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**Improving Student's Self-Assessment through Teacher-Student
Interaction**

A Case study of Third Year Students in the English Branch of Mohamed
Kheider University, Biskra

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Dedication

*In the Name of Allah, Most Gracious, Most merciful, All the Praise is due
to Allah alone, the Sustainer of all the worlds*

I dedicate this work:

To the light of my eyes, to the source of my success: to you, *Mum*.

To the person who helped me to make my dream reality, Thank you *Dad*.

To my dear husband *Charrouf Daif* who has encouraged and supported me.

To my lonely and lovely sister who supported, shared the hard moments with me and encouraged me to go further, *Rihana* and her husband.

To my beloved brothers, *Ahmed, Brahim, Bilal, Teib*.

To my lovely brothers wives *Souria, Aya*.

To the angeles of my family : *Mohamed, Ismail, Abed All Raheman*.

To all the members of my family, *Charrouf and Boubekour*.

To my closet friends: *Selma, Souad, Madjda, Zahra, Soumia, Aicha, Yassmin, Imane, Zieneb, Khaoula, Sara*.

To all those who love me.

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Abstract

The present study aims at describing and investigating the impact of teacher-student interaction on improving student's self-assessment. It used two tools, a questionnaire for third year student's of English at the department of foreign language in Biskra University with the collaboration of sixty students in the academic year 2014/2015, the other is an interview for the third year teachers of Oral Expression. To achieve our objectives two hypotheses were formed; if teacher-student interaction exists, the learners will be able to assess their own performance progression. Next, whether students of English use student's self-assessment techniques, they would reach their learning effectively. The qualitative analysis showed that teacher-student plays a vital role in developing student's self-assessment; it provides a direct feedback about students' weaknesses and strengths and it is the best strategy to evaluate the learners' level progression. However, students also showed that they are more responsible to maintain self-assessment as motivational strategy to control their performance in learning the foreign language such as: English in our case.

List of Abbreviations

T: Teacher who participated in the interview

FL: Foreign Language

EFL: English as Foreign Language

CA: Communicative Approach

OE: Oral Expression

LMD: License, Master, Doctorate

CLT: Communicative Language Teaching

SLA: Second Language Acquisition

Q: Question

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Appendix 2 : Teacher’s Interview

Appendices

Appendix 1 : The students' Questionnaire

Feedback Questionnaire

Dear studentents,

We are preparing a reseasch on a teacher-student interaction as educational strategy to improve students' self-assessment.We would be grateful if you could answer these questions to help us in our research.please, use a cross (×) to indicate your chosen option,and specify your answer when needed.

May I thank you in advance for your collaboration.

1- Is your level in English

- a- Good
- b- Average
- c- Less than average
- d- I don't know

2- What type of relationship exist between you and your teacher ?

- a- Good
- b- No relationship

3- Who does most of the talk in the classroom in the oral expression ?

- a- Teacher
- b- Students

4- How often the teacher gives you the opportunity to interact (give and take) with him ?

a- Always

b- Sometimes

c- Never

5- Does your teacher always provide comprehensible input that is suitable to your level ?

a- yes

b- No

6- How often do you interact with your classmates inside the classroom ?

a- Always

b- Sometimes

c- Never

7- When you interact in the classroom, it is

a- You who wants

b- The teacher who asks you

8- How often does your teacher assess your feedback in the classroom interaction ?

a- Very well

b- Well

c- Not so well

d- Bad

9- How do you react ?

a- You like it

b- You don't like it

c- You are indifferent

10- Does regular interaction in the classroom help you to assess your own level effectively ?

a- Yes

b- No

Justify your answer

.....

.....

.....

11- As student, when you assess your performance do you prefer :

a- Your own self-assessment

b- Teacher assessment

c- Both of them

Justify your answer

.....

.....

.....

.....

12- which of these self-assessment techniques do you use ?

a- Diaries

b- Rating scales

c- Testing

d- Questionnaires

13- If you do not interact, it is because

a- You are not talkative

b- The topic is not interesting

c- The teacher does not motivate

d- You fear to make mistakes

Appendix 2 : Teacher's Interview

Dear teacher,

This interview is a part of a research work on improving student's self-assessment through teacher-student interaction. It aims to identify the importance of teachers' involvement of student's self-assessment during teacher-student interaction.

I would really appreciate your collaboration if you answer the following questions:

1-How long have you been teaching oral expression?

.....

2-What does the term assessment mean?

.....

.....

3-What are the kinds of assessment that you use when interact with your students?

.....

.....

4-Do you assess your students when they give you feedback in the classroom?

.....

.....

5-How does your interaction with your students can enhance student's self-assessment?

.....

.....

.....

6-What are the techniques of student's self-assessment do you suggest to your students to use them?

.....

.....

.....

Thank you

المخلص

تهدف هذه الدراسة إلى وصف و التحقيق في تأثير مدى تفاعل الأستاذ مع الطالب لتحسين التقييم الشخصي للطالب، و استخدمت الدراسة وسيلتين استبيان لطلاب السنة الثالثة من "اللغة الانجليزية في قسم اللغات الانجليزية في جامعة بسكرة بالتعاون مع ستون طالب وطالبة في العام الدراسي 2014/ 2015. الآخر حوار مع أساتذة الانجليزية "التعبير الشفوي" للسنة الثالثة. من اجل الحصول إلى أهدافنا تم تشكيل اثنين من الفرضيات؛ إذا كان تفاعل الأستاذ مع الطالب موجود، فان الطلاب يقيمون بأنفسهم تطور أدائهم. المقبل إذا الطلاب استعملوا تقنيات التقييم الشخصي، فإنهم يبلغون تفاعلية التعلم. التحليل النوعي عرض أن تفاعل الأستاذ مع الطالب يلعب دورا نشطا في تطوير التقييم الشخصي للطالب، هو يقدم مردود مباشر عن نقاط القوة و الضعف للطالب و يعد أفضل تقنية لتقييم تطور مستوى الطالب. مع ذلك الطلاب أيضا عرضوا أنهم الأكثر مسؤولية للتمسك بالتقييم الشخصي لأنفسهم كتقنية تحفيزية لمراقبة أدائهم في تعلم اللغة الأجنبية مثل انجليزية كما هي دراستنا.

CHAPTER ONE

STUDENT'S SELF-ASSESSMENT

CHAPTER TWO

TEACHER – STUDENT

INTERACTION

CHAPTER THREE

FIELD WORK

General Introduction

- 1. Statment of the Research Problem**
- 2. Objectives and Aims**
- 3. Hypotheses and Research Questions**
- 4. Signifiquence of the Study**
- 5. Research Methodology and Tools**
- 6. Structure of the Study**

General Introduction

A research on teaching and learning second language acquisition have broadened, over a long period of time, there have been increasingly extensive investigations on it. Nowadays, the need for creating an accurate education requires a dynamic process in learning the foreign language ; it aims to support, develop and change the nature of learning to be more practical for learners. Improving student's self-assessment is effective way to develop the learning.

1. Statement of the Problem

This study investigates the relationship between student's self- assessment and teacher-student interaction which leads to the development of learner's performance in learning the foreign language, English in our case. In other words, investigating the influence of the teachers-student interaction on the students' self-assessment. Indeed, a number of researches on TEFL have proved that the teachers-student interaction shape the students' learning environment and influence their level and achievement. Particularly, they affect their interaction. Allwright states, "The interaction that occurs in classroom is important because it determines what learning opportunities the learners get" (149).

2. Aims of the Study

This study aims to:

- Explore teacher-student interaction awareness to foreign language learners in order to improve their learning outcomes.
- Support the variation of student's self assessment techniques to meet all the learners' needs.

- Encourage student to perform self-assessment strategy as process to evaluate their learning.
- Give recommendations to raise the student's self-assessment awareness about the learning of foreign language and, hence, facilitate the learning process and the mastery of English language.

