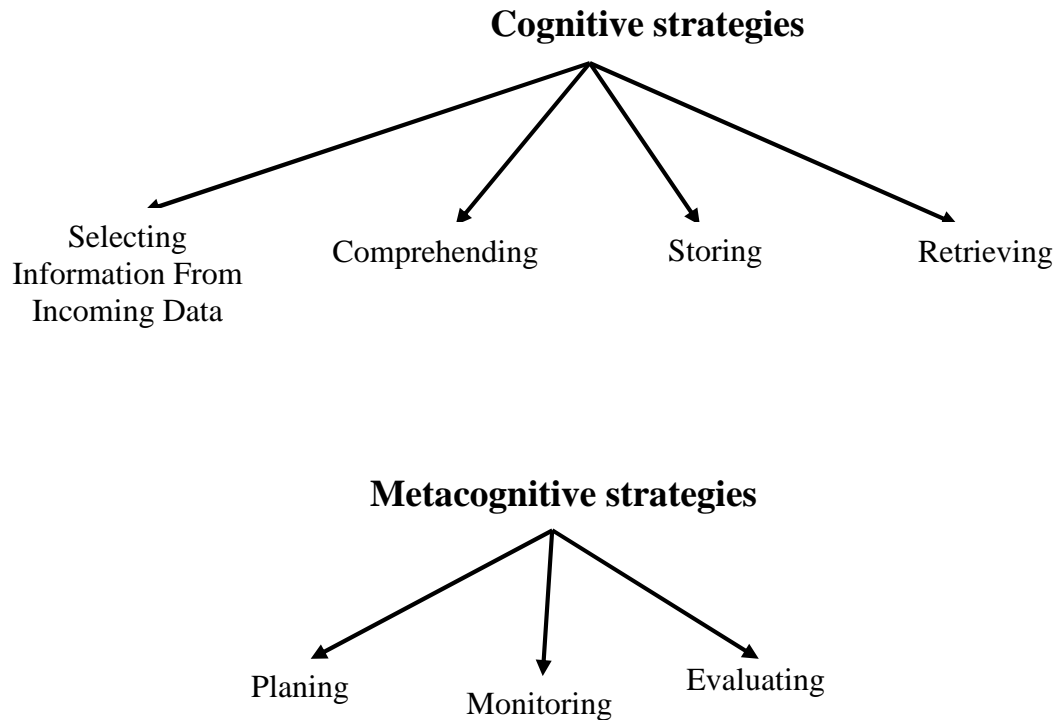


Figure 4.1 : Types of Learning Strategies
(Wenden 1991, p 50)

The cognitive strategies affect directly the learning, according to Wenden (1991) in the cognitive strategies there is first a selection of contexts where there is a direct contact with the language to have opportunities in practicing it, then comprehending this selected information through the use of extra scholar means (Dictionaries, grammar books, etc.) to be in continual contact with the language, next, storing it which is the ability to stock amount of information then using (retrieving) it when needed in appropriate context: using words being learned in conversation, relate what was learned with the daily life through listening to conversations or watching TV etc. However, the metacognitive strategies rely on: planning by initiating the learners to set achievable goals and objectives, learn how to be active observer to reflect on learning, and the use of self-assessment which is a key issue to autonomous learning.

4.3.2 Recommendations for Strategy Development to Foster Autonomy

Teachers being in constant search for a variety of strategies to be suitable to train their learners should base the choice and the construction of activities aiming at making them think critically, communicate effectively, being creative and more importantly autonomous learners. The selected activities should be challenging and in favour of inductive approaches to learning; they must not be used as a preparation of situations in isolation but rather to be used in further situations and retrieved when needed.

4.3.2.1 Planning Lessons

According to Harmer (2001) the lesson plan is a very important element that the teacher should prepare carefully; and set precise achievable goals so that the learners work and react accordingly. The teacher should take into account the different learners' levels and their different learning styles to decide beforehand to make decision about what to teach, what they should learn, which materials will be needed, the period of time for each activity, if there will be any group or pair work etc. The teacher should not run the risk to come unprepared to the classroom.

A well-planned lesson relies on the pre-planning background, pre-planning decisions and finally the plan (Harmer 2001). The following figure shows the importance of the factors taken into account in pre-planning; in fact, the lesson plan is based on the decision taken in the pre-planning:

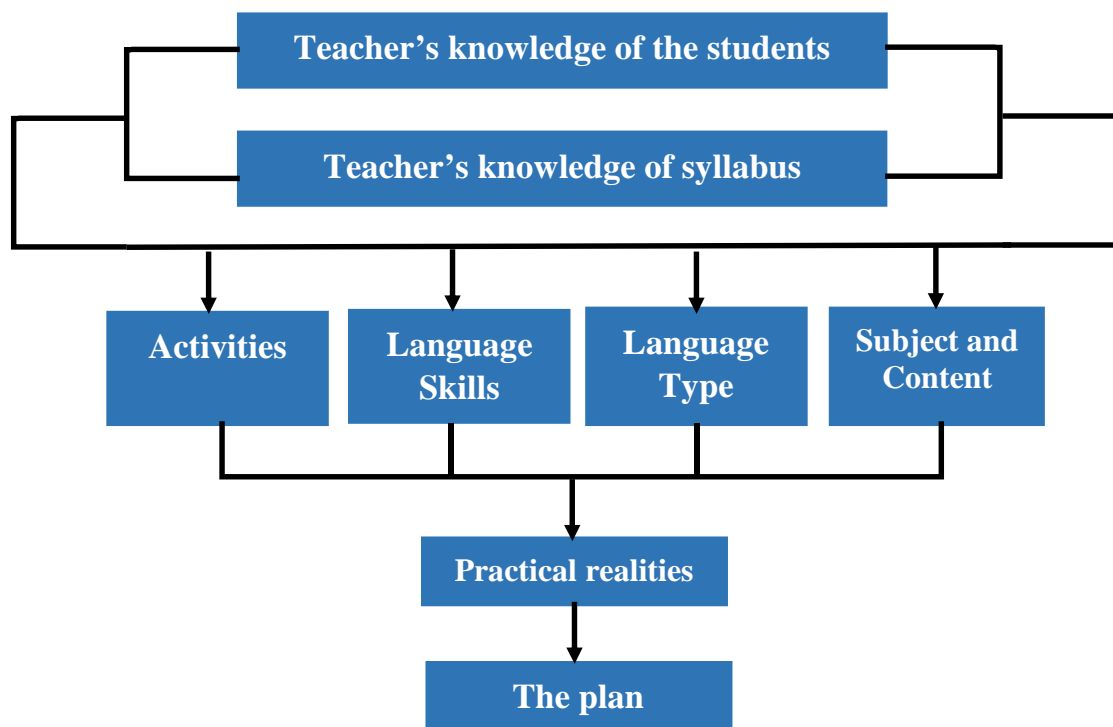


Figure 4.1: Pre-Planning and the Plan

(Harmer 2001, p 310)

4.3.2.2 Sample of Lesson Plan for Presenting Vocabulary Related to the Theme

In the third-year secondary school textbook, there are two pictures at the beginning of each unit, they aim at serving as an entry to the theme, however presenting and giving an overall idea about the unit contents and the new related vocabulary is insufficient with only two pictures or class discussion. learners should be given a wide range of pictures and captions related to the theme to enrich their lexicon and vocabulary knowledge, then activities to assess their new vocabulary. Hence, the lack of vocabulary can impede autonomy; the fact that the learners do not have a sufficient amount of words to construct meaningful sentences can be seen through their communication deficiency. There are challenges that impede the learners' vocabulary learning; to encounter these challenges, Thornburry suggests that the learner needs:

- Acquire a critical mass of words for use in both understanding and producing language.
- Remember words over time and be able to recall them readily
- Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words

(Thornburry 2002, p 2)

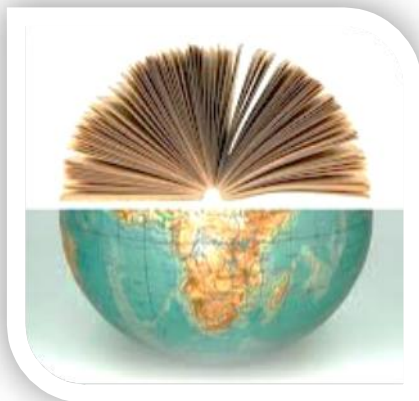
This way, they are more involved in the learning process. When teaching, the teacher should use strategies and materials that interest the learners, through power point projection and visual documentaries.

Before the start of the lesson and projection of the data show, the teacher should clearly share the lesson objectives with his learners and give them reasons to follow the presentation; with each picture there should be accompanying related questions so the learners would follow the presentation with an aim. The preliminary presentation of the related thematic and topical lexis at the very beginning of the unit is very important for the learners' familiarization with the theme of the new unit. Covering the vocabulary of the whole unit before its start can be beneficial for both the teacher and the learner. The teacher will not stop at each lesson explaining words related to the topic and the learners will follow accordingly without any obstacle. Activities should aim at vocabulary improvement. The following lesson sample is an example of vocabulary presentation:



Empowerment Through Education

Living a Dream, Building a Future



What do all these pictures have in common?



School Days



Break time



Lunch



break



Or

At Home



Back to Class



The end of the school day

Name some of after schools' activities



Climbing Activity



Chess Club



Cooking workshop



Music Club



Yoga Practice



Shoots a bow



Canoeing



Football



Look at the picture then explain the difference between the existing schools?



Home schooling



Private school

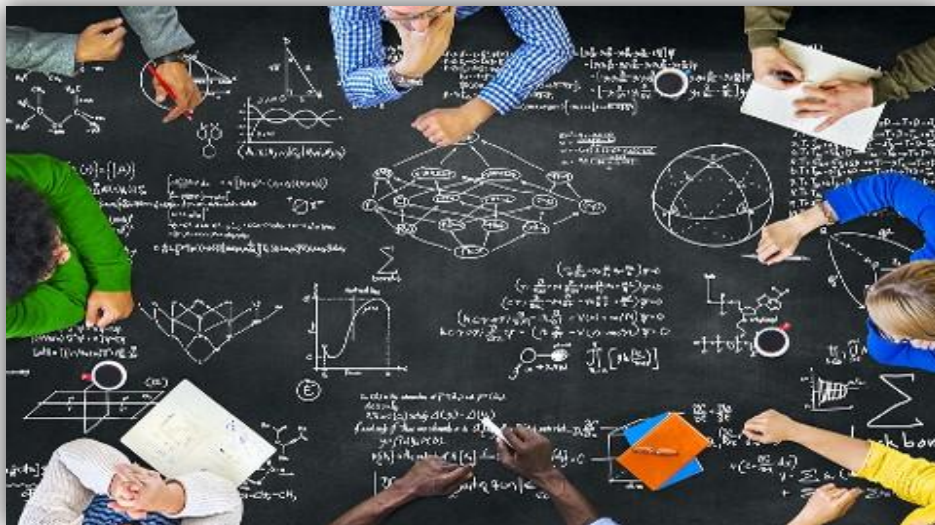


Public school



Some pupils live at school

School subjects, name them



Let's start our journey of education





What is kindergarten?



What are the activities the children are concerned with?



What are the other levels pupils go through during their schooling?

Primary School



Middle School



High School



Why do pupils in some countries save money when they are in high school?



When some pupils have excellent abilities in sport, art... they do not have to save money for the university they get...?

10 SCHOLARSHIPS
For class 10 & 12 passed students



Life After University:
Getting a job



Lesson Plan

Unit three: Schools: Different and Alike.

Level: Third Year.

Part one: Language outcomes.

Streams: Foreign Languages /Philosophy

Sequence two: Read and consider.

Time allotment: (2h)

Intermediate objective: By the end of this lesson learners should be able to use the desired vocabulary related to the theme.

Activity one: Aim: Present topical lexis

Steps: Using your notes match each word with the right definitions

| Words | Definitions |
|---------------------|--|
| 1. Scholarship: | - Is a school at which most or all the pupils live during the part of the school year. Pupils return home only during school holiday and often on weekends. |
| 2. Private school: | - A school that is maintained at public expense for the education of the children of a community that constitutes a part of free public education commonly including primary and secondary schools |
| 3. Kindergarten: | - An amount of money that is given by a school, a university or an organization to a student to help pay for the student education. |
| 4. Home schooling: | - Also known as independent schools, non-governmental or non-state schools, they retain the right to select their students |
| 5. Public school: | - Is the education of the children at home, usually conducted by the parents. It is a less formal way of education. |
| 6. Boarding school: | - Is a preschool educational approach traditionally based on playing, singing, practical activities such as drawing, and social interaction as part of the transition from home to school. |

Activity two: Aim: Present the topical lexis

Steps: Follow the presentation then fill in the gaps with the appropriate word.

informal - compulsory – education - right - kindergarten - educators

.....is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of, but learners may also educate themselves. Education can take place inor informal settings.

Education is commonly divided formally into such stages as: preschool or.....school, middle and secondary school, then college, university, or apprenticeship. Ato education has been recognized by some governments. In most regions education is up to a certain age.

Post lesson questionnaire

Answer the following questionnaire by ticking in the right box then hand a copy to your teacher

After the presentation, was it difficult to...

1- Guess the unit topic through the first pictures?

a- Not at all b- average c- a little bit d- a lot

2- Identify the specificities of the educational system?

a- Not at all b- average c- a little bit d- a lot

3- Analyze information contained in the presentation?

a- Not at all b- average c- a little bit d- a lot

4- Report on what was viewed?

a- Not at all b- average c- a little bit d- a lot

5- Elicit the definition of terms used in education?

a- Not at all b- average c- a little bit d- a lot

6- Facts about education in some countries?

a- Not at all b- average c- a little bit d- a lot

7- To transfer information to written prose

a- Not at all b- average c- a little bit d- a lot

4.3.2.3 Sample of Lesson Plan where Inductive Grammar is Taught

Grammar lessons as they are presented in the textbook are not challenging, with insufficient formative assessment. It is based on pupils' memorization of what has been taught years before giving them references where they can find more details of the lesson without any guidance. It can be beneficial for learners to use the grammar reference alone and study it making research, but without any teacher's guidance it is nearly impossible. Instead, the teacher should think about techniques to facilitate rather than giving to the learners

The following lesson sample is an example which show that the pupils can learn on their own using their background knowledge and some challenging activities to make the learning possible:

Lesson Plan

Unit three: Schools: Different and Alike.

Level: Third Year.

Part one: Language outcomes.

Streams: Foreign Languages /Philosophy

Sequence two: Read and consider.

Time allotment: (90')

Intermediate objective: By the end of this lesson learners should be able to use the comparative and the superlative of adjectives correctly.

1-The awareness phase:(10')

Aim: To urge learners to use the desired grammatical structures desired.

Steps: Use the adjectives between brackets to complete the sentences.

All over the world people give special attention to education. In Europe the British National Curriculum is considered as.....(**efficient**) one, there are Comprehensive schools which are open for children over eleven of all abilities, on the other hand Grammar schools are.....(**selective**), the admission is restricted on the basis of selection criteria. However, in recent years grammar schools become(**popular**) than comprehensive schools mainly because the entrance to the former is(**easy**) the latter.

2-The observation phase:(30')

Task one:

Aim: To differentiate in comparison between long and short adjective.

Steps: Match at least two sentences from column A with the right ones from B

| A | B |
|---|---|
| <p>1- Compared with most countries, South Africa government spends very big amounts of money on education.</p> <p>2- American private schools are selective. Algerian’s private schools aren’t so selective.</p> <p>3- In England learners move to secondary schools at the age of 11. In Algeria they move to secondary schools at the age of 15.</p> <p>4- Sending e- mails is easy. Sending text messages is easy.</p> <p>5- All this term’s tests were difficult; however French test wasn’t so difficult.</p> <p>6- Years ago, white Americans received qualitative schooling. Black Americans didn’t have this opportunity.</p> <p>7- I have never attended such a boring lesson.</p> | <p>a- French test was the least difficult test this term.</p> <p>b- It was the most boring lesson I have ever attended.</p> <p>c-White American children received more qualitative schooling than black Americans children.</p> <p>d- Algerian private schools are less selective than American private schools.</p> <p>e- Sending e-mails is as easy as sending text messages.</p> <p>f- In Algeria, pupils move to secondary schools later than in England.</p> <p>g- In South Africa, the biggest part of the government budget is given to education.</p> |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | |

Task two: Study the sentences in column ‘B’ than classify them in the right column in the table below.

| Sentences expressing comparative form | Sentences expressing superlative form |
|---------------------------------------|---------------------------------------|
| -..... | -..... |
| -..... | -..... |
| -..... | -..... |
| -..... | -..... |
| -..... | -..... |

Task three: Pair work:

Aim: To find the rule of comparative and superlative of long and short adjectives from task one and two.

Steps: Observe sentences in the previous task then complete the following table

| | Comparative of | Superlative of |
|-------------|--|--|
| Equality |+ ad j+..... | |
| Superiority | Short adj +.....+.....+ long adj +..... |+ short adj +.....+ long adj . |
| Inferiority | Short adj+.....+....+ long adj +..... |+ short adj +.....+ long adj. |

Irregular adjectives: Aim: Lear about exceptions

Steps: Study the following sentences, pick up adjectives and adverbs to fill in the table below.

The best way to prevent corruption is Education. **A good** educational system where children are taught ethics showing the importance of integrity to public officials, and raising general public awareness helps fighting corruption.