3. Research Questions

This investigation aims to answer the following questions:

- Is teacher-student interaction a simple transmission of knowledge or is it a creation of conditions to make students learn by themselves?
- Do EFL students achieve better if the kind of student's self-assessment they matches their preferred ways of learning English?
- What are the most effective self-assessment techniques that help students to assess their performance?

4. Research Hypotheses

We can reach a successful student's self-assessment when we adapt teacher-student interaction as appropriate strategy in order to meet all the learners' needs. In this sense we hypothesize:

- If there is enough teacher-student interaction exists, the learners will be able to assess their own performance progression.
- If the EFL learner uses self-assessment techniques, the learning will be more effective.

5. Significance of the Study

Our dissertation is emphasis on improving student's self-assessment because we find this strategy as beneficial process to enhance student's learning a foreign language (English). This work showed the effective role of involving students in self-assessment, and it attempts to lead them to be integrated on it; this would be a stimulus for them to create a successful performance and develop their self-autonomy, and self-judgement skills on learning a foreign language (English).

6. Research Method and Tools

The participants of the study are be teachers and students of third year in the English Department of Mohamed Khider University of Biskra during the academic year 2015/2014, and the data will be gathered through using questionnaire and interview.

This research will be conducted through the use of descriptive method as it is the appropriate way to realize the target aim. During this investigation, we will describe the impact of teacher-student interaction on the student's self-assessment.

7. Structure of the Study

Our research is divided into two main parts; a descriptive part which includes two main chapters about the theory on and about our subject, and empirical part which includes one chapter; the situation analysis of the questionnaire as well as the teacher's interview.

Chapter One will present student's self-assessment; its definition, theories, kinds of self-assessment activities, the implementation and techniques. Then, the role of self-assessment and assessing the oral performance.

In Chapter two, we will shed light on classroom interaction; its definition, components and types. We will concentrate on one type which is teacher-student interaction; we will give its definition, teacher-student questioning, feedback and teacher's role. Then, we will give some strategies that help students to interact in the classroom.

Chapter three will gather data concerning with the analysis of the teacher's interview as well as the student's questionnaire. The data will be tabulated, analysed and interpreted.

Chapter One

Student's Self-Assessment

Introduction

1.1. The Nature of Language Assessment

1.1.1. Definition of Assessment

1.1.2. The Purpose of Assessment

1.2. Types of Assessment

1.2.1. Formative Assessment

1.2.2. Summative Assessment

1.2.3. Self-Assessment

1.3. Definition of Self-Assessment

1.3.1. What is Student Self-Assessment

1.4. Theories for Enhancing Self-Assessment

1.4.1. Cognitive Theory and Constructivist Learning and Motivation Theories

1.4.2. Metacognition Theory

1.4.3. Self-Efficacy

1.5. Students as Assessors

1.6. Kinds of Self-Assessment Activities

1.6.1. Before Instruction

1.6.2. During Instruction

1.6.3. After Instruction

1.7. The Implementation of Self-Assessment

1.8. Stages of Teaching Students Self-Assessment

1.9. Techniques for Self-Assessment

1.10. The Role of Self-Assessment

1.11. Assessing Oral Performance

1.11.1. Assessing Speaking

1.11.2. Assessing Listening

Conclusion.

Introduction

Assessment is a powerful tool to improve student achievement; it involves the learners in discovering their weaknesses and strengths in learning. One of the effective assessment strategies that encourages student to develop the process of learning by their own is self assessment.

In the present chapter, we will review the most basic elements of the assessment process in educational situations; we shall talk about the nature of the language assessment, its definitions and types. We try to concentrate on one type of assessment which is self-assessment. We shall deal with the definitions of self assessment, its techniques, the implementation of self assessment, assessing oral performance, and finally we shall tackle the role of self assessment.

1.1. The Nature of Language Assessment

Language assessment is widely used in the real world to collect information that is used to make decision. In the educational field, the terms “assessment,” “measurement,” “test,” and “evaluation “are commonly used to refer to more or less the same activity: collecting information. In contrast the distinctions among the terms “assessment” “measurement,” “evaluation,” and “test” do not totally provide agreement on the precise nature. Bachman and Plamer (2010:19-20) state that “assessment is very broadly as the process of collecting information”. So, they define assessment as a process of collecting information for something that we are interested in that guided by procedures which are systematic and recognized. Then, evaluation according to Bachman (2004, cited in Bachman and Plamer, 2010 :21) involves making an accurate judgment on the most important part of information, and gathering information for purpose which language assessments are used we follow assessment for evaluation in educational programs to identify students’ areas of strength and weakness and to facilitate their learning. Moreover, Brown (2004:3) states

that “test is method of measuring a person’s ability, knowledge, or performance in a given domain”, that is to say, a test is a set of techniques or procedures that provide for feedback about individual’s ability or performance among a particular area of activity or interest. Furthermore, the concept measurement indicates the same process as the previous concepts, MacMillan (2007:9) claims that measurement is a systematic process to determine how attributes and characteristics of person, object, or behavior are differentiated. Consequently, we can say that assessment, test, evaluation and measurement have relationship in giving an accurate idea about something but are different in purposes.

1.1.1. Definition of Assessment

Teaching and learning the foreign language (FL) needs more attention to make systematic decisions for both teacher and student performances, assessment is one of the processes to assess that.

According to Bachman (2004:6-7, cited in Bachman and Plamer, 2004:20) “assessment is process of collecting information about something that we are interested in, according to the procedures that are systematic and substantively grounded”. Bachman in this quotation, states that assessment is a task we do to conduct information among something to make decision under efficient way which carried by testing and substantively grounded which means that assessment based on valid area of content, such as course syllabus, need analysis, prior research . In addition, Michal and Paul (1994:3) claim that “as teachers, when we carry out assessment we have to measure the performance of our students and the progress they make, we also need to diagnose the problems they have and provide our learners with useful feedback”. The previous definition indicates that assessment is a process used by teachers to measure students’ performance, how well they

did in any one of much different way, diagnosing and measuring the progress student make.

John (2006:9) states that “assessment in education must, first and foremost serve the purpose of supporting learning”, it means that the goal of educational assessment is particularly designed for learning process and it consider mostly developing it. Further more, “assessment is the process of gathering, interpreting, recording and using information about pupil’s responses to educational tasks.” (Cohen et al., 2004:323), in this definition the assessment is a process of collecting; judging and describing the performance of the learner among tasks he/she learn.

1.1.2. The Purposes of Assessment

Assessment can serve a series of functions, it can serve primary functions or secondary functions as Cohen et al., (2004:327) stated. First, assessment serves primary functions which are used for: **certification** includes describing student for their lives beyond school by prizing passes, fails, grades and marks. In addition, **diagnosis**, by indentifying a students for particular strength, weakness, difficulties and needs. Then, **improvement of learning and teaching**, providing feedback to students and teachers orderly so that action can arranged. Second, assessment may serve secondary functions for examples; **accountability**, for student and teacher to interest parties and to report on standards. Then, **evaluation**, of the quality of teaching and learning, curricula, teacher and schools. The last function is that assessment used for **motivation**, by encourages the student and teacher to determine what they want in teaching and learning processes.

1.2. Types of Assessment

Assessment is an integral component in the teaching and learning process. There is a range of methods that are used together information about student’s progress, behavior, and performance and how well they are learning. Assessment may occur during the

instructional course or at the end of the unit to mainly improve students' learning, it is used to determine decisions about classification and to motivate students to develop their learning. Particularly, involving students in self-assessment provides an opportunity for them to learn what they grasp and it helps them to make judgments to their own work.

According to Cohen et al., (2004:328) There are several types of assessment, for example:

- Norm-referenced assessment; measures student's achievement compared to other students.
- Criterion-referenced assessment; provide a set of standards for students to which extent they achieved them without reference of other student.
- Domain-referenced assessment; area of subject that has been tested, the content or the domain which will be assessed.
- Diagnostic assessment; is designed to identify particular weaknesses, strengths and problems in student's learning.
- Formative assessment; assessment for learning, it provides feedback for teacher and students on the current performances, achievement, strengths and weaknesses.
- Summative assessment; assessment of learning, it comes at the end of programme to assess student's knowledge and practice.
- Ipsative assessment; refers to students' self – assessment in which they identify their own starting points and their language planning and learning development planning.
- Performance assessment; assessment which is undertaken of activities or tasks in which students can demonstrate their learning through performance in real situations.