Nothing is **worse** when money counts more than knowledge in the quest of diploma, **further**, little has been done; developed countries are **the least** corrupted countries and **less** exposed to it. So, it's high time governments in developing countries launched an anti- corruption education. Informed citizens are probably much more effective in preventing corruption.

| Adjectives | Comparative | Superlative |
|------------|--------------------|------------------|
| | Better than | |
| Bad. | | The worst |
| Far | | |
| | | The most |
| Little | | |

3- The application phase: Aim: To use the comparative and the superlative of adjectives correctly.

Activity 1: Steps: Complete the following sentences with the right comparison form using the adjectives in brackets.

-School administrators and educational specialists fear that the three-month summer vacation has the (**bad**) impact on learning. Students should be “shut down” for a (**extended**) period. Spelling and math abilities suffer (**more**), while reading is not really influenced by the time off since it is (**easy**) to find books and magazines and read outside the classroom.

-Vacations were occasions where children help work in the fields in the high growing season; however, (**few**) kids work on farms today than they used to do. To reduce this academic decline, the (**good**) way is to keep kids mentally alert and interested throughout summer by organizing vacations with educational components and visits to libraries.

Self- assessment sheet

| I have learned..... | Keep it up | Not bad | You need help |
|---|------------|---------|---------------|
| 1. To identify long adjectives from short adjectives | | | |
| 2. To differentiate between comparative and superlative | | | |
| 3. To use the comparative form of short adjectives | | | |
| 4. To use the comparative form of long adjectives | | | |
| 5. To use the superlative form of short adjectives | | | |
| 6. To use the superlative form of long adjectives | | | |
| 7. To use irregular adjectives in comparison form appropriately | | | |

Think, pair, share

Think, pair, share is the intermediate objective of the first two sequences in each unit (See 2.5) which is presented as a piece of writing that the learners should produce. From the start of the sequence, all the lessons pave the way to this written production (See figure 4.3 below). At the end of this sequence the learners are asked to write a paragraph comparing two educational systems, namely the British and the Algerian (See unit plan). The first aim of this sequence is to attract the learners to the system of education in Britain through a reading passage '**Education in Britain**', and through which three grammar lessons have also been presented: Quantifiers, comparative form, expressing similarities and contrast (See lesson sample 1 and 2); and vocabulary related to the theme seen at the beginning of the unit; and finally pronunciation. All these language points are needed for the piece of writing.

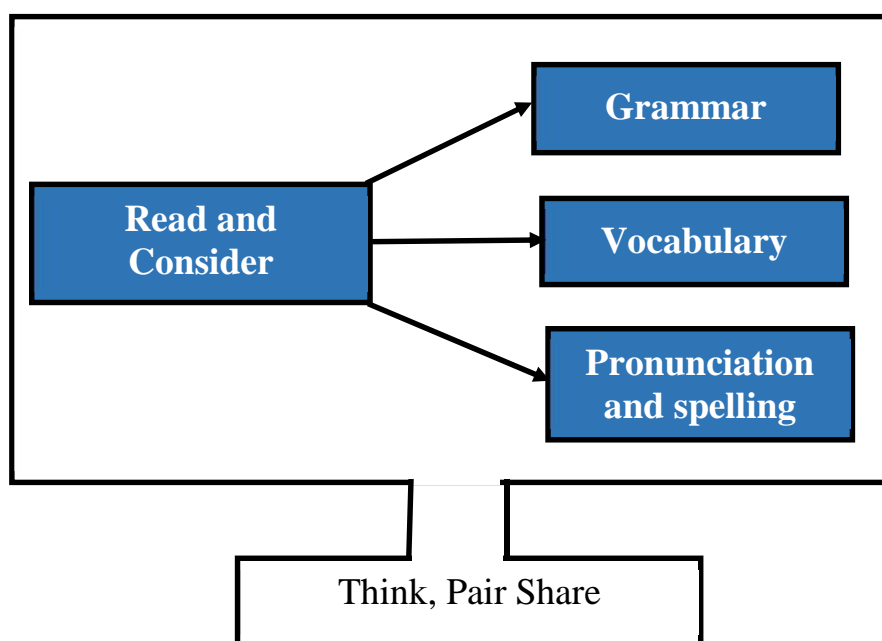


Figure 4.2: Textbook Sequence 2 Organization

Think, pair, share as it is presented in the textbook (see Appendix iv) is not well planned, the pupils are left alone with a short presentation of the topic; nonetheless to have pupils involved in the written skill the teacher should facilitate the process for them and get them interested. A good piece of writing should focus on pre-writing phases, editing, redrafting, and then the final draft.

The following lesson sample is an example of techniques used to enhance the learners' independence where the teacher should deploy three of his various roles: motivator, resource and feedback provider to ensure an ongoing support.

In White and Arndt model, process writing is an interrelated set of recursive stages which include:

- Drafting
- Structuring (ordering information, experimenting with arrangement, etc.)
- Focusing (that is making sure you are getting the message across you want get across)
- Generating ideas and evaluation (assessing the draft and/ or subsequent drafts)

(White and Arndt 1991, p5)

Harmer summarizes White and Arndt's model diagrammatically, as shown in figure 4.4

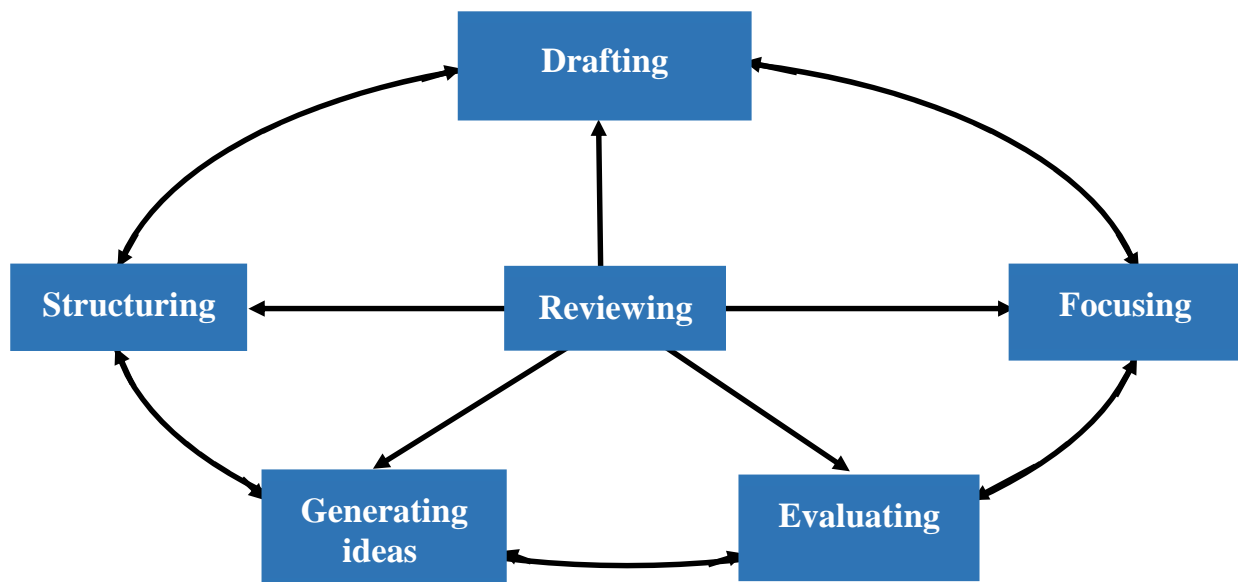


Figure 4.3: White and Arndt's Process writing Model

(Harmer 2001, p 258)

Sample lesson

Lesson Plan

Unit three: Schools: Different and Alike.

Level: Third Year.

Part one: Language outcomes.

Streams: Foreign Languages /Philosophy

Sequence two: Read and consider.

Time allotment: (90')

Intermediate objective: By the end of this lesson the learners should be able to compare in writing between two educational systems.

Part One: Aim: To arise learners' interest in the British education system

Activity1: Watch the documentary presentation on the data show and choose the correct answer

The presentation is about:

- a- The education system in Britain.
- b- State and private schools in Britain.
- c- The quality of education in Britain.

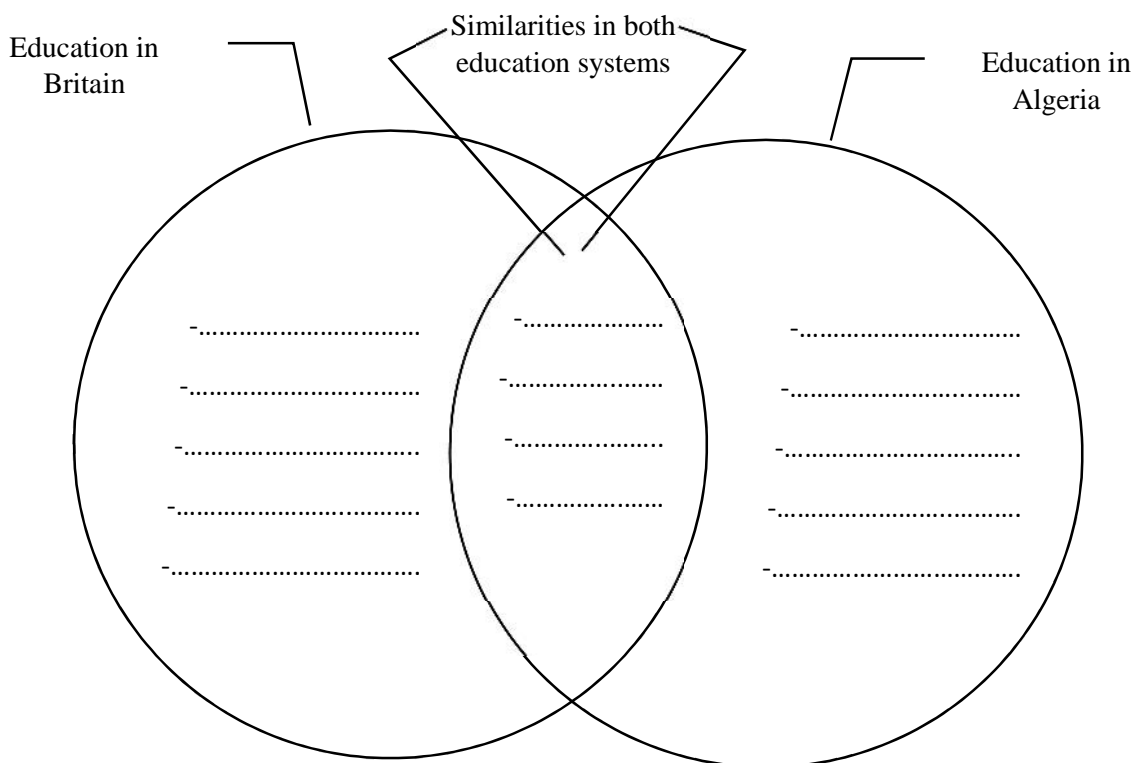
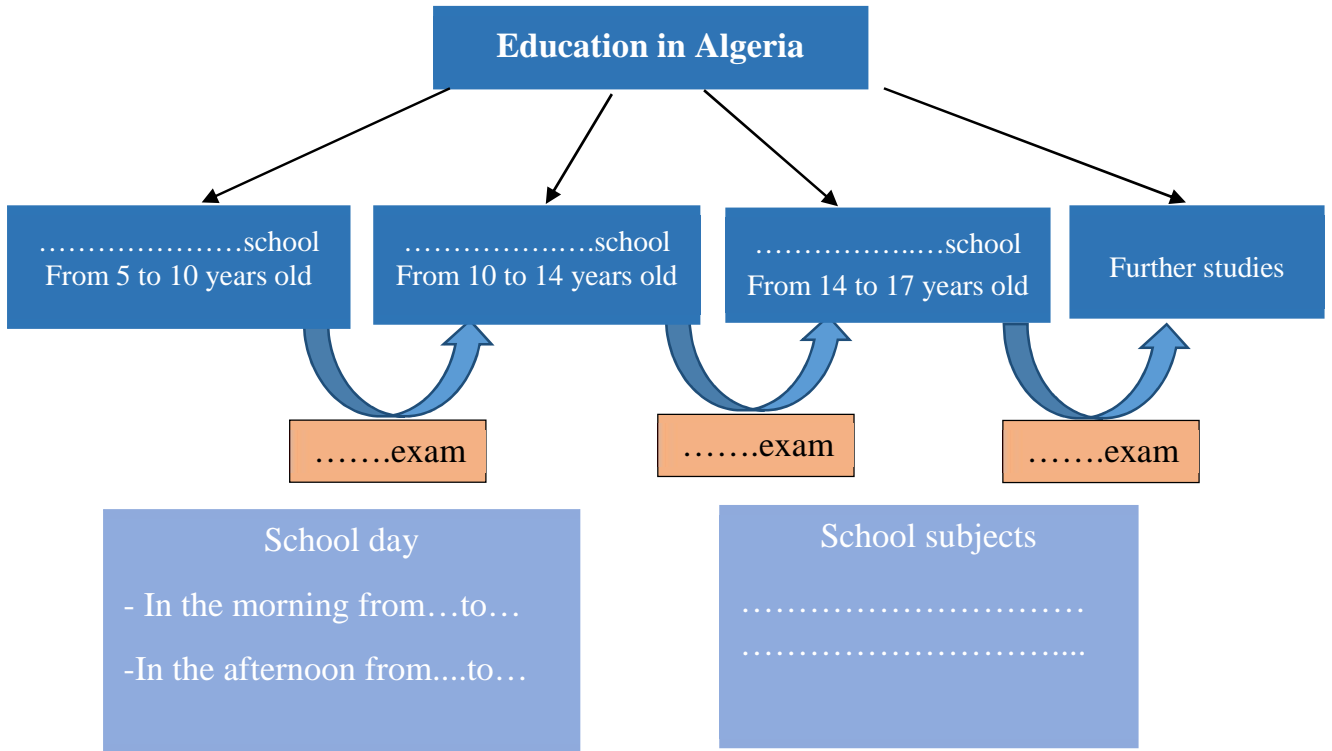
Activity 2: Aim: To give the learners a reason to follow the presentation

Steps: Follow the presentation again, and take notes to answer the questions in the table below.

| Stages in education system | Questions about the presentation |
|-----------------------------------|--|
| School age | <ul style="list-style-type: none">- What is the age required to start school?- Where do learners go when they reach 11 years? |
| School subjects | <ul style="list-style-type: none">- What are the school subjects taught in British schools? |
| Typical school day | <ul style="list-style-type: none">- When does school start and when does it finish? (Time, breaks, extra scholar activities after school...) |
| Kinds of schools | <ul style="list-style-type: none">- In Britain there are two kinds of schools name them.- What are the main differences between them? |
| Exams and certification | <ul style="list-style-type: none">- Which examination do British learners take at the age of 16?- After passing their examination 30% of learners leave schools, how about the others?- Where do learners go after having their 'A' level? |

Part two

Activity 1: using your own knowledge about your education system and the questions asked about the British education system complete the following diagram.



Group Work

Activity 2: Use the table in activity 3 in part one and activity 2 in part two and your knowledge acquired during the sequence to complete the bubbles.

Part Three: Aim: To produce a piece of writing comparing the British and the Algerian education system

Activity 1: Class discussion to decide for the plan of the written expression

The plan of the written expression

- A- Introduction:** The importance of education in the world. (previously discussed in the presentation of the vocabulary of the unit)
- B- Body of the written expression:** Comparing the British education system with the Algerian system (using the right linking words previously studied)
- C- Conclusion:** The aim of education.

Activity 2: Aim: To encourage peer correction

Steps: Use the plan to write a draft then exchange drafts with your partner for error checking.

Activity 3: Write a final version taking into account your partner's remarks. Hand a copy to your teacher.

Reflection sheet sample provided to pupils at the end of each lesson

Complete the following reflection sheet then hand a copy to your teacher

Part one: I- My points of confusion:

Activity 1

Yes No

activity 2

Yes No

activity 3

Yes No

So I need to work on.....

II- My strength points

In activity 1:

In activity 2:

In activity 3:

Part two: I- My points of confusion:

Activity 1

Yes No

activity 2

Yes No

activity 3

Yes No

So I need to work on.....

II- My strength points

In activity 1:

In activity 2:

In activity 3:

Part three: I- my points of confusion:

Activity 1

Yes No

activity 2

Yes No

activity 3

Yes No

So I need to work on.....

II- My strength points

In activity 1:

In activity 2:

In activity 3:

One good thing about today:

4.3.2.2 Homework

Homework assignments are very beneficial for learners. It bridges the gap between learners learning at school and at home. Autonomy gets a powerful boost through homework, it helps them make any extra researches. They have the opportunity to work without the help of the teacher. This self-study should be encouraged and should not be seen as a boring task, learners should be engaged in. The teacher should not decide for homework assignments alone he should involve the learners in making decision where they need more practice and the quantity of work they can cope with. The learners' opinion is very important to involve them in the learning process and to give them the feeling that they have to take decision through their way to autonomy. Homework has always been seen as a boring activity and assignments given by the teacher to his learners, though it is an important contribution to autonomy. Information and the knowledge acquired in the classroom can be internalized and developed by learners. In this regard, the teacher has the task to make them engaged in this strategy by making it more relevant, interesting and useful. Harmer (2001) suggests a student-driven homework, learners are given opportunities to use what they acquire in the classroom with activities they are interested in such as:

scanning English language newspapers to report back on stories they found, written films reviews, collecting real-life language example, presenting English language songs to their classmates, or researching a topic for future written or spoken performance.

(Harmer 2001, p 339)

4.3.2.3 Keeping learning journals

One of the keys to successful learning in general and autonomy in particular is the learners' reflection on their own learning, this can be done through diaries or learning journal. The purpose is to enhance learning through thinking about the learning experiences over note-taking and observation made during the learning process. Reflection is an important skill that the teacher should encourage to make the learners think about what happens before, during and after the learning has taken place. This reflection is a way to step into autonomy. It encourages independent learning and engages in a deeper learning by reflection through which the learners develop a personal understanding of the material and generate new knowledge. There

are additional benefits to gain from the practice of writing; it turns students into active learners. The journal is as a mirror of the minds where learners record thoughts and insights about their own learning experience.

4.4 Conclusion

The current chapter provides some suggestions and recommendations which addressed both the teachers and the learners and shows how to involve learners in the learning process to promote autonomy. Learners come to the classroom with different personalities, interests, attitudes, learning style and external influence about the English language. Third-year EFL learners are supposed to come with sufficient knowledge built during five years studying English, nonetheless, information provided in the classroom should not be the only source of knowledge. The teacher should direct his learners to the various means available outside the classroom walls, since the Algerian learners do not have any contact with the English language outside school which impedes autonomy and makes them rely on the teacher only. Such misbehaviour should disappear.

As far as this concluding chapter is concerned, the researcher has tried to provide some sample lessons, focusing on the importance of the use of adequate strategies to train learners to be independent from the teacher. In fact, the implementation of those strategies is much more demanding from the teacher when preparing the lessons in which he should take into account his aim behind teaching a specific point with clear and achievable objectives so that the learners will not encounter any major obstacle when trying to achieve them.

Furthermore, to promote a higher level of autonomy, it is important to focus on self-and peer-assessment. On the other hand, teachers' training and professional development should be at the forefront if the system aims to step toward the promotion of autonomy and prepare them for lifelong learning.



General Conclusion

General Conclusion

In the globalized world and the growing importance of the English language not only in educational field but in different scientific and technical specialism people have to face challenging situations in their daily life. Accordingly, a great emphasise has been placed on the way languages are learnt. The aim is to provide learners with the necessary tools, skills and competencies which would enable them to be world citizens and long life learners.

Learning English during class sessions only is not sufficient. Language learning is too complex and varied to be dealt with in two or three sessions a week. Learners should be trained to self-study to strengthen their abilities and keep in touch with the English language outside the school walls since there is not enough contact with the language especially when it is a foreign language as it is the case in the Algerian society.

Under the Algerian educational reform new principles and beliefs toward English language learning have appeared. New approaches have been introduced in language learning. The national language education policies include autonomy as an imperative learning goal. Implementing change and introducing innovative pedagogical procedure has always been at the foreground to ensure qualitative learning.

Language learning is often subject to assessment regimes which are unfavorable to learner autonomy; assessment should not be based on the attribution of marks and grades for the sake of enabling learners to move up to the next level but as a necessity to assess learners' achievements and competences. Educational decisions can be informed by the results of alternative forms of assessment and evaluation; they allow the teacher to identify potential problems and decide on remedial actions to improve learning outcomes.

More importantly, an effective assessment strategy should be an integral part of any lesson plan; it should have the power to generate a sufficient amount of feedback to make learners more aware of the strengths and weaknesses of their

performance, hence promoting autonomy. The assessment results are used by the teacher to modify and improve the learning environments he ought to create.

Therefore, this study is an attempt to assess learner autonomy within the framework of the CBA, not only for the purpose to measure their autonomy but also to estimate their autonomous level so as to remedy the weaknesses. Thus, the present research work is an attempt to answer the following questions:

- 1- To what extent are learners autonomous in the true sense of the word?
- 2- Can autonomy in the learning process be enhanced through an assessment procedure?
- 3- What are the obstacles which hinder the process of autonomous learning in an Algerian EFL classroom?

Thus, this research intends to investigate and confirm or disconfirm the following hypotheses:

- 1- Learners are not yet ready to take charge of their own learning as they are prepared only to sit for exams .
- 2- Teachers do not implement effective assessment techniques which can provide learners with direct feedback for revealing and meeting learner autonomy.
- 3- Learners are not motivated to undertake a self-directed learning programme to step towards autonomy.

The findings have revealed that EFL third-year secondary students are not yet sufficiently autonomous; specific training as well as the development of adequate strategies are still needed to make them aware of the importance of being independent from the teacher and external interference. In the world of the emergence of technology and the virtual limitless information, learners need to ensure a brighter future and understand their responsibility to live successfully in the new digital world. During the learning process, the learners should construct knowledge with the help

of concrete materials, collaboration with others and relating this knowledge to real life situations by using language demonstration. Evidence has been given to the first hypothesis, that is the main aim of learners in learning English is to pass exams. Learners are unable to get rid of their over-reliance on their teachers who are the fount of knowledge: the sole responsible for their success or failure.

Actually, this research work argues that assessment is another leading path to autonomy. It is through assessment strategies that EFL teachers entail their pupils in taking in charge their own learning through decision making, self-monitoring, reflection etc. Yet, is there any evidence that the teachers use the right assessment procedures to provide immediate feedback to enhance learner autonomy? It is through classroom observation that the evidence of a change towards a more formative assessment has been highlighted. Teachers have taken a step towards learner-centered classroom giving the possibility to students, to some extent, making decision, there is also a shift to alternative assessment strategies which allow them to identify their learners' weaknesses. However, there is still a long way to go to promote autonomy since self-directed study, self and peer assessment are not yet encouraged. That is one of the obstacles that would emerge all along the research investigations.

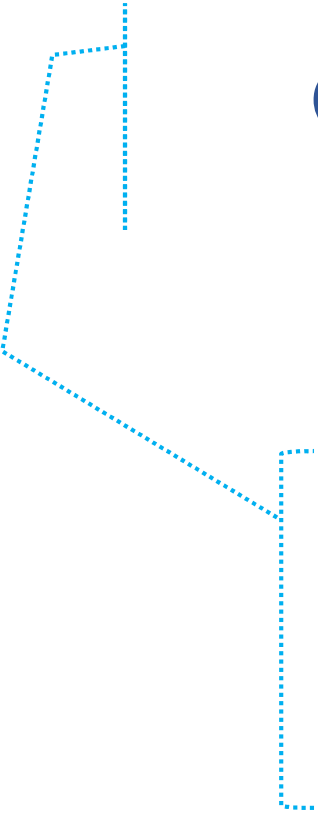
Though significant considerations have been given to the English language in the Algerian educational reform which targets to provide opportunities and challenges to cope with a more challenging globalized world, there is still a gap between what is taught in the classroom and the real world situation. In effect, the fact strategy of adopting English as a foreign language and the promotion of more learner-centered classroom is a giant leap towards an effective improvement of the quality of teaching and learning in our country. Moreover, within the globalized world promoting autonomy is a worthwhile aim which intends to give empowerment to become lifelong learners.

Nonetheless, the development of learner autonomy will be at rest as long as the learners are not given challenging reasons to take in charge their own learning and to use the language outside the school walls. Learners should be prepared to undertake self-study outside school individually or with the collaboration of peers

without the teacher' interference in order to strengthen their abilities and to develop the sense of independence in learning English.

The overriding concept is thereby, to move from teaching to-the- test which impedes language learning and the promotion of autonomy by making learners race over the best marks for the sake of moving up to the next level rather than generating information about their strengths and weaknesses. More effective assessment activities should be introduced; the results of these activities in turn should lead to a reshaping of the teaching/learning process accordingly and hence contribute to a better promotion of autonomy.

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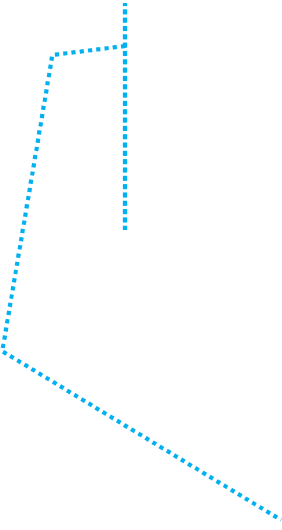
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Appendix

Appendix I

Questionnaire for Algerian third Year Secondary School Pupils

Dear Pupils,

This questionnaire is meant for a scientific research to measure to which extent you take charge of your own learning and how independent you are in learning English language.

1- Do you like learning English?

- a- A lot b- Average c- A little d- Not at all

2- Why do you learn it?

- a- To travel
- b- To be able to communicate with foreigners
- c- For higher education
- d- To work in foreign countries/ or with foreign companies

3- If you do not like learning English, say why?

- a- It is not important
- b- It is hard
- c- I don't have the necessary qualifications
- d- I learn it only to pass the Baccalaureate examination

4- How do you find the third year text book themes

- a- Interesting b- Boring c- I have no idea d- up to date themes

- 5-** When you are assigned to do an activity in the classroom, do you try to work through the solution
- a- Alone
 - b- With a peer
 - c- Ask for help
 - d- Ask for more clarification from the teacher
- 6-** Do you use your background knowledge in the class (your previous competence in English lge)
- a- Always
 - b- Sometimes
 - c- Rarely
 - d- Never
- 7-** Do you read the unit content before you start it?
- a- Always
 - b- Sometimes
 - c- Rarely
 - d- Never
- 8-** Does your teacher involve you in setting the lesson's objectives?
- a- Always
 - b- Sometimes
 - c- Rarely
 - d- Never
- 9-** Which of the following roles do you take during English sessions?
- a- A receiver of knowledge
 - b- An active participant
 - c- Collaborator
 - d- I don't take any role
- 10-** When you make a mistake, who corrects you?
- a- You correct yourself
 - b- Your mates correct you
 - c- The teacher corrects you
 - d- You don't correct it

11- Which of the following learning tools, do you use to take notes during the English session?

- a- A notebook b- Diary c- A recorder d- I don't take notes

12- Do you evaluate your level of English as being?

- a- Good b- Average c- Weak d- I don't know

How do you know?.....

13- How do you want to be assessed? Trough... ..

- a- Tests and exams
- b- Homework
- c- Continuous class activities
- d- Projects

14- Which strategies do you use to enhance your learning out of the classroom walls?

- a- Doing extra scholar acts using grammar books
- b- Chatting with in English with foreigners?
- c- Listening English songs
- d- Watch films in English

15- Does the teacher encourage you to assess yourself?

- a- Always b- Sometimes c- Rarely d- Never

16- what means do you use to assess yourself at the end of each unit?

- a- Rubrics b- Checklists c- Portfolios d- I don't use any mean

17- Do you fill in the progress port folio at the end in each unit?

- a- Always b- Sometimes c- Rarely d- Never

Appendix II

استبيان تلاميذ السنة الثالثة ثانوي، الجزائريون:

هذا الاستبيان سيستعمل في بحث علمي لتقييم الحكم الذاتي للطلبة إن لم تجيبوا بكل صدق، فبحثي سيكون خاطئا، لذا أطلب منكم أخذ كل وقتكم والإجابة بكل موضوعية.

1. هل ترغب في تعلم اللغة الإنجليزية

- - أحيانا -

2. أنت تدرسها

- لى الدول الأجنبية
 - بها
 - للدراسات العليا
 - الأجنبية

3. ت غير مهتم بدراستها،

- ليست مهمة بالنسبة لي
 - هي من اللغات الصعبة
 - متلك القدرات اللازمة لتعلمها
 - جتياز البكالوريا

4. كيف

- مثير -
 - يواكب العصر الجديد - ليس لدي

5. قيامك بنشاط خلال الدرس، هل تحاول

- - مع زميلك

- - تطلب توضيح

6. هل تستعمل المكتسبات القبلية خلال الدرس

- - أحيانا - -

7. هل البدء فيها

- - أحيانا - -

8. هل يستميلك الأستاذ في تحديد هدف الدرس

- - أحيانا - -

9. ما هو الدور الذي تقوم به خلال الدرس؟

-

-

- تساهم في سير الدرس مع الأستاذ

-

10. من يصوب لك؟

- - زميلك - -

11. أي من أدوات التعلم التالية، تستخدمها لتدوين ا

- - - لوحة الكترونية

12. كيف تقيم مستواك في اللغة الانجليزية؟

- جيد - - ضعي -

كيف علمت بذلك

13. كيف تريد أن تقيم :

-
- الواجبات المنزلية
- النشاطات الصفية
- مشاريع

14. هي الاستراتيجيات التي تستخدمها لتعزيز التعليم بعد انتهاء التدريس؟

- القيام بالبحوث الإضافية باستخدام الكتب النحوية
- نجليزية
- الأغاني الإنجليزية
- مشاهدة الأفلام باللغة الإنجليزية

15. هل يشجعك الأستاذ بالقيام بالتشخيص الذاتي

- - أحيانا - -

16. هي تستخدمها تقييم نفسك في نهاية

- عناوين - - -

17. هل في نهاية

- - أحيانا - -

Appendix III

Teachers' questionnaire

Dear Teachers,

This questionnaire is meant for a scientific study about assessing learner autonomy and the extent to which third year English learners are ready to take charge of their own learning. You are therefore kindly requested to answer the following questions. Please answer sincerely to guarantee the success of the research.

Thank you very much for your precious help

Please tick the right answer:

Full time teacher

Part time teacher

Teaching experience:

a- From 1 to 10 years

b- From 11 to 20 years

c- From 21 to 30

d- 31 years and more

I- Teachers' beliefs about learners' readiness to learn English.

1- What is learner autonomy according to you? Learner studying

a- In isolation

b- In collaboration with peers and the teacher

c- Relying on the teacher

d- Make his own decision about learning

2- Algerian Third years EFL learners are autonomous?

a- Strongly agree b- Agree c- Disagree d- Strongly disagree

3- If you think that they are not autonomous, is it because...? /

a- The system doesn't allow it (denies autonomy)

b- They come from a long spoon feeding tradition

c- They are not motivated

d- Weak level in English (or teachers do not have autonomy themselves/ teacher dominates the class)

4- Learners are not given opportunities to develop autonomy

a- Strongly agree b- Agree c- Disagree d- Strongly disagree

II- Teachers' Readiness for Autonomy

5- The teachers should be autonomous themselves in order to make learner less dependent on them?

a- Strongly agree b- Agree c- Disagree d- Strongly disagree

6- What is your aim behind teaching English to third year pupils?

a- Preparing them to pass the BAC exam

b- To handle the language to use it for further education/life and career

c- To develop communicative abilities

d- Other...

III- The Factors Mediating Autonomous Learning

7- How do you consider continual classroom assessment?

a- Vital tool

b- Very important

c- Important

d- Not important at all

Justify.....

8- How do you assess your learners? Through.....

- a- Tests and exams
- b- Homework
- c- Continuous class activities
- d- Projects

9- Do you encourage learners to read the unit preview?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

10- How often do you tell your learners to fill in the assessment list by the end of each units?

- a- For all units
- b- For some units
- c- For few units
- d- For no units

11- If yes, how do you encourage them to remedy their weaknesses?

- a- I try to do remedial work
- b- I train them to assess their own learning
- c- Encourage them to use grammar books and other tools
- d- I do nothing

12- Do you set the units' projects?

- Yes
- No

If no, why?

13- who is responsible for a successful language learning?

- a- The teacher only
- b- The pupils only
- c- Both of them

14- What is (are) your role (s) in the classroom

- a- Controller
- b- Assistant
- c- Facilitator
- d- Collaborator

15- which skill(s) do you implement in your classroom?

- a- Critical thinking
- b- Creativity
- c- Communication
- d- Collaboration

Appendix IV

Classroom Observation

Teacher:

Class:

Date:

1- The Use of Assessment to Enhance Autonomy

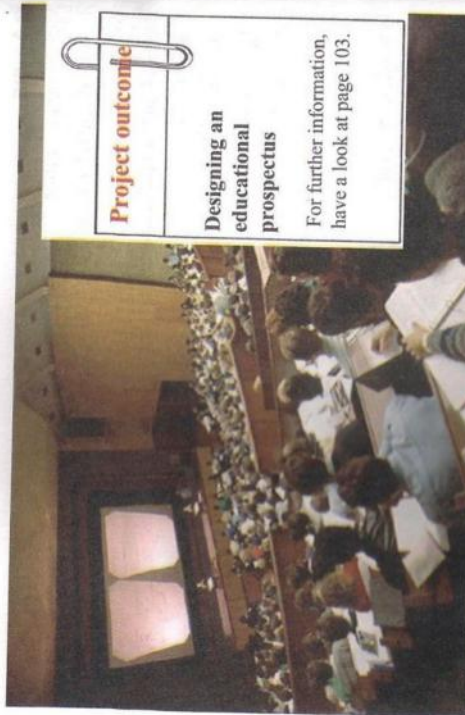
| | Always | Often | sometimes | Rarely | Never | Comments |
|--|--------|-------|-----------|--------|-------|----------|
| 1- The teacher prompts learners to recall previously learned knowledge | | | | | | |
| 2- The teacher negotiates tasks criteria with the learners | | | | | | |
| 3- The teacher observes learners at work and checks their progress throughout the tasks' at hand | | | | | | |
| 4- Learners are actively involved and engaged in evaluating and reflecting on their own learning | | | | | | |
| 5- Learners' opinion is taken into account | | | | | | |
| 6- Teacher uses assessment to pre-empt learning difficulties. | | | | | | |
| 7- Tasks are used to reinforce learning | | | | | | |
| 8- The language outcomes are clearly shared with learners. | | | | | | |
| 9- Objectives are shared with the learners at the beginning of each sequence | | | | | | |
| 10- The outcomes are effectively used to plan further learning | | | | | | |

2- Learner readiness for autonomy

| | Always | Often | sometimes | Rarely | Never | Comments |
|---|--------|-------|-----------|--------|-------|----------|
| 1- Teacher encourages the learners to evaluate their learning at the end of each session | | | | | | |
| 2- Learners enthusiastically and actively participate in the lesson/activities/discussion | | | | | | |
| 3- Learners reflect in their own learning by making use of their personal notes | | | | | | |
| 4- Learners activate their prior knowledge doing outlining while studying | | | | | | |
| 5- There is a high level of co-operation and peer interaction and support | | | | | | |
| 6- Learners assess their own performance through teacher's feedback | | | | | | |

Appendix V

Unit three: SCHOOLS: DIFFERENT AND ALIKE



University lecture theatre

Project outcome

Designing an educational prospectus

For further information, have a look at page 103.