- Authentic assessment; it refers the assessment of the learner's knowledge and competencies that they have learnt about the real life.

We will deal with three types which are: the assessment for learning “formative assessment” and the assessment of learning “summative assessment”, and the most consideration will be focus on self-assessment “assessment as learning”.

1.2.1. Formative Assessment “Assessment for Learning”

According to (Cohen et al.,2004:329) “formative assessment –assessment for learning provides feedback to teacher and student on their current performances, achievements, strengths and weaknesses in such a forms that it is clear what the student or the teacher can do either to improve enhanced or do next learning and achievement” .That is to say, formative assessment is used to indentify assessment that promotes learning in order to indicate what student have reached ,the way he/she achieved goals and how well the performance did. In addition, Brown (2004:6) states that “formative assessment evaluating student in the process of forming their competencies and skills with the goal of helping them to continue that growth process”, it means that formative assessment provides ongoing process help the learners to evaluate and improve their learning under particular goals such as: mastering new language.

MacMillan (2007:17) suggests that “formative assessment is work that a student carries out during a module for which they get feedback to improve their learning, whether marked or not”. That is to say formative assessment carried out during instruction, it is a type of assessment which provides direct feedback into learning and gives the learner information throughout a course performance. Consequently, the goal of formative assessment is the improvement of student motivation and learning, to reach this goal teacher must establish a circular, continuing process involving their evaluations of student

work and behavior, feedback to student, and instructional correctives as shows in the following figure:

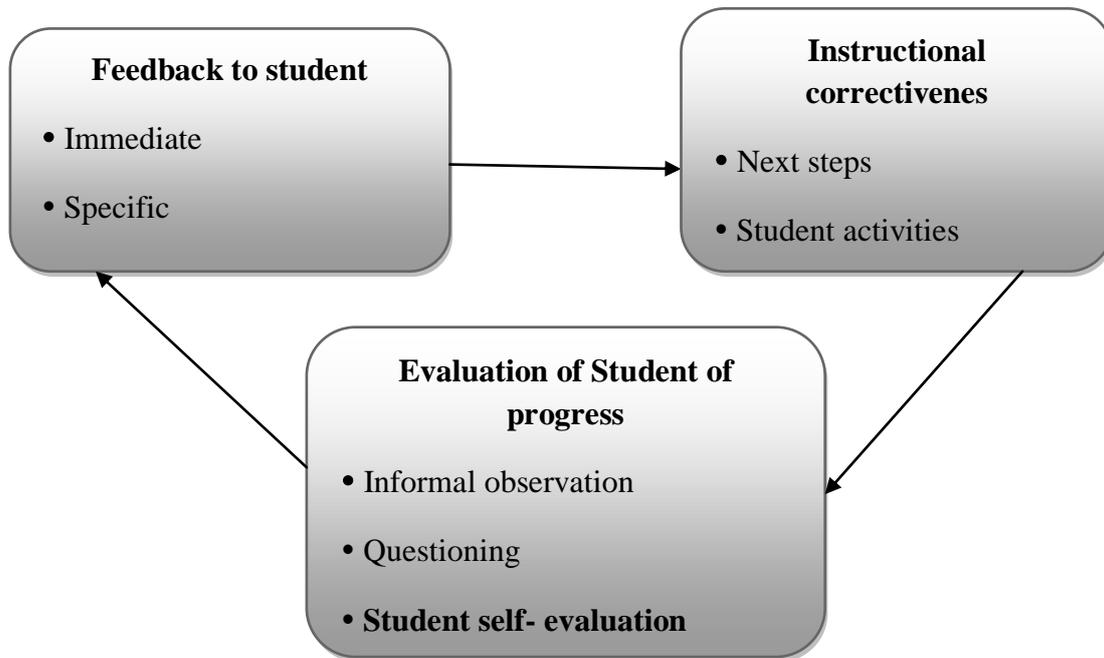


Figure 01: Formative Assessment Cycle

1.2.2. Summative Assessment “Assessment of Learning”

According to Brown (2004:6) “summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction, final exams in course and general proficiency exams are examples of summative assessment ”. That is to say, summative assessment carried after instruction it aims to measure the learner’s performance at the end of a period of study. In addition to, the researchers (Cohen et al., 2004) suggest that “summative assessment is assessment of learning; it comes at the end of a programme and assess, for example, students’ achievement in the program and of overall knowledge acquisition and practice” .The previous definition indicates that summative assessment prepared at the end of final status

of knowledge of student and it provides a summary of his/her achievement a particular point.

McMillan (2007:17) claims that “summative assessment is more formal and occurs after instruction is completed”. MacMillan in this quotation states that the assessment of learning is more systematic and official one, it carried after the course.

1.2.3. Self-Assessment “Assessment as Learning”

One of the most effective ways a teacher can integrate assessment with instruction in formative manner is to use student self-assessment continually, teachers ignoring this process but in fact it is the useful source to get a fair picture of our students’ problems because it gives the learners a chance to assess themselves by own. In addition, self-assessment can provide teacher with useful information about students ‘expectations and needs, their difficulties and worries, how they feel about own progress, and what they think about the course in general.

Assessments as learning can be defined in two inter linked ways. First, at a very straightforward level, tackling assignments and revision is when higher education student do much of their learning. Second, assessment as learning is a sub set of assessment for learning and sees student involvement in assessment, by using feedback, participating in peer assessment, and self-monitoring of progress as moment of learning in them selves (Black and William 1998, cited in Bloxham and Boyd, 2007:15).

1.3. The Definition of Self-Assessment

Including student in the evaluation process may be quite familiar to teachers who have had recent professional development. However, helping English language learners become self-directed requires their awareness of the value this has for learning, as well as instruction on how to self - assess in meaningful and guide way.

According to Harris and McCann (1994:64) self-assessment is a vital part of learning process, it involve learners to think about their own progress and problems and then to find ways of changing, adapting and improving. Self-assessment can also be a much more direct and efficient way of getting information than teacher assessment and by conscious process of self-direct ,students are engage in the process of assessment and therefore the information it can give feedback for their own learning. In addition, (Black et al.2003, cited in Bloxham and Boyd, 2007:22) states that when students become specialists within a particular subject study, they need to develop the capacity to assess quality in that field by own selves. Furthermore, (Authur1995; Boud 2000, cited in Bloxham and Boyd 2007:23) assert that self-assessment is seen as valuable in helping students to develop effective skills for life learning. Moreover, the researchers Haley and Austin (2004:135) argue that self-assessment and action in reflecting on one's own learning are absolutely necessary for future academic success and lifelong learning.

Also Brown (2004:270) claims that self-assessment comes its theoretical scope from series of well established principles of second language acquisition (SLA). The principle of autonomy which is the primary foundation of successful learning which means the ability to set one's own goals by self-monitoring, and the other principle is developing intrinsic motivation that derives from self-desire.

According to McMillan (2007:144) the key element in self-assessment is the achievement of student' reflective habits and skills and in more advanced level, self-assessment includes the ability to monitor students' progress and evaluate their thinking skills and strategies. Then, the goal of self assessment is to empower students so that they may guide their own learning and make judgment for success.