University library

LISTEN AND CONSIDER

BRAINSTORMING

- Language outcomes
- Expressing condition with if
 - Expressing warnings with unless
 - Expressing desire and wish : I wish I were/I had
 - Asking for and giving advice with should, ought to and If I were you
 - Expressing obligation with have and must
 - Forming adjectives with suffixes -ive and -al
 - Pronouncing weak forms of could, should ...
 - Composing and reciting a wish poem
 - Collocations: school-mate...

Getting started

- Look at the pictures, then discuss the following questions.
1. What will you study at university if you pass the *Baccalauréat* examination ?
 2. Do you think your parents will accept your choice ? What if they don't ?
 3. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or training a workforce ?
 4. Why should a parent ask to see a headmaster ?



1 A biologist

2 A musician

3 A cook

5 A chemical engineer

4 A welder

► **Let's hear it**

- ① You are about to listen to a conversation between a secondary school headmaster and a pupil's father. Before you do, study questions A-F.
 - A. Why did Mr Harris go to see the headmaster ?
 - B. What has Mr Harris's son, William, decided to do ?
 - C. What do Mr and Mrs Harris feel William ought to do ? Why ?
 - D. What alternative job could be taken up by William according to the headmaster ?
 - E. Where would William study if he wanted to become a commercial artist ?
 - F. What advice does the headmaster give Mr Harris about William's choice ?
- ② Now listen to the conversation and answer questions A-F above. Then summarize the conversation in your own words.

Around the text

Grammar Explorer I

Consider sentences 1-4 and do tasks A and B that follow.

1. If he went to an Art School there'd be no guarantee that he could get a job afterwards.
 2. He wouldn't be a teacher even if it were the last job on earth.
 3. I wouldn't have been a teacher myself if I'd had my way.
 4. If he wants to be an artist, he'll have to decide what sort of artist he wants to be.
- A. Arrange the sentences above according to the conditional type which they belong to: type 1, type 2, or type 3.
 B. Explain what each conditional type expresses and draw the rules governing the forms and uses of the various conditional types.

Have another look at **if-conditional** in **SE2 Grammar Reference, pp.201-2.**

① Consider situations A- G below and write sentences with **if**.

- A. I am not tall and strong enough to be a policeman or firefighter.
- B. He didn't get the required marks to go on a training course to be a doctor. So he took a course in computer science.
- C. Work hard, and you will succeed.
- D. Get your *Baccalauréat* and I will offer you a motorcycle.
- E. She failed her *baccalauréat* because she had not worked hard.
- F. Farida is jobless. She regrets not having taken into account the job market at the time of her registration at university.
- G. You must study harder, otherwise you won't pass your *Baccalauréat* with distinction.

- ② In four sentences of your own, tell your partner what you would do and to convince your parents if you were William.

Grammar Explorer II

Consider the following sentence and answer questions A-C that follow.

- **Unless** you let him make his own choice, he will reproach you for any of his study failures later.
- A. What tense are the verbs preceding and following **unless** ?
 - B. Which of the following can be used in replacement of **unless** ?
 - a. **except if**
 - b. **if + not**
 - c. **even if**
 - d. **only if**
 - C. What does **unless** express ?
 - a. **promise**
 - b. **wish**
 - c. **warning**

See Grammar Reference p.220.

- **Task:** Rewrite the sentences below using **unless**. Make the necessary changes.
 - A. You must study more or you won't pass your *Baccalauréat*.
 - B. You must listen carefully or you won't know what to do in your class.
 - C. We must hurry or we'll miss the school bus.
 - D. She must get more information or she won't complete her project.

Grammar Explorer III

Consider sentences 1-5 below and answer questions A-D that follow.

1. I wish he weren't so set on it.
 2. I wish there were an art school in my neighbourhood.
 3. I wish I had taken your advice six months ago.
 4. I wish I could help you with the maths lesson.
 5. I wish William would change his mind soon.
- A. Which sentence expresses a wish about the past? What tense is used?
 B. Which sentences express a wish about the present?
 C. Which sentence expresses a wish about the future?
 D. Which tense is used to express a wish about the present and the future?

See Grammar Reference pp. 218-219.

- **Task:** Fill in the chart below with sentences expressing a wish. Use the verb **wish+ were, had, could or would**.

| WISH CHART | |
|-----------------------|--|
| Physical appearance | You: I wish I were taller. Then — |
| Character/personality | |
| Abilities | |
| Possessions | |

Grammar Explorer IV

Consider sentences A-D below and answer questions 1-2 that follow.

- A. **If I were you**, I'd let him decide for himself.
 - B. I think he **ought** to take up something more secure.
 - C. I don't think you **should** stand in his way.
 - D. I **must** admit my wife and I would have felt much happier if he'd chosen something else.
1. What do the words and phrases in bold type in the sentences express?
 2. Which modal is synonymous with **have to**? Are the two modals similar or different in meaning when they are in the negative? Explain.

to, or their negatives. There are many possibilities.

In the United States most students who win a scholarship to the university (1) maintain a certain grade level so as not to lose it. High school students (2) (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They (3) (not) break the codes of honour and conduct of their school. They (4) be very good at sports because this may earn them a place in a prestigious university.

Vocabulary Explorer

- Rewrite the items in bold type in sentences A-D below using equivalents 1-4 from the green box that follows.
- A. He has **set his heart on** becoming an artist.
 - B. He ought to **take up** something more secure.
 - C. I wouldn't have been a teacher myself if I'd **had my way**.
 - D. I don't think you should **stand in his way**.

1. had been free to choose
 2. is determined to
 3. prevent him from doing what he wants
 4. engage in
- Read the tips below and do the task that follows.

TIPS

A collocation refers to the way in which words frequently occur together in language use. E.g. **timetable, school bag, notice-board**. Collocations may be spelt as two separate words, two words joined by a hyphen (-), or simply as a single word.

- **Task:** Look at the groups of words A-G. Keep the words and expressions that collocate with **school and education** and cross out the ones that don't.

- A. bed-and-breakfast / boarding/co-educational/ **school**
- B. **school** / mate / report/leaving age

C. assist/attend/ drop out of/school

D. comprehensive/distant/grammar school

E. public/expensive/state/school

F. compulsory/obligatory/necessary/education

G. further/supplementary/higher education

③ Fill in the blanks in sentences A-G below with suitable collocations with **school and education**. Refer to task 2 above for help.

A. _____ are open for children over eleven of all abilities.

B. I have lost touch with most of my former _____, except for Said.

C. The name _____ is very illogical since it means a private school for the rich and privileged in Britain.

D. The Algerian _____ provides free and compulsory education until the age of sixteen.

E. The _____ age in Britain and Australia is the same: sixteen.

F. As every _____ says, maths is difficult.

G. _____ in Britain generally lasts from age five to age sixteen.

④ Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes **-ive** or **-al**.

'Ladies and gentlemen,

In order to improve our (education) system, we should take (effect) measures. To begin with, we should make our examination system more (selection) so that both our students and teachers will work harder.

Second, we should give more importance to (function) literacy. By this I mean that we ought to make our courses more (practice) so as to enable the students to fulfill their roles outside school. Third, we ought to make our teaching more (attraction) so that students will be more (response) to what we teach them. In short, we must be both (innovation) and (construction) in the training we give to our students.'

Pronunciation and spelling

● **Think:** Listen to your teacher reading aloud the sentences below and note how *s/he* pronounces the modals in bold. Then practise saying them.

- **Would** you come here, please? ● You **should** stop talking.
- You **ought** to respect him. ● Mind! You **could** hurt the teacher!

➤ **Think, pair, share** ◀

● **Task one**

Writing wish poems

① Think about wishes related to studying. Complete the following stanza paying attention to meaning and rhyme ending.

I wish I had a computer in my brain
To free me from calculating strain.
I wish my

② Correct the mistakes in your draft stanza. Then exchange drafts with your partner for further error checking.

③ Work with your partner and put your stanzas together to form a wish poem.

④ Read your two-stanza poem to the class.

● **Task two**

Writing a checklist of recommendations for the Baccalauréat examination

① Individually, prepare a checklist of tips reminding students of what they **should/ ought to**, and **must do** during the Baccalauréat exam. Use **unless** to give warnings.

The ten things that you should do _____
The ten things you must/mustn't do _____

② Review your tips with your partner. Then join a group and together select the most pertinent tips from your checklist. Organise your tips in the form of a leaflet and read them to the class.

READ AND CONSIDER

Language outcomes

- Expressing quantities with a lot of, a great deal of, etc.
- Using comparatives of short and long adjectives
- Expressing similarity and difference with like, whereas...
- Describing a process using the present simple passive
- Forming nouns from verbs by adding -ing and -tion
- Identifying syllable stress
- Pronouncing the final s
- Spelling of the comparatives of adjectives
- Writing: describing my school

FACT FINDING

Getting started

- Discuss the following questions.
- 1. What do you know about education in Britain? Have you ever heard of any famous British university or college? Which one?
- 2. What do you think is the equivalent of *lycée* in Britain?
- 3. The abbreviations below are academic qualifications/degrees. In which order do you think they are conferred?
 - Master of Arts/Science (M.A./M.Sc) - Doctor of Philosophy (Ph.D) - Bachelor of Arts/Science (B.A./B.Sc) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)
- 4. What are some of the equivalents of the academic qualifications above in your country?



Taking a closer look

- Read the text below to answer these questions.
- A. Why are the politicians who promise little money for education less popular than the ones who promise a lot?
- B. Do British children receive the two stages of their primary education in the same schools?
- C. Which of the following adjectives best describe access to university in Britain and the United States? a. difficult b. easy c. selective d. free
- D. What are school performance tables published annually for?

Education in Britain

No subject has as much importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise only a little. Recently there has been a lot of talk as to whether students must pay their own fees at university or not. A lot of people are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (\$1)

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school or a grammar school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then study towards the General Certificate of Secondary Education (GCSE) in as many subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will go to a sixth-form college to study for Advanced (A) Levels in two, three, or four

- /ɪm'pɔ:tnts/
- /bi'li:v/
- /prə'veɪd/
- /pɒlɪ'triʃnz/
- /pɒpjələ/
- /,ju:ni'vɜ:səti/
- /edʒə'keɪʃn/
- /ɪ'nʌf/
- /æk'septɪd/
- /ri'kwæəd/
- /praɪ'məri/
- /dʒu:nɪə/
- /kəm'brɪnz/
- /kəm'prɪ'hensɪv/
- /sɛk'ændrɪ/
- /dɪ'stɑ:nsɪz/
- /ə'sesmənt/
- /sə'tɪfɪkət/
- /kɒlɪdʒ/

subjects in order to enter university. This requirement is more or less similar to what is required by American universities (§2)

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

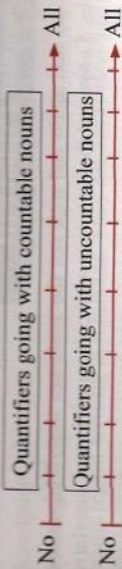
(From *Guide to British and American Culture*, p. 66)

2 Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

Around the text
Grammar Explorer 1: Revision

- 1 Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.
 - A. Which quantifiers are used with countable nouns only ?
 - B. Which quantifiers are used with uncountable nouns only ?
 - C. Which quantifiers are used with both countable and uncountable nouns ?
 - D. Which two quantifiers do we usually use to ask questions about quantity ?
- 2 Rank the quantifiers in the sentences you have picked out from the text on the lines on the next page. Add any other quantifier you know of. Then give examples of your own to illustrate their use.

- /ɪˈkwaɪəmənt/
- /kəˈrɪkjələ/
- /'kærənt/
- /'meɪdʒə(r)/
- /'mæθəˈnæʃɪk/
- /dʒɪˈɒɡrəfi/
- /'ɪndɪˈvɪdʒuəl/
- /'peərənts/
- /'vɪzɪtɪd/
- /'pʌblɪʃt/
- /'iːnəbl/
- /'ædɪkwət/



See Grammar Reference pp. 216-217.

Grammar Explorer II: Revision

1 Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

| Comparatives of | Sentences |
|-----------------|-----------|
| superiority | |
| equality | |
| inferiority | |

2 Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

Have another look at the comparatives in SE2 Grammar Reference p.193.

3 Write a paragraph of four to five sentences comparing primary school middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

| Points of comparison | Adjectives |
|---------------------------------|--|
| classes | ⇒ large, small, crowded... |
| classrooms/tables ... | ⇒ large, big, small, good, functional... |
| teachers' /students' characters | ⇒ lenient, funny, happy, patient... |
| students' age/build | ⇒ old, young, short/tall... |
| subjects | ⇒ easy, difficult... |
| cost of school furniture | ⇒ expensive, cheap, available... |

Grammar Explorer III

① Read the text again and pick out the sentences describing similarities and differences. **Leave out** the sentences with comparatives and superlatives.

| | |
|------------------------|-----------|
| Comparison/contrast | Sentences |
| Similarities | |
| Differences (contrast) | |

② Consider the sentences in the table you have filled in task 1 above and identify the link words expressing similarity and difference. Do you know of any other link words expressing similarity and difference? Use them in sentences of your own.

See Grammar Reference pp. 226-227.

③ Now compare and contrast the primary school or middle school with secondary school using the link words in the table you have identified in task 1 above. Refer to the items of comparison that you have already used with the comparatives.

Grammar Explorer IV: Revision

Consider sentences 1 and 2 below and answer questions A-D that follow.

1. Standards at schools are closely watched by parents.
 2. Schools are regularly visited by inspectors.
- A. How do we know that the verbs in sentences 1-2 are in the passive voice?
 - B. How can we turn the verbs into the active voice?
 - C. Why do you think the passive is used instead of the active?
 - D. Is it always necessary to use the preposition **by**? Why or why not?

Have another look at the passive in your SE2 Grammar Reference pp.199-200.

④ Turn the sentences with the items in bold type into the passive so as to get a coherent description of the process of writing a composition. Start the sentences with the items in bold type.

Educationalists regard **writing** as a process. They require **students** to examine closely **the teacher's instructions** so as to understand the sort of composition she expects **them** to produce. Students brainstorm **the topic** for ten to fifteen minutes in order to generate ideas. They jot down **these ideas** in the form of diagrams such as network trees and spidermaps. Once they finish **the brainstorming**, they select **the most relevant ideas**. Students organise **the selected ideas** in a plan. They write **a first draft composition** to flesh out the plan. As soon as they do **this**, they revise **the draft** to correct errors in spelling and grammar. They also review **it** in order to see whether it is coherent or not. Educationalists advise **students** not to hand their compositions to the teacher before they correct **all mistakes**.

⑤ Insert sequencers (**first, then, next, after that, finally**) in the text you have obtained in task 1 above to mark clearly the stages of the process of writing.

Vocabulary Explorer

① Transform the verbs in brackets into nouns by adding suffixes **-ing** and **-ion/ation** so as to get a meaningful text.

(Educate) is the process of (develop) intellectual capacity, manual skills, and social awareness, especially through (instruct). At the (begin), (learn) takes place mainly at home. At the age of 5 or 6, children start (go) to school. This compulsory (school) lasts for nearly 10 years. It helps to complete the process of (socialize), and it provides the minimum (train) for (function) normally in society.

1 Put the items on the left around the appropriate heading in the mindmap on the right. Then, in pairs, add three more items to each category.

nouns

- fail - pass - successful
- do a course - to get a commendation
- be up to standards - take up a course
- graduate - succeed - take (exams)
- hardworking- qualified - assess
- evaluate - assessment - to fall behind
- to hold a degree - school fees - timetable
- skills - training - go to university

2 Fill in the blanks in the text below with appropriate items from the mindmap you have completed in task 2 above.

Karim (1) his *Baccalauréat* exam last June. If he (2) it with distinction, he will (3). But if he (4), he will (5) in a vocational training school to become either a plumber or an electrician.

Pronunciation and spelling

3 Go back to the text and pick out all the words ending in *s* and classify them in the table below.

| | | |
|-----|-----|------|
| /s/ | /z/ | /ɪz/ |
|-----|-----|------|

See Grammar Reference pp.236-237.

4 Listen to your teacher reading the pairs of words in the table below. Put a stress mark on the syllable you hear most in each word. What do you notice?

| Verb | Noun | Verb | Noun |
|----------|-------------|-----------|----------------|
| educate | education | form | formation |
| instruct | instruction | transform | transformation |

1 The comparative adjectives in the text below contain spelling mistakes. Identify them and correct the mistakes.

Wahiba and Sadia are classmates and friends. They are taller, funnier, and younger than the other classmates. They usually get better marks in exams. In comparison with Sadia, Wahiba is friendlier, nicer and quieter. She is thinner in build but stronger in character. ...

See Grammar Reference pp. 234-235.

2 > Think, pair, share <

Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.

3 When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

E.g. School is the only place in the world where I feel free.