1.3.1. What is Student Self-Assessment?

Self-assessment is more accurately defined as a process by which students monitor, evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills. That is to say, self-assessment occurs when students judge their own work to improve as they identify objectives between current and desired performance. The standards based instruction as MacMillan and Hearn (2007:41) claims provides an ideal context for self-assessment process. Thus self-assessment is conceptualized as components related in cyclical, ongoing process: self-monitoring, self-evaluation and identification, and implementation of instructional correctives as need, the following figure shows that:

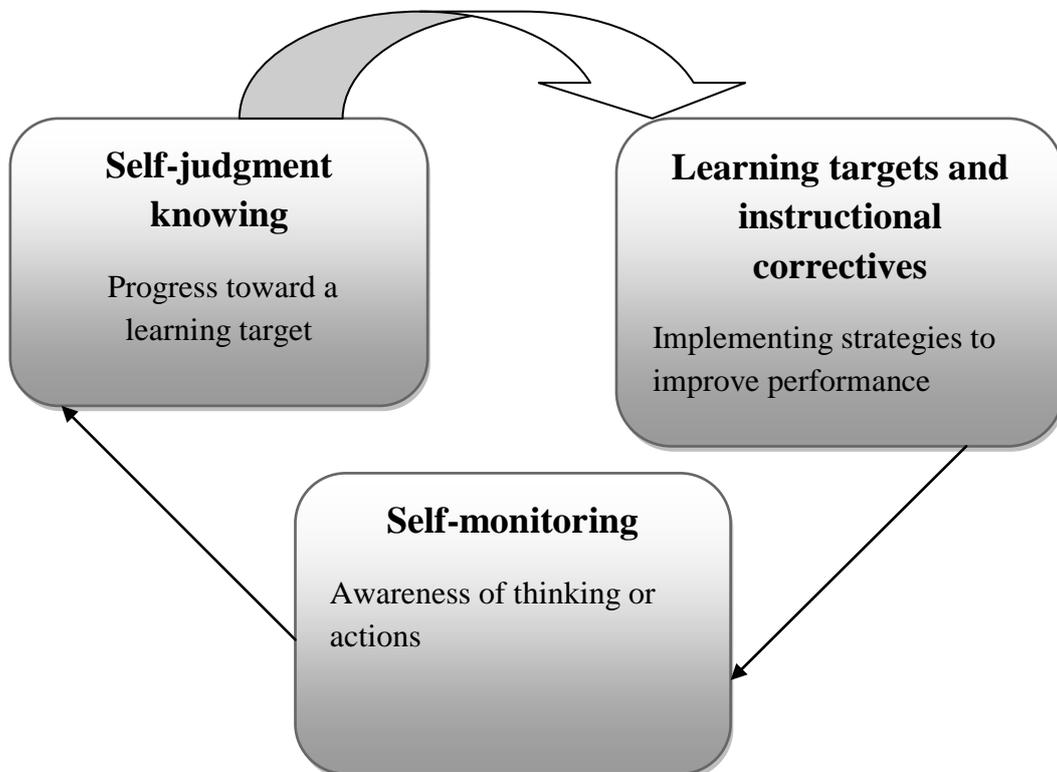


Figure 02: Student Self-Assessment Cycle

1.4. Theories for Enhancing Self-Assessment

According to MacMillan and Hearn (2007:42- 44) There are three main theories which enhancing student self-assessment, these areas includes cognitive and constructivist theories of learning and motivation, metacognition theory, and self-efficiency theory.

1.4.1. Cognitive Theory and Constructivist Learning and Motivation Theories

These theories suggest that self-assessment is essential components of cognitive and constructivist theories of learning and motivation. Shepard (2001) points out that student self-monitoring of learning and thinking is important in knowledge construction. Students construct meaning, organize, evaluate, and internalize when learning. In addition, using self-assessment for students can enhance motivation and confidence for them to improve their learning.

1.4.2. Metacognition Theory

The metacognitive theory involves students to monitor, evaluate, and know what to do to improve performance. This includes conscious control of specific cognitive skills such as checking understanding, predicting out comes, self assess which is a set of skills that related positively to increased achievement and such skills can be taught to student (Shunk ,2004, cited in McMillan and Hearn, 2008:43).

1.4.3. Self-Efficacy

Self-assessment plays a significant role in developing self-perception that lead to greater motivation. For that students need to self-assess to know when they are learning, how much effort they must expend for success, when they have been successful, when they are wrong, and which learning strategies are appropriate for them. This knowledge helps students develop self-efficiency for future performance in similar tasks.

1.5. Student as Assessors

Recent studies in the field of feedback encourage the learners to use self-assessment as a strategy to develop their learning by own selves, it is focusing on the importance of the student as self-assessor; we mean someone who is able to provide their own feedback because they understand the objectives they aiming for and can make judgment and progress their own performance that is self-regulated (Nicole and Macfarlane-Dick (2006), cited in Bloxhan and Boyd, 2007:21-22). This process of assessment is assessment as learning. Klenowski (2002) and Ear (2003) cited in Bloxhan and Boyd (2007:22) state that improvement of assessment as learning involves three key elements: first, student should know what standard or goal is that they are trying to achieve (assessment guidance). Second, they must know how their current achievement compares to those goals (as feedback). Finally, student must take action to reduce the gap between the previous elements.

1.6. Kinds of Self-Assessment Activities

According to (Cappuis and Stiggins, 2002; Costa and Kallick, 2004; Stiggins, 2005, cited in MacMillan, 2007:144-147) there are many kinds of self-assessment activities which list activities by when they occur: either before, during or after instruction.

1.6.1. Before Instruction

- Review with the teacher the table of specifications to discuss what it means.
- Examine samples of student performance in the past to show criteria can be used to evaluate the samples with reference to the learning goals.
- Suggest how samples of student performance could be improved to meet the targeted performance.
- Develop practice test items.
- Transform criteria into checklists and other methods of continuing a progress.

1.6.2. During Instruction

- Keep a long growth toward meeting the target.
- Evaluate their own and others 'work at the end of each day and show progress toward meeting the target.
- Ask questions that encourage self-evaluation (e.g., How does your work compare to the exemplars? Have you met the target completely? What additional learning is needed? What can you do to improve your learning? How much more time will be needed to reach this target? What do you need to work?
- Rate each other during discussions and check work in progress.
- Classify the steps needed to learn the material.

1.6.3. After Instruction

- Design practice tests.
- Evaluate the quality of practice test items.
- Participating in scoring the assessment.
- Make suggesting how to improve the assessment.
- Construct test items and justify how they will measure student performance in relation to learning targets.

1.7. The Implementation of Self-Assessment

Intensive conversations with student need to occur before introducing any self-assessment practices, Boud (1995:182, cited in Spiller, 2012) argues that the way in which self assessment is implemented needs the acceptance by student and the implementation process needs to include:

- A clear rationale: what are the purposes of this particular activity?
- Explicit procedures, students need to know what is expected of them.

- Reassurance of a safe environment in which they can be honest about their own performance without the fear that will expose information which can be used against them.
- Confidence that other student will do likewise, and that cheating or collusion will be detected and discouraged.

In addition, students must be involved in building the criteria for judgment in order to evaluate their work and it is better to set their objectives and standards for the work they do. Then, students' self - assessment need to be designed appropriately for particular discipline and should be integrated into most learning activities.

Furthermore, students need to be absolutely conscious about the standards of their activities that are invited to monitor their progress in practical skills and practice and support the development of self-assessment abilities.

1.8. Stages of Teaching Student Self-Assessment

To help teacher implement student self - assessment in the classroom,

Rolheiser (1996, cited in McMillan and Hearn, 2008:47) identifies four stages of teaching student self-assessment as the following figure shows:

In the first stage, teachers involve students to determine criteria which are specific, immediately, applicable and moderately difficult. In first stage, it is important to use students' language in naming and describing criteria. Then, in the second stage, teacher shows student how to apply the criteria to evaluate work samples for helping them to understand the criteria and how to use them. In the third stage, teachers provide students feedback concerning their application of the criteria. The last stage, involves identifying subsequent learning goals and strategies that may attain the goals.