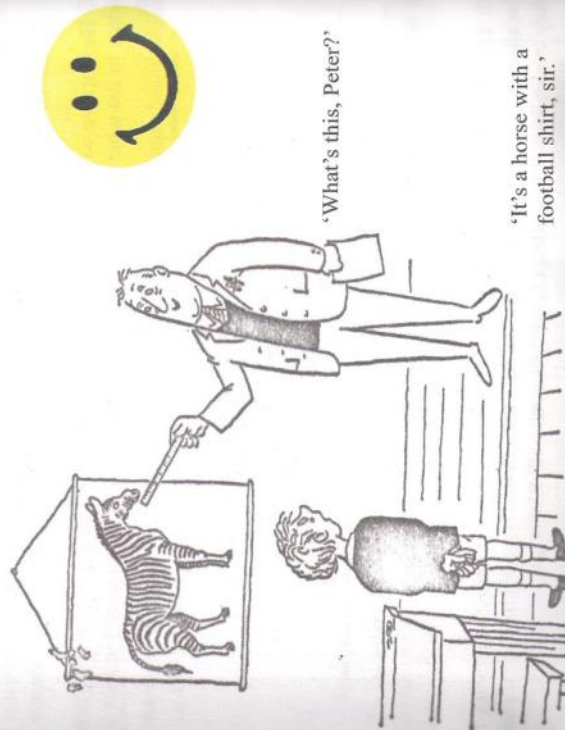
4 Descriptive writing relies on an appeal to the **five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.

5 Details are very important in descriptive writing. So indicate exactly the location of objects, their **shapes**, their **colours** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand / lower right-hand corner, etc.
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is**, **there are**, **it has**, **it reminds me of**, etc.

- Write your draft letter. Then exchange drafts with your partner for error checking.
- Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.



TAKE A BREAK



School crossword

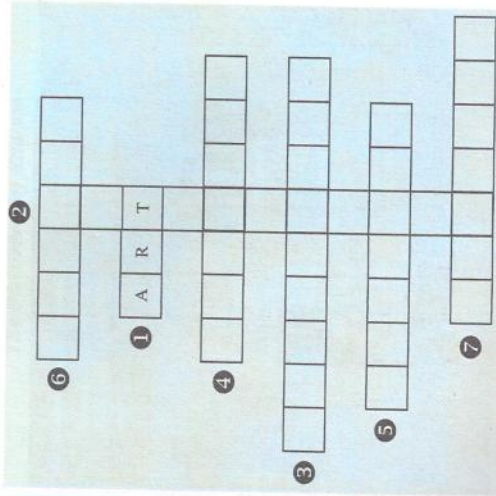
The clues for this crossword are funny questions and answers exchanged in various classes. Take the letters *in italics* and put them in the correct order. They will spell out the school subjects taught in each of these classes. Write the subjects in the grid.

- Stephen, I asked you to *draw* a cow eating grass, *but* you've only drawn a cow.
- Yes. The cow's eaten all the grass.
- Emma, if I cut *two* apples into ten pieces and *two* pears into ten pieces, what would I *have*?
- A fruit salad.
- Peggy, what can you tell me about *the* Dead Sea?
- Nothing really. I didn't even know it was ill.
- Rebecca, give me the *name* of a liquid that won't freeze.
- Boiling water, sir?

Edward, you've written 'rabbit' with two Ts at the end. There should be *one* only.
- Which T is the wrong one?

Graham, what is the opposite of 'Nein'?
- Six?

Who can tell me something important that didn't exist a hundred years ago?
- Me!



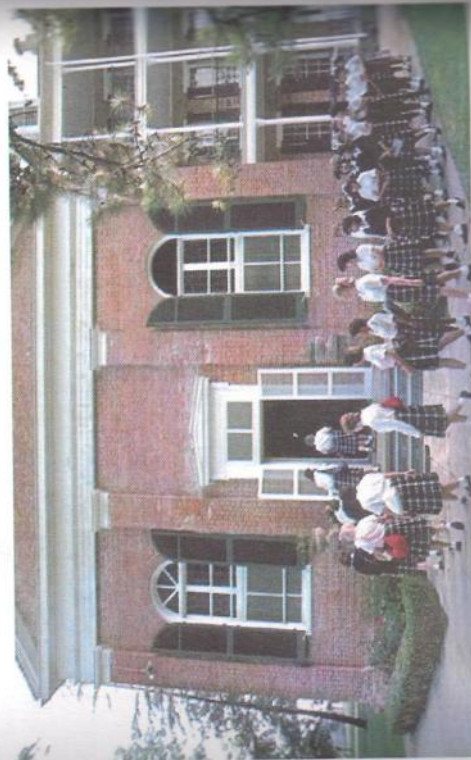
RESEARCH AND REPORT



P
ORGANISING

Designing a home page for your lycée

- ① Your home page should include information about the following:
 - the location
 - the curriculum of studies
 - regulations
 - exams
 - discipline
 - sports
 - extra-curricular activities
 - staff
 - The parent-teacher association (P.T.A.)
- ② Illustrate your homepage with pictures and maps.
- ③ Bring out print-outs of your homepage for class presentation.



A girls' secondary school in Britain (in the 1960s)

LISTENING AND SPEAKING

P
WRITING UP

- Skills and strategies outcomes
- Predicting
 - Note taking
 - Summarizing to an oral text
 - Speaking from notes
 - Speaking and writing about one's ideal school

Before listening

- The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

The Discoverer of Radium



(by J. Walker
McSpadden)

- 1 Who do you think the lady is ?
- 2 Where was she born?
- 3 What nationality is she ?
- 4 Where is she and what is she doing?
- 5 Do you think her education has prepared her for the kind of work she is doing ?

As you listen

- 1 Listen to the **first part** of the lady's life story and check your answers to the questions on the previous page.
- 2 A student has taken notes on the same part of the life story but has got some notes wrong. Can you correct them?
police inspector interrogating girl - Russian school room
Manya Sklodovsky born Moscow - colonial Poland
Father: doctor lost job - faced hardship
started teaching 16 - saved money - went London further studies
- 3 Have a look at the coping box below. Then listen to the second part of the story and take notes.

Coping



When you take notes, write down only **important words and specific details**, such as dates, which you are not likely to remember.

Taking notes is not the same as writing from dictation. So

- leave out grammar words such as pronouns (E.g. **he, she**);
- use abbreviations (E.g. USA, UK, Feb.);
- use figures instead of letters when you write numbers;
- omit words and phrases which are repeated.

- 4 Use the notes you have taken in task 3 above to make a short oral summary of the life story you have listened to.

After listening

- 1 Have a look at the coping box below. Then complete the blanks in the commentary that follows.

Coping



Life stories or biographies are written to teach lessons for life. So when you read or listen to them, you should try to draw the lessons they want to teach you. You should also respond to them by saying whether you like them or not, and why.

I find Marie Curie's life story very moving. It reminds me of _____. The thing I liked best about it was _____. Another thing I liked about it was _____. What I didn't like was _____. I think the lesson that the author wanted to teach us was _____.

- 2 The notes below are taken by a student during a lecture about education in India. Re-constitute the lecture using both the notes and your background knowledge about the history of India.

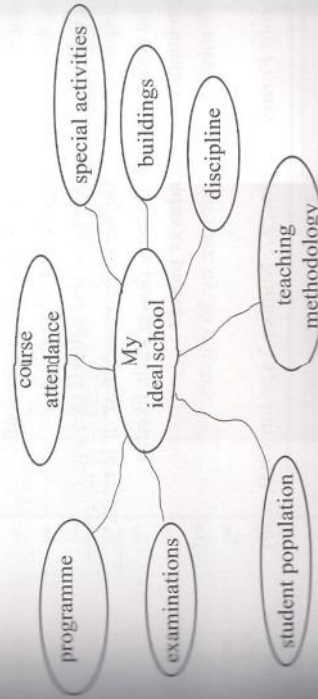
Start like this

Today's lecture is about _____.

Lecture notes: Education in India
Independence : Aug. 15, 1947
 Primary schools: 12,843 - colleges 636 - univ. 17
 Literacy: 14 %
 Total edu. expenditure : 570 m rupees
Edu. Census 1996
 600,000 primary schools
 literacy for age groups 6-11 , 94%
 211 univ. - 7000 colleges - 3.5 m students
 Overall literacy 52,11 %
 Edu. expenditure 200,000 m rupees = 6 % of Gross National Product (GDP)

Saying it in writing

- 1 Imagine that you could plan an ideal school. Decide what sort of school it would be. Then describe it in detail. Follow the procedure below.
- 2 Brainstorm ideas about your ideal school using the following spidermap. Explain your decisions.



② Synthesize orally the information in your spidermap in two or three minutes using link words such as **because, since, for, in order to, so that, first, next,** etc.

Start like this
My ideal school would be one which/ where/ . It would be . It would have . But it wouldn't be . It wouldn't have .


③ Select the best ideas from the class presentations to write a draft **description** of twenty lines about your ideal school.

④ Exchange drafts with your partner for error checking. Then write a corrected version of the description of your ideal school and hand it to your teacher.

Homophones (sound-alikes) are words that sound alike but are spelled differently with different meanings. Read the questions below and fill with the correct answer.

1. Does a dog have a **tale** or a **tail**? _____
2. Which are surrounded by water, **aisles** or **isles**? _____
3. If you were sad, would you shed **tears** or **tiers**? _____
4. Would a telephone **wring** or **ring**? _____
5. I **one** or **won** a CD player in the contest. _____
6. That's the best movie Cathy had ever **scene** or **seen**. _____
7. The meeting was so long, I was **board** or **bored**. _____
8. What's your favourite breakfast **serial** or **cereal**? _____
9. The king's **rain** or **reign** lasted 30 years. _____
10. I couldn't **bear** or **bare** to sit through that play again. _____
11. Despite all our yelling, he still couldn't **hear** or **here** us. _____
12. The **rose** or **rows** is the only flower Paula liked. _____
13. Do windows have **pains** or **panes**? _____
14. We **mised** or **mist** our train by 30 minutes. _____

(From *Forum*, Volume, 37, Number 2 Apr-Jun 1999, p.56)



READING AND WRITING

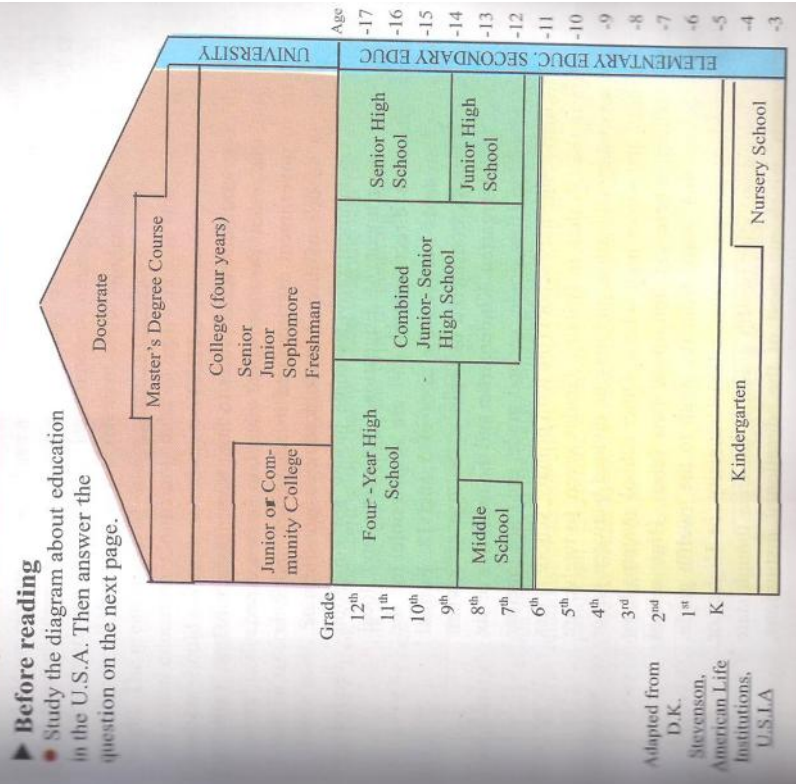
Skills and strategies outcomes

- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article

ASSESSING

Before reading

- Study the diagram about education in the U.S.A. Then answer the question on the next page.



| Grade | Age | Education Level |
|------------------|-----|------------------------------------|
| 12 th | -17 | UNIVERSITY |
| 11 th | -16 | Senior High School |
| 10 th | -15 | Combined Junior-Senior High School |
| 9 th | -14 | Junior High School |
| 8 th | -13 | Middle School |
| 7 th | -12 | Four-Year High School |
| 6 th | -11 | Junior High School |
| 5 th | -10 | ELEMENTARY EDUC. SECONDARY EDUC. |
| 4 th | -9 | |
| 3 rd | -8 | |
| 2 nd | -7 | |
| 1 st | -6 | Kindergarten |
| K | -5 | |
| | -4 | Nursery School |
| | -3 | |

Adapted from D.K. Stevenson, American Life Institutions, U.S.I.A

- In what ways is the Algerian educational system similar to and different from the American one? Discuss as a class.

► **As you read**

- ① Skim through the block text below and divide it into **five** paragraphs. Don't write on your book. Use square brackets to indicate the beginnings and endings of the paragraphs. E.g. [Although _____] (§1)
- ② Match the paragraphs you have identified in task 1 above with 5 of the jumbled ideas A-F below. One of the ideas is the title of the text.

- A. The school system
- B. Points of conflict
- C. The government and education
- D. Types of education.
- E. Education in the US
- F. The quality of education

TEXT

Although in general Americans prefer to limit the influence of government, this is not the case where education is concerned. All levels of government are involved in education, and it is considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided between junior high school and senior high school. Other school systems have middle school, where children spend two years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions,

subsidize the cost for people who live in the state. By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45% of Americans have some post-secondary education and over 20% graduate from college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e., about 11 million people, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, *American life and Institutions, USA*)

- ③ Have a look at the coping box below. Then scan the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

Coping

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraphs. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.

E.g. (Unlike) other countries (relationship of contrast) ...education.

See Grammar Reference pp.226-227.

Unlike other countries, the United States does not have a national system of education. Education is considered to be the responsibility of each state. Although there is a Federal Department of Education, its purpose is merely to gather information, to provide counselling, and to help finance certain educational programmes. Since the Constitution does not state that education is a responsibility of the Federal government, all educational matters are left to the individual states. As a result, each of the 50 states is free to determine its own system for its own public schools. In turn, however, state constitutions give actual control of the public schools to the local districts within the 50 states. There are some 16,000 school districts within the 50 states. By contrast to other countries, there is, therefore, a very large amount of local control over education in the United States.

However, because local and state taxes support the public schools, there are significant differences in the quality of education. States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not. Thus, for example, the average expenditure per pupil for secondary education in the U.S. was \$4,000 in 1986. But some states such as Alaska, New Jersey, and Wyoming spent more than \$5,000 per pupil. In order to reduce the differences in the quality of education, the Federal government sometimes provides special funds to poorer areas and school districts. But in general Americans are worried that more Federal help could eventually lead to less independence and less local control in state education.

(From D.K. Stevenson, *American life and Institutions, USA*)

► After reading

① Now discuss the following questions.

- Have the link words you have identified in the **As-you-read** rubric helped you in any way to better understand the text above?
- Which other link words can you use in replacement for those in the text?
- Are there any link words that **are not needed** to understand the logical relationships (between the sentences and between the paragraphs) in the text? Which ones?
- What link words can you add to make the meaning clearer to the reader?

② The sentences below are not in order. Re-order them to get a **coherent** text. Then use link words to make the relationship between the sentences more explicit.

- This idea is more or less accepted all over the world.
- The job market is changing rapidly as a result of technological advance.
- Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
- The idea of continuing or lifelong education has become more important than ever before.
- People are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills.
- In the near future, all of them will return to school mostly for occupational reasons.

► Writing development

① Write an **expository article** for a school magazine **analysing the causes and effects of examination stress on students**.

② Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

③ Select three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

④ *fr.* - Generally, students who do not cram perform better than those who do in the *Baccalauréat* examination.

⑤ According to statistics issued by the Ministry of National Education, 2 out of 10 *lycée* students who take crash courses suffer from stress.

⑥ Your primary purpose is **investigation** and **analysis**. You simply present facts and information. So don't give any judgement/opinion. Let the reader do that.

⑦ Make sure you use link words expressing:

- **cause/effect**: as a result, as a consequence, so, therefore, because, since
- **purpose**: in order to, to, so as to, so that, in order that
- **contrast**: unlike, in contrast to, contrary to
- **concession**: though, in spite of the fact that, although ...

⑧ Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand a copy of your article to your teacher.

ASSESSMENT

Language assessment

① Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

| I can — | very well | fairly well | A little |
|---|-----------|-------------|----------|
| A. use the present simple passive voice to describe a process. B. use in order to and so that to express purpose. C. use the verb wish with appropriate tenses to express present, future and past wish . D. use unless and if with appropriate tenses to express warnings and condition. E. use appropriate link words to express cause and effect. F. use comparative adjectives (to compare things and people). G. give advice with should, ought to and If I were you . H. express obligation using must and have to . I. form adjectives from nouns by adding suffixes -al and -ive . J. form nouns by adding -ing and -tion to verbs. K. pronounce final s and mark the stress in words ending in -tion . L. pronounce the weak forms of ought to, should, would and could . | | ✓ | |

② Tick (✓) next to each item in the learning log to show what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the Resources Portfolio at the end of this book so as to check your progress in terms of skills and strategies.

TIME FOR...

A song

What did you learn in school today?