Stage1 ➡ stage2 ➡ stage3 ➡ stage4

Level of implementation	Establishing criteria	Teaching student how to apply criteria	Providing feedback to student on application of criteria	Setting learning goals and strategies
Beginning	Criteria given to student for their reaction	Examples of applying criteria given to students	Teachers provides feedback	Goals and strategies determine by teacher
Intermediate	Student select criteria from a menu of possibilities	Teacher describes how to apply the criteria	Feedback provides by both teacher and students	The menu of goals and strategies provided by teacher
Full	Student generate criteria	Teacher models how criteria apply	Teacher engages students in justifying their feedback	Student constructs goals and strategies

Table01: Growth Scheme for Teacher Implementation of Stages of Student Self – Assessment

Rolheisers' "growth scheme" is useful to check how often teacher use student self-evaluation and determine any necessary improvement in the process.

1.9. Techniques for Self-Assessment

According to Harries and McCann (1994:66-67) there are many techniques students can use to assess their selves by own which are:

- **Descriptions:** students here may use profiles, learner diaries, and consoling sessions to report, record and talk about what they have done and determine their own progress.
- **Rating:** this includes rating scales, graphs, general rating and adjectives that students can use to give impressions, describe their own attitudes, and how much their performance develop.
- **Monitoring:** it contains self-editing, correction codes, taping, grading mistakes and test you, students adopted this technique to correct their mistakes.
- **Questionnaires:** this technique includes listing, ranking problems, multiple choice questions, agreeing/disagreeing can/cannot questions, and short answer questions, so students use this tool to assess their learning to be more measurable.
- **Surveys:** in this technique student use group surveys and class surveys to report the results of learning process.

1.10. The Role of Self-Assessment

Involving students with self assessment can help them to achieve their skills and goals in learning; it gives them an opportunity to take responsibility to develop a better understanding of themselves as learners.

Most recently, self-assessment has been widely by academics as having a role to play in promoting learning. According to Boud, D (1989:20) self-assessment can serve pedagogical roles; first, it provides an opportunity for student to take ownership of the criteria for assessment, then, it involves the learner to take the responsibility for their

learning. In addition, self-assessment encourages students to become self – monitor and independent; that is to say, the learners become reflective particitioners who can criticize their own self.

According to Harris and McCann (1994:65) there are many benefits to be derived self - assessment that teacher can implementing it. Firstly, self-assessment must be integrated with other classroom activities. Secondary, self assessment implies knowledge about language and learning which most secondary learners do not have. Therefore, self-assessment can be work if it is accompanied by learning training. Thirdly, teachers may have their doubts about the maturity of the students when they asked to give themselves a mark, which be taken into account in their overall assessment.

1.11. Assessing Oral Performance

The process of students' self-assessmet in oral performance is usually concerned to achieve the sucess of the two skills : the receptive skill (listening) and the productive skill (speaking).The assessment of students' own performance should become an integral part of communicative activities. In as well-designed class, students engage in oral performance often, they articulate what they are Learning : explaining, giving example, interpreting, etc. they need to learn to assess what are saying, and since students spend a good deal of their time listening, it is also imperative that they learn critical listening. For that, a pragmatic view of language performance, listening and speaking are almost always closly interrelated. In addition, self-assessment may provide feedback about performance for teacher without having to correct every single activity done in the classroom, it gives many occations when students can get as much from correcting or assessing their own or each other's work, than from feedback from the teacher.

1.11.1. Assessing Speaking

In foreign language teaching it is important to assess all learner's skills and not just their use of grammar or vocabulary. In speaking assessment involves the learners' knowledge of the language items and the ability to use this knowledge to communicate in that language. According to Lindsay and Knight (2006 :121)

Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate.

Harris and McCann (1994 :79) claim that Speaking is area where it is very difficult to assess one's own performance student should for every speaking activity do in class focus on activities where performance is an important element, for example : role- play or simulation rather than survey activities. So, it is important to establish criteria for assessment before students begin the task : fluency and lack of hesitation, relevance and the interest of the performance, pronunciation : sounds, rhythm, word and sentence, stress intonation, appropriacy of language, grammatical accuracy and the use of suitable vocabulary.

It may be difficult for the teacher to be objective in grading his students. The teacher may use a variety of rating systems. A holistic rating when the teacher is interested in the student's overall performance. On the other hand, an analytical rating captures the learners' performance on only one aspect, say fluency, accuracy, pronunciation, stress, and so on. (Lindsay and Knight, 2006 :124). So, the use of this element will be taken into account when the teacher finally gives a final grade. There are other times when speaking skills can be assessed. Almost any activity designed to test speaking are generally the same as the

kinds of activities designed to teach speaking, such as : role - play, pair work, information-gap exchange, discussions, and so on.

Although fear of bad marks can sometimes be motivating, it surprising to find the amount of power that learners feel when assessing them selves. It can be real awarness raising activity.

1.11.2. Assessing Listening

Teacher should involve students to assess their own performance in listening by using learner training activities in order to make them aware of different types of listening. For listening it is useful for students to think about some of the variables that can affect understanding such as : accent, background noise, vial clues and numbers of speakers. When students are acctually doing listening task, the most obvious way of assessing performance is by assessing completion of the task. For most tasks this means working out how many correct answer the student can either do this through self - correction themselves or other students can correct their answers. Therefore, they may keep record of their own results, possibly in their leaners' diaries. (Harris and McCann, 1994 :74). So, assessing listening is an effective way for students to get what they do not understand in the coure it self this can be enhanced when the learners ask pointed questions to obtain the knowledge that they need and comprehend what has been said directly.

Conclusion

To sum up, the first chapter deals with the most basic elements of the assessment, its nature, definition, purposes, and its types. In addition, we concentrated on one type which is self-assessment, we dealt with its definition, the implementation of self-assessment, its

stages, techniques, theories and its role. The last point we dealt with it was assessing the oral performance.

Chapter two

Teacher-Student Interaction

Introduction

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2.1.1. Interaction as a Types of CLT FrameWorks

2.2. Classroom Interaction

2.2.1. The Components of Classroom Interaction

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2.2.1.3. Co-Construction

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Conclusion

Introduction

Classroom interaction has received a great deal of discussion, according to its important role, especially in second or foreign language learning. Focusing on the teacher - student interaction, the objective of this chapter is to show the significant role of this type of classroom interaction in enhancing one of the most powerful element affecting the student's progress which is "student's self-assessment". In this chapter, we shall present a brief review about communicative language teaching (CLT) theory, since interaction is one type of its framework. Then, we will deal with the components of classroom interaction, its main types, and particularly we will focus on one type which is teacher- student interaction. In addition, we shall tackle the teacher's role in the classroom setting. Also we will deal with teacher - students questioning and feedback. Finally, we will mention some strategies for helping students in classroom interaction.

2.1. The Communicative Approach

English is an international language used in order to communicate in the field of education, teachers look for a significant method to meet the learner's needs to use this language for communication. Sarosdy et al., (2006 :23) claim that the communicative approach preserved its characteristics from both the cognitive and natural approaches. The representatives of the Communicative Approach (CA) acknowledge that structures and vocabulary are important but they emphasize the acquisition of linguistic structures or vocabulary as well. Different researchers have presented their views on the relation of communicative language teaching. The communicative approach or (CLT) is considered as the best approach for such purpose. A deep understanding of CTL theory and its implication for classroom practice is very important for both learners and teachers, since it aims at helping learners to use the target language for communication. Richards and Theodore

(2001 :172) say that the origins of communicative language teaching are to found in the changes in British language tradition by the end of 1960 and continued to evolve. It is best considered as an approach rather than method. CLT developed because of the limitation of the previous methods, it mainly focuses on the ability to communicate and interact which was absent in the other methods. In addition, it refers to diverse set of principles in order to improve language learning and that can be used to support a wide variety of classroom procedures, such as : the application of authentic and meaningful communication should be the goal f classroom activities, integretin of different language skills for the learners

2.1.1. Interaction as a Type of CLT Frameworks

Many researcher have investigated about classroom communication that involves interaction ; they showed importance of interaction in acquiring knowledge and achieving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in the classroom and increasng the learner's talk time. CLT relies mainly on the value of interaction ; person to person encouters. Teachers and learners then must distinguish between interaction and communication ; they should not consider them as synonyms, in spite of the fact that many of them consider that communication refers only to people interacting with each othe.

2.2. Classroom Interaction

According to Tsui (2013 :30) “ The classroom is a complex and relatevely unpredictable environement where many things happen very quickly at the same time”. A succuessful communication process requires the presence of two more units ; we mean teacher and student. Moreover, interaction has been considered important in the learning process as long as language aquisition is concerned.the concept of has been studied by many scholars. As Kouicem (2010 :9) in her dissertation, interaction is as “ reciprocal

events that require at least two objects and two actions. Interaction occurs then these objects and events naturally influence one another” (Wagner, 1994 :8). Further, All Wright and Baily (1991) hold that “interaction is something people can do together i.e collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learner’s cooperation”.

In fact, while discussing about interaction, it is important to tackle its two main aspects which are negotiation of meaning and feedback. As Kouicem (2010 :10) confirms, “ If these two elements are not available in the classroom, then we can not speak of a successful learning through interaction”. Kouicem (2010 :10) adds, “ interaction contributes to acquisition through the positive or negative evidence and through opportunities for modified output. Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors”. Kouicem (2010 :11) says that, and according to Ellis and Barkhuizen (2005), negotiation of meaning is the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. It is when the learner try to make the linguistic output more comprehensible for the other learners in the class so they can engage with them in the interaction. In addition, feedback is one of the promoting keys in interaction. Kouicem (2010) mentioned, and according to Mackey (2007 :30) “through interaction that involves feedback the attention of the learners are paid to form errors and are pushed to create modification”.

2.2.1. The Components of Classroom Interaction

2.2.1.1. Collaborative Dialogue

Collaborative dialogue happens effectively between learner and learner or learner and assistant interaction. According to Vygostky’s theory, learning is an integral activity of

learners' self and adult guidance or collaboration with more capable peers (Yu, 2008 :48). Dialogue interaction as (Jonson,2004, cited in Yu, 2008 :48) is the result between learners and other members of their sociocultural world such as :teachers, parents,and friends.So, classroom interaction must take the role as collaborative dialogue in communicative language teaching to encourage the learner to learn SLA in the classroom settings.

2.2.1.2. Negotiation

According to Ellis (1990, cited in Yu, 2008 :48) Negotiation in interaction happens when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them which able them to acquire new language. It is essential part for input to become comprehensible. Negotiation is an effective process that creates communication between one to another, Allright (1984, cited in Yu, 2008 :48) claims that interaction negotiation should be person to person communication under satisfactory conditions. It is type of real life language use that is relevant to the learning purposes for the learners. There are mainly two negotiated forms in the classroom interaction ; face to face peer negotiation and corrective feedback negotiation provided by the instruction. So, negotiation plays a significant role in classroom interaction because the L2 learners are given more chances to negotiate their problems in comprehension.

2.2.1.3. Co-construction

According to (Jacoby and Ochs, 1995 :171 , cited in Yu, 2008 :49) Co – construction is defined as “ The joint creation of form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally, related meaning reality”.This quotation implies that intercultural competence involves the knowledge of language that is constructed by all participants in interaction. In classroom interaction, the learners construct

the awareness of self – regulation from dialogic interaction when they negotiate with each other and with teacher, this lead them to become fully self - regulated and the ability to construct their second language acquisition develops through classroom interaction.

2.3. Types of Classroom Interaction

Interaction has been categoried into different subtypes, as Kouicem’s dissertation (2010 :13) is said by Thurmond (2003) who defined interaction as

“ The learner’s engagement in the course content, other learner, the instructor, and the technological medium used in the course.True interaction with other learners, the instrucor intended to enhance knowledge of development in learning environment”(Kouicem, 2010 :13)

This quotation implies that there are four types of interaction : learner-course interaction, learner - learner interaction, learnr - teacher interaction and learner - technology interaction.We shall deal with teacher - learner interaction, student-student interaction focusing on the former.

2.3.1. Teacher-Student Interacion

Teacher-student interaction plays the vital role in classroom in increasing different aspects in the student’s development . Sarosdy et all., (2006 :35-36) claim that a special type of interaction which can develop teaching and learning processes, is the interaction that occurs between teacher and student, it is a continous process, teacher acts upon the learners to cause a reaction. The interaction here shift from minute to minute, the reaction inform some response to a question, an item in drill, a word pronounced or spelt, a

sentence written. Teacher studies this action and transmit it in reaction to his original. He turn reacts and builds this into the subsequent action on the classroom and so on. This process is illustrated in the figure1 below :

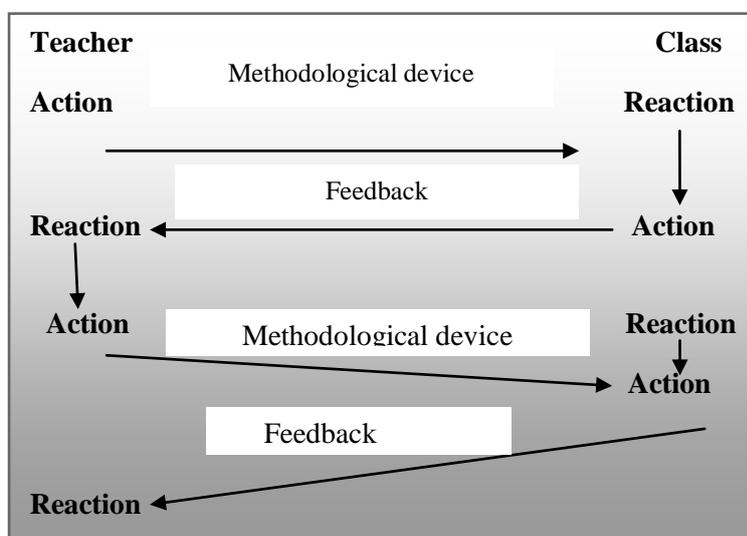


Figure 01 : Classroom Interaction (Thomas, 1991 :91)

During teacher - learner interaction, the listening skill and the speaking skill are consider for both teacher and student interaction so, the former should pay attention to the way that is appropriate for interacting which is a very crucial in learning and teaching.

According to Harmer (2009) teachers must focus on three pillars when they communicate with their students. First, they should pay attention to the kind of the language the students are able to comprehend, i.e teacher should provide an out put that is comprehensible for level of all students. Second, teachers must think about what they will say to their students and transmit it in simple way, hance the teacher speech is as a resource for learners. The last, teachers also have to indentify which they will speak such as : the voice, tone and intonation. Scrivener (2005 :85) made the following diagram to show clearly how the interaction happens between the teacher and the students :

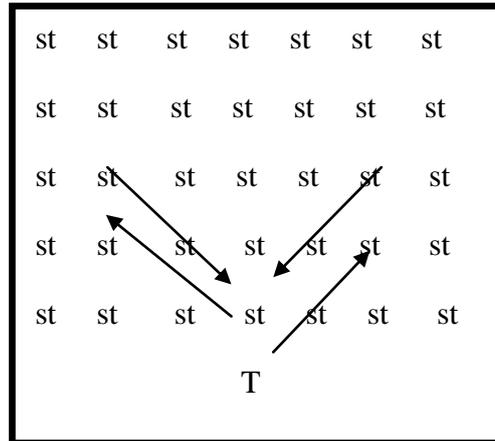
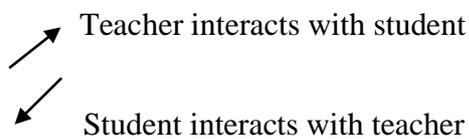


Figure 02 : Interaction between Teacher and Learner

Key :



St: student

T: teacher

2.3.2. Student-Student Interaction

“Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding” (Chickering & Gamson, V. 1). For that, it is pretty important that students know how well to communicate with each other inside the classroom. Furthermore, “Constructive student-student relationships are probably and absolute necessity for maximal achievement, socialization, and healthy development” (Johnson, 1981:5). As Kouicem (2010:15) mentioned, and according to Johnson (1995), if learner-learner interaction is well

structured and managed, then it can be a significant factor of cognitive development, educational achievement of students and emerging social competencies. In addition, Kouicem (2010:16) mentioned that Naegle Paula (2002: 128) adds also that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned”. In fact, “When you [teacher] can bring them [learners] together in shared learning experiences it not only helps them to feel more connected to each other as a group, but makes the course activities more memorable, which facilitates the learning of the subject matter” (McKinney, 2010, V. 1). Furthermore, engaging with dialog with others increases dramatically the possibility of finding new and richer meanings. It is also, when people collaboratively search for the meaning of experiences, information and thoughts, they also create the foundation for community. Creating a sense of community is a concept that can greatly develop “The quality of a learning experience at the level of an individual course and at the level of the whole college experience” (Fink, 2003, V. 2). “So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom”(Kouicem, 2010:16). So, teachers must encourage such type of interaction among students because of its range of benefits that it has on student’s themselves.