Dear little boy of mine?
Dear little boy of mine?
I learnt that Washington never told a lie,
I learnt that soldiers seldom die,
I learnt that everybody's free,
And that's what I learnt in school today,
That's what I learnt in school.

Dear little boy of mine?
Dear little boy of mine?
I learnt that policemen are my friends,
I learnt that justice never ends,
I learnt that murderers die for their crimes,
Even if we make a mistake sometimes,
And that's what I learnt in school today,
That's what I learnt in school.

Dear little boy of mine?
Dear little boy of mine?
I learnt our government must be strong
It's always right and never wrong,
Our leaders are the finest men,
And that's what I learnt in school today,
That's what I learnt in school.

Dear little boy of mine?
Dear little boy of mine?
I learnt about the great ones we have had,
We fought in Germany and in France,
And someday I might get my chance,
And that's what I learnt in school today,
That's what I learnt in school.

(A song by Tom Paxton)



Quantifiers

Units 1 - 3 - 4

Countable and uncountable nouns

| countable nouns | uncountable nouns |
|-----------------|-------------------|
| a glass | water |
| an apple | milk |
| a pound | money |
| people | crowd |

Asking and answering questions about quantity using **countable nouns**

1. Question: *How many people are there in the restaurant?*

Possible answers:

- There are **a lot of** people in the restaurant. ++++++
- There are **many** people in the restaurant. ++++++
- There are **a few** people in the restaurant. +++++
- There are **some** people in the restaurant. +++++
- There are **few** people in the restaurant. +++++
- There aren't **many** people in the restaurant. +++++
- There aren't **any** people in the restaurant. 0
- There are **no** people in the restaurant. 0

some = a few

Asking and answering questions about quantity using **uncountable nouns**.

2. Question: *How much money have you got in your pocket?*

Possible answers:

- I have **a lot of/a great deal of** money in my pocket. ++++++
- I have got **much** money in my pocket. +++++
- I have got **some** money in my pocket. +++++
- I have got **a little** money in my pocket. +++++
- I have got **little** money in my pocket. +++++
- I haven't got **much** money in my pocket. 0
- I haven't got **any** money in my pocket. 0
- I have got **no** money in my pocket. 0

some = a little

Note We use **many** (countable nouns) and **much** (uncountable nouns) in questions about quantity.

- In **spoken** English, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in **written** English we often use **many** (countable nouns).
- We often use **much** in negative sentences (not in positive ones).
- Little** and **few** (without **a**) are **negative**. They mean **not much, not enough**. The speaker is not happy about it.
- A little** and **a few** are **positive**. They mean **some, quite enough**. The speaker is happy about it.

enough - too much - too many

- When we want to say that we have a sufficient quantity of something, i.e. as much as needed or as many as needed we use **enough**.
E.g. *There's enough (= as much food as needed) food for everybody.*
- When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.
E.g. *You put too much sugar in your tea.*
- You have made too many mistakes.*

Comparative and superlative forms of quantifiers

| Quantifiers | Comparative forms | Superlative form |
|-------------|---------------------|------------------|
| many | more - as many as | the most |
| much | more - as much as | the most |
| little | less - as little as | the least |
| few | fewer - as few as | the fewest |

Examples: The comparatives and the superlatives of many and much.

- I haven't got **many** books. I mean, I haven't got **as many** books as my sister.*
- My sister has got **more** books than I, but **most** of her books are old.*
- I haven't got **much** money. I haven't got **as much** money as Said. Said has **more** (money) than I, but our friend Smail has **the most** money. He has a part-time job.*

Note **More** and **the most** are respectively the comparative and superlative forms of **many** with **countable nouns**.

More and **the most** are also respectively the comparative and superlative forms of **much** with **uncountable nouns**.

Examples: The comparatives and the superlatives of little and few.

- There is **little** rain this year. Yes, but there was even **less** rain last year.*
- Our school has **few** boy students. It has 70 boys in a total of 800 students.*
- Our school has even **fewer** boy students. It has only 50 boys in a total of 810 students.*
- My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.*

Note The comparative form of **little** is **less, not littler**.

- We can also use adjectives like **a smaller + quantity/amount** to replace **less**.
E.g. *There is a **smaller quantity** of water in this well than in that one over there.*
- The superlative forms of **little** is **the least**, but we can also use **the smallest + quantity**.
E.g. *Kader has **the smallest amount** of money in his pocket.*

Provided (that) - as long as - so long as

Unit 2

The link words above introduce condition. They mean the same as **but only if** or **if and only if**. E.g.

- **Provided/Providing (that)** you work harder, you will pass your exam. **Or** You will pass your exam **provided/providing (that)** you work harder.
- (= You will pass but only if you work harder.)
- **As long as/So long as** she studies harder, she will pass the exam. **Or** She will pass the exam **so long as/as long as** she works harder.
- (= She will pass the exam but only if she works harder.)

Tense agreement in complex sentences with **as long as/so long as** and **provided (that)/providing (that)** are the same as in complex sentences with if-conditional (type 1). When you are talking about the future, do **not** use **will**. Use the present simple tense instead. E.g.

- { **Provided (that)** you leave now, you'll arrive at school on time.
- { **Provided that** + present simple, + will (future simple).

I wish... - If only...! - It's time ...

Units 2 - 3

I wish...

We use **wish** + **past simple** to express a **regret** about a **present situation** by imagining its opposite. E.g.

- *I wish I could play the flute.* (but I can't)
- *I wish you were here.* (but you are not here)
- *I wish I was on holiday now.* (but I'm not)
- *I wish I had a car.* (but I haven't got one.)

The **past simple** refers to the **present**. As in if-conditional-(type 2), were is often used instead of was in the first and second person singular, especially in formal English. E.g. *I wish he were with me now.*

- We use **wish** + **would** to express a desire for change in the **near future**, especially when someone or something is annoying us.
 - *I wish you would stop talking.* (This is a mild command.)
 - *I wish you wouldn't wear that ugly shirt.*
- A wish about ourselves cannot be expressed with **would**. We must use **could** instead.
 - *I wish I could lose weight.*

- We use **wish** + **the past perfect** to express a **regret** about something in the **past**.
 - E.g. • *I wish I had been on holiday last July.* (but wasn't)
 - *I wish I had listened to your advice yesterday.* (but I didn't)

If only...

We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.

- E.g. • *If only I had listened to my mother's advice!*
- *If only I could lose weight!*
- *If only he wouldn't wear that ugly shirt!*

It's time...

When you say **It's time** (for someone) **to do** something, you simply imply that this is the **right time** to do it.

E.g. *It's (high/about) time for us to go to the station.*

- But when you say **It's time someone did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay. E.g. • *'Why are you still in bed? It's (high/about) time you got up.*
- *We think it's time the government did something about corruption.*
- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.
 - E.g. *It's high/about time Hassiba did some work for her final exam.*

had better do...

Units 2 - 3 - 6

Had better do something

The meaning of **had better** ('d better) is the same as that of **should/ought to**. When you tell your friend that **s/he'd better do something**, you advise her/him to do it because you think that something bad might happen if s/he doesn't do it. E.g.

You { **had better work harder**; otherwise you might fail your exam.

I { **had better phone my mother now**; she might get upset if I don't.

- The negative form is { had better not. } 'd better not.

E.g. ● You look sick. You'd better not go to school today.
 ● Are you going out this evening?
 ● I'd better not. I've got a terrible cold.

- Even though we use the past (**had**), the meaning is always present or future. You will also notice that **had better'd better** is always followed by the infinitive without to.

Unless

Unit 3

- The link word **unless** means **except if** or **if ...not** and introduces a condition (Cf. If-conditional in your *SE2 Book*, pp.201-202)
 E.g. ● I won't speak to him **unless** he apologizes. (= **except if** he apologizes)
Or (= if he does not /doesn't apologize)
 ● **Unless** he apologises, I won't speak to him.

- We often use **unless** in **warnings**.

E.g. You'll fail **unless** you work harder. (This means the same as you must work harder, otherwise you will fail.)

- Tense agreement in complex sentences with **unless** is the same as in sentences with if-conditional (type 1). So when you are talking about the future, do not use the **will-future** with **unless**. Use a present simple tense instead. E.g.

{ We'll be late **unless** we hurry. = We'll be late if we don't hurry.
 { future simple +unless+ present simple = future + if...not+ present simple

- **Unless** cannot replace **if ...not** in the following cases:
 - in would-(have)-conditions i.e., if the condition has unreal meaning.
 E.g. Karim would be our best student if he weren't so lazy.
 - in indirect questions
 E.g. She promised to work harder if she wasn't expelled.
 - when the condition is in someone's mind.
 E.g. I'll really be surprised if they don't come back.
- What shall we do if they don't reply to our letter of complaint?

The gerund

Unit 3

The -ing form

We use the **-ing form** in three different ways. We use it:

- as part of a verb called the **participle**.
 E.g. I'm **singing**. He **has been singing** since 5 o'clock, etc.
- as an adjective.
 E.g. We cook spaghetti in **boiling** water.
- as a **noun** or a **gerund**.
 E.g. The **smoking** of cigarettes is harmful to our health.

The gerund is used:

- after most verbs of liking and disliking. E.g. enjoy, like, love, dislike, detest, dread, hate, mind, can't stand, etc. E.g.
 ● I enjoy **dancing**.
- Would you mind **answering a few questions**?
- after some other common verbs. E.g. admit, avoid, come, consider, deny, go, involve, miss, postpone, risk, stop, etc. E.g.
 ● **Stop talking**. Let's **go swimming**.
- after prepositions, including adjective + preposition phrases.
 E.g. keen on, fond of, tired of, etc. E.g.
 ● I'm **fond of cooking**.
- after phrasal verbs. E.g. go on, keep on, give up, etc. E.g.
 ● **Go on talking**.

Note After a certain number of verbs and verbal phrases either the gerund or the infinitive may occur. E.g. begin, like, cease, continue, dislike, fear, hate, intend, love, prefer, propose, remember, start, try. For example, after **remember**, the infinitive refers to the future while the **gerund** refers to the past.

- I must **remember** (=not forget) to ask him.
- I remember **seeing her** when she was a little girl.

The gerund may be:

- an uncountable noun in general statements as in **Swimming** is fun.
- an uncountable noun with a quantity word as in He does **a lot of reading**.

Expressing preferences

Units 3 - 6

1. When you talk about what you prefer to do in general, you can use either **prefer to do**, or **prefer doing**. E.g.

• *I don't like cities. I prefer to live/living in the country.*

This rule also applies to such verbs as **like**, **love** and **hate**.

2. When you make a choice between two things, two courses of action, or two activities in particular, you can use any one of the following structures, as the case may be :

• prefer something to something else

E.g. *Most people prefer trains to buses.*

• prefer doing something to doing something else

E.g. *Habib prefers driving to travelling by train.*

• prefer to do rather than (do) something else.

E.g. *I prefer to live in the country rather than (live) in a city.*

3. When you want to say what someone wants to do in a specific situation (not in general), use the following structure:

| | | |
|-----------|----------------|---|
| Subject + | { would prefer | to do something rather than do something. |
| | { 'd prefer | |

E.g.

I would prefer to stay at home tonight rather than go to the cinema.

I'd prefer

4. In the same situation as above **would prefer/'d prefer to do** can be replaced by **would rather/'d rather do**. In this case we use the **infinitive without to**.

E.g. • *'Shall we go by bus?' 'Well, I'd rather take a taxi.*

5. The negative form is structured as follows :

• *I'm tired. I'd rather not walk to work this morning.*

• *Do you want a glass of hot milk?' 'I'd rather not, it would make me sleep.'*

6. When you want someone else to do something, you can say :

• *I would rather/ I'd rather you did/she did/they did.*

Even though we use the past, the meaning is **present or future**. E.g.

• *'Shall I tell her the bad news?' 'Well, I would/'d rather you didn't. She might have a heart attack.'*

• *'Shall I stay home?' 'Well, I would rather/I'd rather you came with us.'*

• *'Do you mind if I open the window?' 'I would rather/I'd rather you didn't. It's cold outside.'*

The subjunctive

All units

'Subjunctive' is a term used for a verb in situations where we use the **infinitive without to** or the **plural form** instead of an **-s form**. The subjunctive is not commonly used. It belongs mainly to formal or written English.

There are **three kinds** of subjunctive:

The subjunctive in that-clauses This subjunctive is used after some adjectives, verbs and expressions like **demand**, **require**, **insist**, **suggest**, **be necessary**, **be obligatory**, **be essential**, etc. This subjunctive expresses an intention or a proposal about the future. E.g.

• *The doctor insisted that she stop smoking immediately.*

• *It is necessary that every player comply with the rules of the game.*

• *I propose that Miss Ford be appointed secretary of the committee.*

This subjunctive is more common in American English than in British English. The British would say:

• *I propose that Miss Ford should be appointed secretary of the committee.*

Subjunctive in main clauses This subjunctive is found in some formal idiomatic expressions. E.g.

• *God save the Queen!*

• *God bless you!*

• *Heaven forbid.*

• *Perish the thought.*

• *God help us!*

The were-subjunctive or subjunctive of irreality

• **Were** is used instead of **was** in clauses expressing condition or contrast. E.g.
• *If I were still at school, I would work harder for my exams. (But, I'm no longer at school).*

• **Were** is also used in subordinate clauses after **if**, **if only**, **as if**, **as though**, **suppose (that) imagine (that)**, **it's time (that)** and **I wish**. E.g.

• *If only I were home, I wouldn't be suffering from hunger and cold.*

• *He spoke to me as if he were my boss.*

• *It's time you children were in bed (which implies that you are not in bed yet).*

Note

Was can be used instead of **were** in informal spoken English.

Link words (discourse connectors)

All Units

Whether you speak or write, you need to help people make sense of what you say by signalling to them how one idea leads on to another. The words and phrases which have this connecting function are called link words or discourse connectors. They generally come at the beginning of a sentence. Their most important functions are as follows :

Enumerating:

- Beginning a list : **first, to begin with, to start with, first of all**, etc.
E.g. *To begin with, I suggest you get yourself a job.*
- Continuing a list : **second (or secondly), next, then, after this**, etc.
E.g. *Next you look for a convenient place to live in.*
- Finishing a list: **lastly, at long last, finally, eventually, in the end**, etc.
E.g. *Finally she managed to escape.*

Re-inforcing:

Besides, furthermore, moreover, what is more, in addition, etc. are used to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

Explaining:

- You can explain a point already made in three ways :
- by clarifying its meaning : **that is, that is to say** (often written i.e.)
 - by giving a more precise description : **namely, viz, in other words, to put it more simply, rather**, etc.
 - by giving an illustration: **for example, E.g., for instance**, etc.
E.g. *Cheating at exams, namely asking your classmates to help you, is punishable.*

Comparing: in comparison with, like, likewise, similarly, compared with, both ... and ..., neither ...nor ..., etc.

E.g. *The doctor advised him to stop smoking. Similarly, he recommended him to eat much less and take plenty of exercise.*

Contrasting: But, however, and yet, while, whereas, unlike, conversely, on the one hand, on the other hand express contrast.

E.g. *Living in the country is quite healthy; and yet it can be rather boring at times.*

Conceding: Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said, etc. express concession.

E.g. *I agree with you that work is the key to success; this being said, there is no reason why you should stay awake all night studying.*

Expressing cause/reason: Because, as, since, for, due to, owing to, etc. signal cause or reason. E.g. *She has to stay in bed as she is ill.*

Expressing effect/result/consequence:

So, and so, thus, as a result, as a consequence, consequently, therefore, so+adjective+ that, such+ noun (phrase) +that etc.

E.g. *It was such a sunny day that we decided to go to the seaside.*
It was so hot that we decided to go to the beach.

Expressing purpose: So that, to, in order to, so as to, in order that, etc. are used to express purpose.

E.g. *You must cross that bridge in order to reach the other bank of the river.*

Intensifying: In fact, as a matter of fact, actually, indeed, etc.

E.g. *John was sulking; in fact he didn't say a word for the whole evening.*

Inferring: If not, otherwise, then, in that case, that implies, etc.

E.g. *You must get some more petrol. Otherwise, we won't have enough to get us to the next town.*

Expressing time: After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, up to, from...to, at the same time, etc.

E.g. *Sold came back home at 5 p.m. Shortly afterwards, his father arrived.*

Indicating transition: As far as ...is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to, etc.

E.g. *We can leave most of the details of the proposal until the next meeting.*

As far as money is concerned, this needs careful consideration.

Summing up/concluding: In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion, etc.

E.g. *In conclusion, I feel confident that she will make the best of her stay in your establishment.*

Punctuation

All units

- Sentence word order is very important for meaning. The basic word order of an English sentence is SVO (Subject+ Verb+ Object). E.g.