Although, student-student has its significant role in improving student’s skills, teacher-student interaction plays the vital role in classroom in increasing different aspects in the student’s development. According to Kouicem (2010:15) there are many theories maintain that knowledge is actively constructed and skills developed through interaction between learners as it is shown in the diagram in figure 2 done by Scrivener (2005:86).

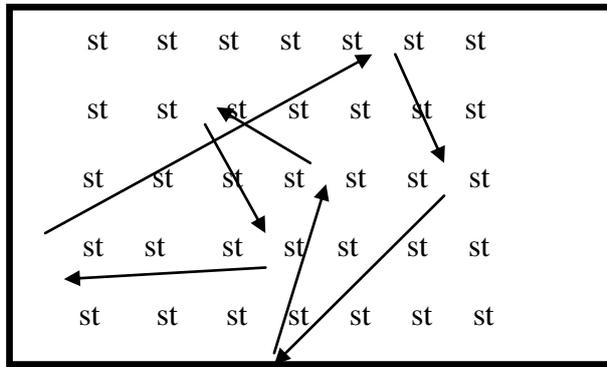


Figure 03: Interaction between Students

Key:



Student –student interaction

St: student

T: teacher

2.4. Teacher’s Role in Classroom Interaction

Teacher’s role and behaviour are the main clues that determine the student’s role and engagement inside the classroom. In fact, most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the teacher’s role is pretty important in motivating and creating interest in topics. Hedge (2000:19) identifies important roles the teachers can play:

“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if

students need help with words and structures during the pairwork”.

From this quotation, we can say that the teacher has six main roles inside his or her classroom. Firstly, the teacher has a controller role because the teacher job here is to transmit knowledge from himself to his students. Secondly, assessing students and showing them that their accuracy is developing is another teacher’s role. The students must know how they are being assessed; the teacher has to tell them their strengths and weaknesses the students, then can have a clear idea about their levels and what they need to concentrate on. According to Fulcher and Davidson (2007:27) in the classroom teacher is familiar with each and every learner, he can makes judgments and decisions about students’ work abilities, the teacher interacts with each learner in order to assess the current abilities of the learner and to decide what to do next. Thirdly, the teacher has to decide where and when to correct student’s mistakes so that there would be a clear improvement. Next, the organiser, it is the most important role –that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving students instructions about how well they interact, and finally stopping everything when the time is over. In addition, sometimes the students do not find the exact words to use, so the teacher’s role here is to push them to be creative in using language. Finally, students have questions to be answered, so the teacher here works as a resource. For instance, if they need to know the meaning of words or they want to know how to say something, they get back to their teacher. For that, the latter must be able to fulfil their needs. Another teacher’s role in a classroom interaction is the observer. The teacher here has to disattract the students’ attention so that they can interact naturally and spontaneously. So a teacher should have all those qualities in one person.

Teacher-student interaction depends, mainly on teacher's role inside the classroom. This type of interaction occurs when the teacher takes part in the interaction inside the classroom. Kouicem (2010:13) adds,

“He [teacher] negotiates with his students the content of the course,
asks questions, uses students' ideas, lectures, gives directions,
criticizes or justifies student talk responses. On the other hand,
the students will benefit by drawing on the experience of their
teachers on how well to interact in the manner that is most effective”.

Indeed, Nugent (2009:1) claimed that the main variable in the classroom is not the student, but the teacher. Nugent (2009:1) adds that these teachers [great teachers] recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. Moreover, “those teachers are the first and perhaps most important point of contact in a student's life” (Nugent, 2004: 1). It is important that students put in mind that the teacher cares, that he is not there just for the salary, that it is important for him that his students succeed; that he is ready to work hard just as hard as the students towards this success. If students can feel that the teacher does not care...this perception is the fastest way to weaken their motivation. The spiritual (and sometimes the physical) absence of the teacher sends a powerful message of “It doesn't matter!” to the students, that everyone, and even the most dedicated ones, are likely to be affected and become demoralised (Dornyei, 2001: 34). On the other hand, as Dornyei (2001:36) claimed, “Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with

the learners” . In addition, a mutual trust must be built between the teacher and his or her students. “It is easy to trust “trustable” students”, as Dornyei mentioned, “but it is the “untrustable” students who need systematic trust-building experiences. . . .While some students may occasionally abuse their trust, they need repeated opportunities to learn and practise this character trait”.

2.4.1. Teacher-Student Questioning

In the classroom, the teacher often asks question to learners and learners answer the questions and vice versa ; or the teacher participates in learning activities. These forms are called teacher - learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals. According to Harmer (1991 :49), to foster learner to produce communication outputs, learner should be encouraged in communicative activities

Lynch (1996 :108) claims that teachers may asked questions which are display question or referential questions. Display question refer to a question to which the teacher knows the answer in advance, and questions that seek new information are called referential or real questions. In addition, (Hargie, 1981 cited in Tuan and Thi Kim Nhu , 2010 :32, Vol.1) states that teachers’ question divided into procedural questions, recall/process question and closed/open question. Procedural questions are used as the part of teacher language in giving instruction in classroom. The recall questions are focuses on checking whether learners mastered the previous lessons. By contrast, with process questions, learners use their mental process because the teacher ask them to make decision and evaluate any given statement or situation, which motivate students to deal with the matter. With closed questions, learners’ answers are very narrow few words or a short sentence to find out the facts. They can be subdivided into three types ; alternative question, Yes/No

question, identification questions. However, open questions require all possible answers. So, they provide learners with more opportunities of interactions and learners to participate actively in their learning for producing more language output. That is to say, questioning helps teacher – student interaction to be more active because it finds out something from the learners' facts, ideas and opinions. In addition, it checks or tests students' understanding in their learning.

2.4.2. Initiation-Response-Feedback (IRF) Pattern

According to Lynch (1996 :107) teacher dominated language classroom follows by initiation, response and feedback sequence. This routine can produce the illusion that a teacher is interacting with learners by asking questions and getting answers. Here is a typical example of such a pattern in a classroom :

Teacher : Is the word 'easy' correct ? *Initiation*

Chorus : Yes *Response*

Teacher : Yes, the word 'easy' is correct *Feedback*

So, from this example we understand that the teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the most common pattern of language interaction between teacher and students in the classroom.

2.4.3. Teacher-Student Feedback

Feedback of interaction is of crucial importance, students often want to know how they are doing in relation to their peers, how can they assess their performance by themselves.

Sarosdy et al. (2006 :121) claim that feedback refers to the information that learners receive from their teacher about their performance, which will help them take self – corrective action and improve their achievement. Effective feedback focuses on the learner’s performance and stresses both strenghts and suggestion for improvemet. In addition, Harmer (1991, cited in Sarosdy, 2006 :121) makes a distinction between two different kinds of feedback ; content and form feedback. The former, involves the assessment of how good the students’ performance was in the communicative activity, focusing on their ability to perform the task rather than deal with the correctivness of their language used in the activity.The latter, deals with the linguistic accuracy of the students’, teacher here discuss student’s errors and mistakes during the activity.