I *have prepared* *my lessons.*

Subject + Verb + Object

- Adverbials of manner (**how?**), place (**where?**), and time (**when?**) usually come after the verb or after the object. E.g.
 - *He runs very quickly. (How?)*
 - *She revised her lessons at the school library (Where?) until 5 p.m. (When?).*
- A sentence can take any one of the following four forms:
 - a declarative sentence (statement) E.g. *He eats healthy food.*
 - an interrogative sentence (question) E.g. *Does he eat healthy food?*
 - an imperative sentence (command) E.g. *Close the window.*
- *Don't eat a lot of fast food.*
- an exclamatory sentence (exclamation): E.g. *What a wonderful film!*

I. The full stop (The period in American English)

A statement or declarative sentence must begin with a **capital letter** and end with a **full stop (.)** E.g. *He plays soccer.*

- Use a full stop at the end of a sentence that asks a polite question or gives a mild command. E.g.
 - *Will you please come in here.*
 - *Throw the ball over here.*
- Use a full stop after an initial that is part of a person's name. E.g. *W. Shakespeare - J.S. Bach*
- Use a full stop after most standard abbreviations. E.g. *Dr. (Doctor), Tues. (Tuesday)*. But do not use full stops after abbreviations for units of measurement. E.g. *h (hour), g (gram) kg (kilogram), lb (pound)*
- The abbreviation **In.** (inch) is an exception. The full stop helps distinguish it from the preposition **in**.
- Do not use full stops for abbreviations of names of companies and organisations when they are all in capital letters. E.g. **BBC** (British Broadcasting Company)
- Do not use full stops with postal service abbreviations for states followed by the zip code. E.g. *Minneapolis, MN 55803* (MN = Minnesota)

II. The question mark

- A question mark (?) is placed at the end of a sentence which is a direct question. E.g. *How are you doing?*
- If the question is a direct question, repeating the speaker's exact words, a question mark is still used. E.g. *'May I come in?' she asked.* But a question mark is not used in an indirect question, in which the speaker's exact words are not repeated. E.g. *She asked if she might come in.*

III. The exclamation mark

- The exclamation mark (!) is used at the end of a sentence or short phrase which express very strong feeling. E.g. *'That's fantastic!' 'Aaarrrgh!*
- We use an exclamation mark after a forceful command. E.g. *Stop talking!*

IV The comma

The comma (,) is not always easy to use in English. So absolute recommendations are not possible.

- **Commas in a series.**
 - We use commas when we list three or more items in a series. We put a comma after each item except the last. E.g. *Adventures, comedies, romances and mysteries are my favourite films.*
 - We use commas to separate three or more prepositional phrases. E.g. *I searched for the keys in the satchel, under the bed, and among the books.*
 - Do not use commas if all the items listed in a series are joined by conjunctions. E.g. *We travelled by camel and bus and lorry during our stay in the sahara.*
 - Do not use commas in collocations (pairs of nouns that are thought of as a single unit). E.g. *We had vegetable soup, macaroni and cheese.*
- **Commas after introductory expressions**
 - We use a comma after a prepositional phrase of four or more words at the beginning of a sentence. E.g. *In case of emergency, call 15.*
 - We use a comma to separate **yes, no and interjections** such as **oh** and **well**, from the rest of a sentence. E.g. *Yes, I do. - No, I didn't. - Well, he didn't show up on time.*
 - We use a comma to separate sentence parts that might be confusing if read together. E.g. *Two months later, he came back from France.*

● Commas to separate sentence parts

We use a comma before coordinating conjunctions (**and**, **but**, **for**, **or**, **yet**, **so**, etc.) that join two simple sentences in a compound sentence. E.g.

- *He washed the car, but he didn't polish it.*
- *There was a bus twice a week, and it was necessary to walk three kilometres to where the bus stopped.*

Note It is common to leave out the comma if the two parts (or clauses) have the same subject. E.g.

- *I slept well last night but still feel sleepy this morning.*

● The use and omission of commas before relative clauses affects the meaning of sentences. E.g.

- A. *My sister, who lives in Oran, is doing research in physics.*
- B. *My sister who lives in Oran is doing research in physics.*

Sentence A implies that I have **only one** sister and she is doing research in physics whereas sentence B (without a comma) suggests that I have many sisters and that the one who lives in Oran is the one who is doing research in physics.

● We use a comma after adverbial clauses of time, concession, manner, etc. when these clauses occur at the beginning of a complex sentence. E.g.

- *When he finishes works at 5, he goes to study at an evening school.*
- We use a comma after **however**, **as a result**, **consequently**, **as a consequence** etc. E.g.

- *He is very poor. However, he has managed to keep his dignity.*
- *She was ill. As a consequence, she didn't take her exams.*

V The colon (:)

● We use a colon (:) to introduce a list of items. The statement before the list will often contain a demonstrative word (**these** or **those**) or an expression such as **the following** or **as follows**. E.g.

- *You will need the following materials for carrying out the experiment: two small beakers, one flask and three test tubes.*

● We use a colon to separate the hour and the minutes in expressions of time.

E.g. *The Prime Minister started giving his speech at 12:30 P.M.*

● We can use a colon after the salutation of a business letter. E.g.

Dear Sir or Madam:

VI The semi-colon (;)

● We use a semi-colon (;) in a compound sentence to separate two or more sentences that are not joined by a coordinating conjunction (**and**, **but**...). E.g.
We watched the door; no one came in. = (We watched the door, but no one came in.)

VII Quotation marks / inverted commas (" ... ") or (' ... ')

● We use quotation marks to show that we are quoting someone directly. E.g.
"I'm almost finished now," Karim said. Or 'I'm almost finished now,' Karim said.

● Use a comma or commas to separate an explanatory phrase, such as **he said**, **Farid concluded**, from the quotation itself. Place the commas outside the opening quotation marks, but inside the closing quotation marks. E.g.

- *Neil asked, "May I go with you?"* (Comma outside opening quotation marks)
- *"We'll pick you up at noon," Ron replied.* (Comma inside closing quotation marks)

● Place a question or an exclamation mark inside the quotation marks when it is part of the quotation. Place a question mark or an exclamation mark outside the quotation marks when it is part of the entire sentence. If both the quotation and the sentence require a question mark or an exclamation, put the punctuation mark inside the quotation marks.

Punctuation marks inside the quotation marks. E.g.

- *We said, "That's fantastic!"*
- *I am listening to Michael Jackson's song "Do you remember the time?"*

Punctuation marks outside the quotation marks. E.g.

- *Have you read "The Purloined Letter by Edgar Allan Poe" ?*
(The question mark is part of the entire sentence.)

British and American English

There are some differences between **British English** (Br.E) and **American English** (Am.E) which you ought to be aware of.

Grammar

In American English, the past simple is often used instead of the present perfect to give new information or to announce something that has just happened.

E.g. *I lost my umbrella. Can I borrow yours?*

- In Am.E the forms **I have/I don't have/Do you have?** are more usual than **I've got/I haven't got/Have you got?** E.g.
 - *I have a new computer.* • *Do you have a computer?* (Am.E)
 - *I have got a new computer.* • *Have you got a computer?* (Br.E)

- Americans say **the hospital** where the British omit the definite article. E.g.

• *The wounded driver was taken to the hospital.* (Am.E)

• *The wounded driver was taken to hospital.* (Br.E)

- In Am.E, **quite** means **completely** whereas it means **very** in Br.E. Compare:

• *We can't do anything for him now. He is quite dead.* (Am.E)

• *I'm surprised that you haven't heard of her. She's quite famous in the show business.* (Br.E)

- Am.E has two past participle forms of **get**: **gotten** and **got** whereas Br.E has only one, **got**. E.g.

• *Have you gotten/got the tickets for the concert?* (Am.E)

• *Have you got the tickets for the concert?* (Br.E)

- In Br.E, **different** is followed by **from**, but in Am.E it is followed by **than**. E.g.

• *Their car is different than ours.* (Am.E)

• *Their car is different from ours.* (Br.E)

- In Am.E such verbs as **demand**, **require**, **insist**, **suggest**, etc are followed by the **infinitive without to**, whereas they are followed by a **should** construction in Br.E. Compare:

- *They suggested the timetable be changed.* (Am.E)
- *They suggested that the timetable should be changed.* (Br.E)

Vocabulary

| Am.E | Br.E | Am.E | Br.E |
|--------------|----------|---------------------|----------|
| apartment | flat | guy | chap |
| candy | sweets | kids | children |
| elevator | lift | lavatories/restroom | toilets |
| freeway | motorway | pants | trousers |
| french fries | chips | truck | lorry |

Spelling

| Am.E | Br.E | Am.E | Br.E |
|----------|-----------|-----------|------------|
| favor | favour | learned | learnt |
| labor | labour | burned | burnt |
| neighbor | neighbour | traveled | travelled |
| memorize | memorise | traveling | travelling |
| analyze | analyse | canceled | cancelled |
| organize | organise | canceled | cancelling |
| defense | defence | jewelry | jewellery |
| center | centre | plow | plough |
| fiber | fibre | thru | through |
| liter | litre | catalog | catalogue |

Pronunciation

| Am.E | Br.E | Am.E | Br.E |
|-----------------|------------------|---------------|-------------|
| Civilization | civilization | Director | Director |
| /ˌsɪvəlɪ'zeɪʃn/ | /ˌsɪvəlaɪ'zeɪʃn/ | /ˌdaɪ'rektər/ | /ˌdɪ'rektə/ |

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| labor | labour | burned | burnt |
| neighbor | neighbour | traveled | travelled |
| memorize | memorise | traveling | travelling |
| analyze | analyse | canceled | cancelled |
| organize | organise | cancelling | cancelling |
| defense | defence | jewelry | jewellery |
| center | centre | plow | plough |
| fiber | fibre | thru | through |
| liter | litre | catalog | catalogue |

Spelling

Pronunciation

| Am.E | Br.E | Am.E | Br.E |
|-----------------|------------------|---------------|-------------|
| Civilization | civilization | Director | Director |
| /ˌsɪvəlɪˈzeɪʃn/ | /ˌsɪvəlaɪˈzeɪʃn/ | /ˌdaɪˈrɛktər/ | /ˌdɪˈrɛktə/ |

Pronunciation

Spelling rules

All Units

Nouns, verbs, and adjectives can have the following endings/suffixes:

- Noun + **-s** - **-es** (plural) books ideas matches
- Verb + **-s** - **-es** (after he, she, it etc) works enjoys flourishes
- Verb + **-ing** working enjoyed flourishing
- Verb + **-ed** worked enjoyed visited
- adjective + **-er** (comparative) cheaper higher narrower
- adjective + **-est** (superlative) cheapest highest narrowest
- adjective + **-ly** (adverb) cheaply highly narrowly

When we use these endings, there are sometimes changes in spelling.

Nouns and verbs +**-s** -**es**

- The ending is **-es** when the word (noun or verb) ends in **-s**, **-ss**, **-sh**, **-ch** or

-x: E.g. match(n) → matches bus (n) → buses
 teach (v) → teaches search (v) → searches

Note also hero → heroes go → goes do → does etc.

Words ending in **-y**

If a word ends in a **consonant + y**

- **-y** changes to:

-ie before **-s**, E.g., city → cities, carry → carries
-i before **-ed**, E.g., apply → applied
-i before **-er** and **-est**, E.g., easy → easier → easiest
-i before **-ly**, E.g., easy → easily

- **y does not change**

before **-ing**, E.g., study → studying
 if the word ends in a **vowel + y** (**-ay**, **-ey**, **-oy**, **-uy**)
 E.g., play → plays, played, monkey → monkeys

Note say → said, pay → paid, lay → laid

Words ending in **-ie**

If a **verb** ends in **-ie**, **-ie** changes to **-y** before **-ing**. E.g.

die → dying, tie → tying, lie → lying

Words ending in **-e**

- If a **verb** ends in **-e**, we leave out **-e** before **-ing**. E.g. write → writing

Exceptions: be → being see → seeing, agree → agreeing

- we add **only -d not -ed** for the past (of regular verbs).

- E.g., hope → hoped, dance → danced

- If an adjective ends in **-e**,

- we add **respectively -r and -st** for the comparative and the superlative. E.g. wide → wider → the widest

- we keep **e** before the **adverb** ending in **-ly**. E.g. polite → politely

- If an adjective ends in **-le**, we leave out **e** and add **-y** for the

Adverb. E.g. probable → probably, possible → possibly

Doubling consonants

- If a verb or an adjective ends in **consonant + vowel + consonant** (CVC), we double the final consonant before **-ing**, **-ed**, **-er** and **-est**.
 E.g. plan → planning → planned, big → bigger → biggest

- If the word has **more than one syllable**, we double the final

consonant **only if the final is stressed**. E.g. prefer → preferring → preferred, be**GIN** → beginning

- If the final syllable is **not** stressed, we do not double the final consonant. E.g. **V**isit → visiting → visited, de**VE**lop → developing → developed

- If the final syllable is not stressed, and the last consonant is **l**, the consonant may be left single or double. E.g. travel → traveling → traveled **or** travelled → travelled

- If a word ends in a cluster of two consonants (**-rn**, **-ck**, etc.), we do not double the consonant. E.g. start → starting → started, turn → turning → turned, thick → thicker

- We do not double the final consonant if it ends with two vowels + a consonant (**-oil**, **-eed**, **-ain**, etc.). E.g. boil → boiling → boiled, cheap → cheaper → cheapest, explain → explaining → explained

- We do not double **y** or **w** at the end of words if they are preceded by a vowel. E.g. stay → staying → stayed, **n**ew → newer → newest → grow → growing

Phonetic Symbols

All units

The consonant sounds of English are:

| | | | | | |
|------|---------------|-----|-------------|-----|------------|
| /p/ | as in partner | /f/ | as in food | /h/ | as in has |
| /b/ | as in but | /v/ | as in voice | /m/ | as in mat |
| /t/ | as in two | /θ/ | as in three | /n/ | as in note |
| /d/ | as in do | /ð/ | as in this | /ŋ/ | as in sing |
| /k/ | as in car | /s/ | as in sea | /l/ | as in luck |
| /g/ | as in go | /z/ | as in zoo | /r/ | as in red |
| /tʃ/ | as in chin | /ʃ/ | as in she | /j/ | as in yes |
| /dʒ/ | as in joke | /ʒ/ | as measure | /w/ | as in will |

The vowel sounds of English are:

| | | |
|--------------------|---------------------|------------------------------|
| long vowels | short vowels | diphthongs (2 vowels) |
| /i:/ as in eat | /ɪ/ as in it | /eɪ/ as in day |
| /ɑ:/ as in car | /e/ as in ten | /aɪ/ as in buy |
| /ɔ:/ as in more | /æ/ as in bat | /ɔɪ/ as in boy |
| /u:/ as in too | /ʌ/ as in much | /əʊ/ as in no |
| /ɜ:/ as in word | /ɒ/ as in not | /aʊ/ as in now |
| | /ʊ/ as in put | /ɪə/ as in ear |
| | /ə/ as in again | /eə/ as in there |
| | /ɪ/ as in happy | /ʊə/ as in sure |

| | | |
|-------------------------------|------------------|--------------|
| triphthongs (3 vowels) | /aɪə/ as in fire | /eɪə/ player |
| /ɔɪə/ soya | /aʊə/ flower | /əʊə/ mower |

Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed

- If an infinitive ends in -d or -t the final -ed is pronounced /ɪd/
 - If an infinitive ends in a voiceless consonant (/p/, /s/, /k/, /f/, /ʃ/, /tʃ/, or /θ/ the final -ed is pronounced /t/
 - If an infinitive ends in a voiced consonant (/b/, /d/, /dʒ/, /ʒ/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, /z/, /ð/) or a vowel sound, the final -ed is pronounced /d/.
- Pronunciation rules for final -s
- You pronounce the final -s as /ɪz/ if the word ends in one of the following sounds: /s/ E.g. buses - /ʃ/ E.g. washes - /tʃ/ watches /dʒ/ E.g. manages.
 - If a word ends in any other voiceless consonant sounds (/k/, /f/, /p/, /θ/, /t/) you pronounce the final -s as /s/
 - If a word ends in any other voiced consonant sound (/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/) or a vowel sound, you pronounce the final -s as /z/.

Irregular verbs

List A: Irregular verbs with the same past simple and past participle forms.

| Infinitive | Past simple | Past Participle |
|------------|-------------|-----------------|
| Awake | Awoke | Awoke |
| Bend | Bent | Bent |
| Bleed | Bled | Bled |
| Breed | Bred | Bred |
| Build | Built | Built |
| Burn | Burnt | Burnt |
| Buy | Bought | Bought |
| Catch | Caught | Caught |
| Cling | Clung | Clung |
| Creep | Crept | Crept |
| Deal | Dealt | Dealt |
| Dig | Dug | Dug |
| Dream | Dreamt | Dreamt |
| Dwell | Dwelt | Dwelt |
| Feed | Fed | Fed |
| Fight | Fought | Fought |
| Find | Found | Found |
| Flee | Fled | Fled |
| Fling | Flung | Flung |

List B: Irregular verbs with different past simple and participle forms.

| Infinitive | Past simple | Past Participle |
|------------|-------------|-----------------|
| Arise | Arose | Arisen |
| Bear | Bore | Born |
| Beat | Beat | Beaten |
| Befall | Befell | Befallen |
| Beget | Begot | Begotten |
| Begin | Began | Begun |
| Bestake | Bestook | Bestaken |
| Bite | Bit | Bitten |
| Blow | Blew | Blown |
| Break | Broke | Broken |
| Choose | Chose | Chosen |
| Come | Came | Come |
| Do | Did | Done |
| Draw | Drew | Drawn |
| Drink | Drank | Drunk |
| Drive | Drove | Driven |
| Eat | Ate | Eaten |
| Fall | Fell | Fallen |
| Fly | Flew | Flown |

Summary

Within the globalization phenomenon and the status of English as a world language are affecting the teaching/learning process, many countries are adapting their educational system to meet the 21st century learners' need and Algeria is not an exception. To cope with the emergence of the new millennium demands, the focus is on preparing generation who have confidence in their knowledge and produce global citizens. The aim is for pupils to acquire adequate competences and capacities in school that will enable them to tackle challenging situations and continue learning even when teaching stops. This can be achieved only with the promotion of autonomy, to do so, the implementation of assessment strategies have been adopted. There is a shift from the old habit in testing to a more sustainable and supporting assessment approach to make learners deeply engaged in the learning process. In fact, assessment should focus on promoting autonomous learners instead of preparing them to earn certification. The purpose of this study is to assess learner autonomy not for the sake of measuring it but (to elucidate some techniques that can help in the enhancement of independence learning) to find possible remedy for the weaknesses encountered during the research investigation.

Key words: Assessment, learner autonomy, assessment autonomy relation ship

Résumé

Le phénomène de la mondialisation a imposé l'Anglais comme langue internationale qui permet de communiquer avec le monde au delà des frontières. Cela a affecté le processus de l'enseignement et de l'apprentissage. Beaucoup de pays à travers le monde ont adapté leur système éducatif pour répondre aux besoins des apprenants du 21^{ème} siècle, l'Algérie n'est pas en reste. Pour faire face aux exigences du nouveau millénaire, l'accent est mis sur la nouvelle génération pour en faire des citoyens du monde. Le but est que les élèves acquièrent des compétences et des capacités adéquates qui leur permettront de faire face à des challenges au-delà de l'école. Ceci ne peut être réalisé que par l'autonomie et la mise en œuvre de stratégies d'évaluation. L'alternative est de troquer la vieille habitude des testes par un système d'appréciation plus durable dont le but est l'engagement des apprenants. La finalité de cette étude est de déterminer l'émancipation des étudiants afin de remédier aux lacunes rencontrées au cours de la recherche.

Mots clé : Autonomie, évaluation, la relation entre l'autonomie et l'évaluation.

الملخص

إن ظاهرة العولمة و وضعية اللغة الانجليزية كلغة العالم تأثر على عملية التدريس و التعليم. فالعديد من البلدان يحاولون التكيف مع النظام التعليمي لتلبية حاجة المتعلمين في القرن الواحد و العشرين، و الجزائر ليست استثناء. للتعامل مع ظهور مطالب الألفية الجديدة، تم التركيز على إعداد جيل لديه الثقة في نفسه، فالهدف هو اكتساب الكفاءات و القدرات الكافية التي تمكنهم من التعامل مع المواقف و التحديات الصعبة. و يمكن تحقيق ذلك فقط مع تعزيز الحكم الذاتي بواسطة اعتماد على تنفيذ استراتيجيات التقييم المتنوعة. يجب التحول من التركيز على إعداد و تحضير التلاميذ لاجتياز الامتحانات لنهج أكثر استدامة و دعم عملية التقييم المتواصل لجعل المتعلمين منخرطين بقوة في عملية التعلم. في الواقع ، ينبغي أن تركز عملية التقييم على تشجيع استقلالية المتعلمين بدلا من إعدادهم لكسب الشهادات. فالغرض من هذه الدراسة هو تقييم الحكم الذاتي للمتعلم من اجل العثور على تقنيات التي يمكن أن تساعد في تعزيز استقلالية التعلم و معالجة نقاط الضعف التي ووجهت خلال تحقيق هذا البحث.

الكلمات المفتاح: التقييم و الحكم الذاتي للمتعلم، علاقة الحكم الذاتي بالتقييم

Résumé

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 new 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.

The lack of encouragement and the loss of motivation in the school system are discouraging and prevent a real search of knowledge. Importance is continually placed on following certain form and give learners a misplaced set of values. High School learners are not interested in “why” they prefer to be led to simple answers already set

down for them as they have been led from the elementary level. They have learned to memorize because memorizing is all what has ever been required from them.

According to the curriculum designers the objective-based approach was holding back learners from realizing their full potential as language users. To encourage original thought and a language competence, educational goals have been realigned. In order to re-awaken the critical thinking, importance is now placed on the entire content of the teaching material and its broad implications, henceforth the CBA.

The CBA has highly been adopted in the Algerian secondary schools within all the studied subjects. This new approach combines perceptions, memory and conception which help to develop learners' competences: read and listen critically, and write convincingly for self-expression in speech and on paper. The aim is for learners to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and grammatically challenging situations both in and out of school what will make them lifelong learners.

Learners will thereby see learning as being worthwhile and having relevance both to their studies and their future. In other words, learners are prepared to use English effectively in real- life situations by drawing on and manipulating what they have learned in school. The programme is centered on the learners and the development of their capacities in order for them to acquire, in the most effective way possible, competency in English. By framing the aim of the curriculum in terms of competency, the focus is on what learners can actively do in and with the language rather on a discrete list of terms they are expected to remember.

The CBA enhances autonomous learning, in other words it strives to make learners less dependent on the teacher and more involved in active learning. However, a learner-centered system makes far greater demands on the teacher and requires special qualities in order to produce fully responsible and autonomous learners.

The notion of autonomy in English learning has been implemented in secondary education, but as far as third year learners are concerned they are more prepared and trained to sit for the Baccalaureate exam rather than be engaged to learn the English language to use it outside the school walls.

The main objective of this study is to illustrate the process of assessing learner's autonomy within the framework of the CBA, with reference to third-year secondary school learners. In fact, this kind of assessment has put many challenges for both teachers and learners.

The present work is, therefore, fueled by the following research questions:

- 1- To which extent are learners autonomous in the true sense of the word?
- 2- Can autonomy in the learning process be enhanced through an assessment procedure?
- 3- What are the obstacles which hinder the process of autonomous learning in an Algerian EFL classroom?

Thus, this research intends to investigate and confirm the following hypotheses:

- 1- Learners are not yet ready to take charge of their own learning as they have been accustomed to rote-learning in order to sit for exams and are always in competition for satisfactory marks rather than being interested in learning the language using adequate strategies so as to be less dependent on the teacher whom they consider the sole responsible for their success or failure.
- 2- Teachers do not set forth effective assessment techniques which can provide learners with direct feedback for revealing and meeting learner autonomy.
- 3- The learners are not motivated to undertake a self-directed learning programme to step towards autonomy.

To carry out this research study, the present work is divided into four interrelated chapters. The first one reviews the literature relating to assessment and autonomy, and how assessment influences autonomy. Nevertheless, in order to better involve learner in the learning process and make them taking in charge their own learning, the use of the continuous assessment during each lesson is of a great importance, which allow the teacher to adjust and provide the learners with immediate feedback to determine their competencies and make them reflect on the learning strategies. Straightforwardly, assessment enhances autonomy making learners utterly engaged in the learning process.

In fact, assessment is the glue which connects learning with autonomy, it has a powerful impact on enhancing the concept of learner autonomy. In classroom,

assessment techniques permit both the teacher and the learners to have a clear view about their progress. The teacher will reflect on his own practice to remedy his learners' weaknesses then plan lessons accordingly, and the learners will be able to identify their shortcoming and where improvements is needed, this can be done through self- and peer-assessment for change and betterment.

The second chapter provides an overview about the importance of implementing the 21st century skills in the light of globalization and how it is crucial to adapt the classical ones to ensure learning in the information age. The availability and the emergence of instructional material make it easy to access to any data which facilitate the task of becoming autonomous learners. Providing quality education is of a great importance for the economic growth and social stability of any country. With the advent of globalization, all the countries of the whole world are facing great challenges. More importantly, there is a necessity for the educational system to adapt itself to these evolving requirements.

Therefore, the Algerian authorities have become more aware of the growing importance of the English language in the world and its widespread in all domains. Indeed, Algeria launched a set of educational reforms in 2003. These reforms introduce new methods and approaches for all the school subjects in general but special attention has been given to the teaching/learning of English since it has become the global language *par excellence*.

In the era of globalization and job requirement, it is of great importance to promote long-term learners. Nonetheless, the incapacity of forming effective learners to relate what they learn in school with the real life situation leads to the implementation of the CBA. This approach comes to bridge this gap and prepare learners to have an ever-lasting active role (autonomy). However, this approach to language learning is not completely new to the teachers of English, in that most of its aspects were implicitly dealt with in the previous approach (CLT). What CBA has mainly come out with is the focus on the development of competencies and link them in school and out of school needs.

The CBA has been introduced as an effective approach which targets at putting more emphasis on the communicative skill and independent learners in the world of

technology emergence and literacy information. Arguably, memorization and the absorption of information is no longer efficient for the globalized learners. Learners should be autonomous and be prepared to face the challenges of work and life of the 21st century.

This chapter also presents a brief analysis of the third-year textbook, accordingly the textbook is primordial to teaching English for learners, though the teacher should adapt it according to the learners' level. Textbook designers have highly implemented the characteristics of the CBA. It has a large number of tasks and activities that target to develop both lower-order skills and higher-order skills. The content is organized in terms of developing the pupils' competencies through the 21st century pedagogical practices:

- Learning by using project based learning which focuses on collaboration and team work incorporating suitable technology
- Developing problem-solving situation using real world problems, in context learning as well as inter disciplinary approach.
- Encouraging reflection with self and peer review
- Assessing pupils with self and peer assessment through relevant tasks

A large numbers of activities in the 3rd year secondary school textbook New Prospects stem from the CBA. The units of this textbook encourage interaction through task based and negotiate meaning. The content is related to the learners' lives and background. The main aim of designing the textbook along with the CBA principles is to develop both accuracy and fluency, and prepare generation who think by themselves and have confidence in their knowledge. There is a high emphasis on creating more independent learners through task negotiation, encouraging setting objectives with their teachers, and developing self- evaluation. All these objectives are well established within the textbook which requires skillful teachers who are well-versed in language teaching and communication, reflect on their own practices for better professional development and meet the learners' needs. All these objectives can be achieved only through sufficient and highly- challenging activities. Indeed, autonomy is at the foreground of secondary education.

The tasks proposed in New Prospects are related with the three main concept of the CBA namely: competence, problem-solving situations and the transfer of knowledge. In terms of competency, the learners are expected to use the language in the classroom actively and then relate what is learned with the outside settings. The language used aims at enabling the learners to achieve proficiency in three competencies, namely: interaction, interpretation and production.

The third chapter describes the imperial phase; it deals with the methodological design. As for the research method, the mixed-method approach was adopted and data were collected through questionnaires that have been put for both secondary EFL teachers and learners, and finally classroom observation was conducted with three EFL teachers teaching in two different secondary schools. Observing teachers' behaviour plays an important role in systematically improving the use of effective classroom practices to motivate learners and provide learners empowerment over their learning.

The analysis of the collected data revealed that learners are not yet ready to step towards autonomy; they still consider the teacher as the one who is responsible for their learning. Though the teachers' attitudes have tremendously changed, according to the results gathered in the teachers' questionnaire and the classroom observation, there is a positive change. Teachers give more consideration to learner-centered classroom. They do not consider their role only as being the dominant feature of the teaching/learning process; but the move from one role to another is inevitable if they care about the development of learner autonomy to promote language learner and lifelong learning individuals.

Many activities in the textbook aim at raising the learners' awareness and involving them in the learning process. These activities such as: reading the unit preview, to be aware of the language contents; the self-assessment strategy provided at the end of each unit, project, etc. are tools and means to train learners to decision-making, reflection, and hence to become independent and more confident learners.

In other words, learners' attention should be directed towards using these strategies as means of fostering autonomy. Surprisingly, many teachers use these techniques but neither sufficiently nor frequently.

Furthermore, there is also recognition of the benefits of formative as well as self-assessment and their positive influence on language learning in general and on autonomy in particular. The fact that the teacher entails effective means of assessing his learners' achievement and competencies proves that there is awareness towards the need for directing the learners' attention towards the importance of remedying the weaknesses before stepping into the next learning stage. It also permits the teacher to reconsider the teaching approaches and adjust them to meet the learners' demands.

Though the teachers' attitudes towards their role of controller have changed, there is still a long way before changing the learners' attitudes toward the concept of autonomy. They still consider the teacher as fount of knowledge and the source of information. Yet, in the digital age and with the emergence of the world literacy through the internet, learners should have the capacity to search for anything at any time when needed. Learning only in the classroom is not enough in the globalized world.

The fourth chapter, however, provides a set of suggestions and recommendations from which springs up three lesson samples aiming at guiding learners in the learning process through effective assessment strategies which is considered as one of the success-promising investigative procedure in promoting autonomy. This will foster learners' autonomy and self-reliance. Another more important element is the role the teacher plays during the teaching/learning process. Teacher Educational Development trait is needed from the teachers so as to overcome all barriers in their job, and to promote their autonomy as well as that of their learners in particular. This includes reflection on their own practices through diaries, portfolio to relate evidence on their growth and achievement overtime.

EFL teachers should be aware about the need for change in their role. As learning a foreign language through grammar rules and memorizing dialogues proved less effective. Learners should be prepared for their future careers and life, they should develop their learning skills to enable them continue learning outside the classroom and even after they leave formal education, even though they do not have enough contact with the target language outside school i.e. support language learning process and help learners to develop their competencies for learner autonomy and life- long learning.

To shift to a learner-centered approach the teachers should introduce changes in their classrooms and make the learners yield to making efforts to acquire the competencies and skills needed for their learning. It is through motivation and assessment strategies that the learners will step towards autonomy. In fact, autonomy is not something that can be acquired and developed only in third-year secondary education, it is a behaviour inculcated from early education, making effort in language learning.

The researcher has tried to provide some sample lessons, focusing on the importance of the use of adequate strategies to train learners to be independent from the teacher. In fact, the implementation of those strategies is much more demanding from the teacher when preparing the lessons in which he should take into account his aim behind teaching a specific point with clear and achievable objectives so that the learners will not encounter any major obstacle when trying to achieve them.

Furthermore, to promote a higher level of autonomy, it is important to focus on self-and peer-assessment. On the other hand, teachers' training and professional development should be at the forefront if the system aims to step toward the promotion of autonomy and prepare them for lifelong learning.

In the globalized world and the growing importance of the English language not only in educational field but in different scientific and technical specialism people have to face challenging situations in their daily life. Accordingly, a great emphasise has been placed on the way languages are learnt. The aim is to provide learners with the necessary tools, skills and competencies which would enable them to be world citizens and long life learners.

Learning English during class sessions only is not sufficient. Language learning is too complex and varied to be dealt with in two or three sessions a week. Learners should be trained to self-study to strengthen their abilities and keep in touch with the English language outside the school walls since there is not enough contact with the language especially when it is a foreign language as it is the case in the Algerian society.

Under the Algerian educational reform new principles and beliefs toward English language learning have appeared. New approaches have been introduced in language

learning. The national language education policies include autonomy as an imperative learning goal. Implementing change and introducing innovative pedagogical procedure has always been at the foreground to ensure qualitative learning.

Language learning is often subject to assessment regimes which are unfavorable to learner autonomy; assessment should not be based on the attribution of marks and grades for the sake of enabling learners to move up to the next level but as a necessity to assess learners' achievements and competences. Educational decisions can be informed by the results of alternative forms of assessment and evaluation; they allow the teacher to identify potential problems and decide on remedial actions to improve learning outcomes.

More importantly, an effective assessment strategy should be an integral part of any lesson plan; it should have the power to generate a sufficient amount of feedback to make learners more aware of the strengths and weaknesses of their performance, hence promoting autonomy. The assessment results are used by the teacher to modify and improve the learning environments he ought to create.

The findings have revealed that EFL third-year secondary students are not yet sufficiently autonomous; specific training as well as the development of adequate strategies are still needed to make them aware of the importance of being independent from the teacher and external interference. In the world of the emergence of technology and the virtual limitless information, learners need to ensure a brighter future and understand their responsibility to live successfully in the new digital world. During the learning process, the learners should construct knowledge with the help of concrete materials, collaboration with others and relating this knowledge to real life situations by using language demonstration. Evidence has been given to the first hypothesis, that is the main aim of learners in learning English is to pass exams. Learners are unable to get rid of their over-reliance on their teachers who are the fount of knowledge: the sole responsible for their success or failure

Actually, this research work argues that assessment is another leading path to autonomy. It is through assessment strategies that EFL teachers entail their pupils in taking in charge their own learning through decision making, self-monitoring, reflection

etc. Yet, is there any evidence that the teachers use the right assessment procedures to provide immediate feedback to enhance learner autonomy? It is through classroom observation that the evidence of a change towards a more formative assessment has been highlighted. Teachers have taken a step towards learner-centered classroom giving the possibility to students, to some extent, making decision, there is also a shift to alternative assessment strategies which allow them to identify their learners' weaknesses. However, there is still a long way to go to promote autonomy since self-directed study, self and peer assessment are not yet encouraged. That is one of the obstacles that would emerge all along the research investigations.

Though significant considerations have been given to the English language in the Algerian educational reform which targets to provide opportunities and challenges to cope with a more challenging globalized world, there is still a gap between what is taught in the classroom and the real world situation. In effect, the fact strategy of adopting English as a foreign language and the promotion of more learner-centered classroom is a giant leap towards an effective improvement of the quality of teaching and learning in our country. Moreover, within the globalized world promoting autonomy is a worthwhile aim which intends to give empowerment to become lifelong learners.

Nonetheless, the development of learner autonomy will be at rest as long as the learners are not given challenging reasons to take in charge their own learning and to use the language outside the school walls. Learners should be prepared to undertake self-study outside school individually or with the collaboration of peers without the teacher's interference in order to strengthen their abilities and to develop the sense of independence in learning English.

The overriding concept is thereby, to move from teaching to-the- test which impedes language learning and the promotion of autonomy by making learners race over the best marks for the sake of moving up to the next level rather than generating information about their strengths and weaknesses. More effective assessment activities should be introduced; the results of these activities in turn should lead to a reshaping of the teaching/learning process accordingly and hence contribute to a better promotion of autonomy.