According to Lynch (1996 :117) Teacher should providing cognitive feedback about the comprehensibility or accuracy of what the learner has said and understand in their learning. Also, it is important to give them affective feedback by showing approval or diapproval. So, teachers’ role here is as corrector, the act of correcting may impose an emotional reactions on the learners.

So, we recognize that the purpose of feedback in the classroom interaction is to develop and assess the learners’ performance, it provides an accurate assessment about them and guide them to raise their performance levels.

2.5. Strategies for Helping Students in Classroom Interaction

2.5.1. Teacher’s Help

According to Dargarin (2004 :133) Teacher can help student to develop their skill in foreign language (FL) some of the ways of teacher’s help are the following

2.5.1.1. Asking Question

It is a relevant strategy for students to answer questions rather than to initiate a conversation with the teacher because the teacher here indicates with questions some words and language structure which will appear in the answer to bring the student to the right answer, this strategy can be used in retelling stories or descriptions.

2.5.1.2. Body Language

Students may grasp a lot of information from the teacher's gestures and mime. The teacher can encourage students to express themselves by using their body language such as : gestures, miming, moving around the classroom and so on.

2.5.1.3. A Topic

Teachers can keep students' interaction and attract their attention by choosing appropriate topics that students are interested in, such as : sport, music, computer etc. Students can say a lot of information about their interests than something they do not know well.

Johnstone (1989 :9, cited in Dargarin, 2004 :134) described some other strategies taken by teachers that might help students understand the teacher's utterance and interact appropriately :

- “ Regular checking of understanding,
- Using familiar words,
- Immediate repetition,
- Slower, clearer talk,
- Exaggerated intonation, emphasis,
- Clarity of discourse markers,
- Simple tasks, notified in advance,

- Translation into L1.”

2.5.2. Communication Strategies

According to Byate (1987 :42 , cited in Dargarin, 2004 :134) There are two types of communication strategies :

2.5.2.1 Achievement Strategies

Speakers use this strategy to improve the language by improvising a substitute for the gaps that they need to know. It contains three types ; guessing strategies, paraphrase strategies and co-operative strategies. Guessing strategies ; probs for a word which he does not know or is not sure what it means. Then, paraphrase strategies which divide into main types ; lexical substitution strategy, which involves searching one's knowledge for a synonym or more general word to express his meaning. The other one is circumlocution is applied when a speaker uses more than one word to express his meaning. A third type of the achievement strategies is co-operative strategies, the speakers search for help in different ways such as : ask for a translation of their mother tongue, may point to the object they want or by miming.

2.5.2.2. Avoidance Strategies

Avoidance strategies prompt speakers to change the message in order to avoid communication trouble. They may avoid phonemic, grammatical or lexical problems.

Conclusion

Teacher-student interaction is a useful strategy to enhance students' participation opportunities. In the second chapter we dealt with a review of the communicative approach and interaction as types of its frameworks, then we talk about the definition of classroom

interaction, the components, types and we concentrated on one type which is teacher-student interaction. We discussed the teacher-student questioning, feedback and roles. The last point we dealt with is teacher strategies help the learners to communicate in the classroom.

Chapter Three : Field Work

Section One : Methodology of Work

3.1. Research Methodology

3.2. Participants

3.3. Instruments

3.3.1. The Pilot Study

3.3.2. The Description of the Main Questionnaire

3.3.3. The Description of the Teacher's Interview

Section Two : The Findings and Discussions

2.3.1. The Findings of Students' Questionnaire

2.3.1.1. The Interpretation of The Results

2.3.2. The Findings of Teachers' Interview

Conclusion

Chapter Three : Field Work

Section One : Methodology

Introduction

This chapter is about the practical part of this dissertation. It is divided into section ; the first section includes the method used for this study. The description of the research method used in this investigation will be taken, and then we will talk about the population and the sample of the study. After that, we will talk about the pilot work, our student questionnaire with the results that we have got from this pilot test. Furthermore, we will talk about the two research tools used for this study, the questionnaire and the interview, individually. However, the second section deals with the analysis and discussion of the two tools.

3.1. Research Method

Our research problem is improving student's self-assessment through teacher-student interaction. Therefore, as we are concerned , the suitable research method to be taken is the descriptive one, since it is the best method to describe research problem in education. Turney and Robb (1971 :52) state that, “ Many research problems in education lend themselves to descriptive methods”. For those reasons, we have chose this method. In this, we have followed a quantitative – qualitative approach because we need to investigate our topic by using this mixed design.

3.2. The Participants

The population used in this study includes 372 student of English (ten groups) of third year level at the department of foreign languages at Mohamed Kider University of Biskra. We taken sixty (16.12%) of students, chosen randomly. The selection of such sample was based on the consideration that third year LMD students have already experienced in learning English language in the previous years first and second, so they know some information about classroom interaction concepts and they aware about evaluating their levels in this language. For those reasons, we think that they are the most appropriate ones who work well with our study. Whereas, the five teacher who participated in the interview were two tutours preparing for their doctorate, and three of them were a doctors. Two reasons were behind including those teacher in our study ; first, to have more credible, reliable and in – depth data because of their experience in teaching, and second, to obtain further guidance in order to ensure that study was being conducted appropriately.

3.3. Instruments

In this study, we have chosen two research tools that are mostly taken by research in field of education ; the first research tool use in this dissertation is “ questionnaire”. The aim of using this instrulent is to gather data from respondents in order to analyse them, and to have a deep view on improving students’ self – assessment through teacher – student interaction, obtaining final results that check the validity and reliability of our hypotheses, and research answers to our research questions at the end. The second instrument is semi – structured interview with five teacher chosen randomly from our depatment of English. We chosen five teacher who teach Oral Expression module since our study includes classroom interaction.

3.3.1. The Pilot Work

The pilot work have been done in to pretest our questionnaire, we have conducted this study in order to check if students can understand the terms used in the questionnaire ; to ensure the questions can be answered and the tools used actually work. We have done the pilot work, two days before the main questionnaire, with a group of ten students just after their session of Oral Expression.

Our pilot study was in a form of questionnaire. We told the students to ask us if the do not understand something in the questionnaire. After modifying the pilot study questionnaire, we have obtained the main questionnaire which is composed of 13 questions.

3.3.1. The Description of The Questionnaire

We have designed the student' s questionnaire in order to obtain learner's responses to statement about ' Improving student's self – assessment through teacher – student interaction'. This questionnaire consists of thirteen (13) questions which are arranged in a logical way. They either closed questions requiring from the students to choose ' Yes' or 'No' answers, or to pick up the appropriate answer from a number of choices or open question requiring from a number of choices or open question requiring from them to give their own answer and justify them.

Question (1) to (2) are devoted to evalate students' level in English and show the relationship that exists between them and their teachers of Oral Expression. The third question is about who does most of the talk in OE; the teacher or the learner. In the question (4) students are asked if they are given the opportunity to interact with their teachers and wether in question five this latter provides comprehensible input that suitable

to the students' level or not. Question (6) is put to know how often students interact between themselves in the classroom, and in question (7) students are asked if they interact because it is the teacher who involves them or just because they want to do so. The question (8) is designed to judge how often the teacher of Oral Expression assesses the students' feedback, and in question (9) they are asked how they react to teacher's assessment. Question (10) is put to know whether regular interaction in classroom helps students to assess their level effectively with justifying the answer. Question (11) is designed to know the students' preference if they prefer their own assessment or the teachers' assessment with justifying. Moreover, in question (12) students are asked to indicate which self – assessment techniques they use to assess their learning. In the last question (13) the students are asked to choose the main reason why they do not sometimes interact in the classroom.

3.3.2. The Description of the Teacher's Interview

The teachers' interview is composed of five teachers, it consists of six questions; the first question is about teaching Oral Expression and the second one is about the definition of assessment. In the third question the teacher is asked to give the types of assessment that they use in the classroom, and in the question four teachers are asked if they assess their students in the classroom. Then, how the teachers' interaction enhances the student's self – assessment is designed for question (5). The final question is about techniques for student's self – assessment that they suggest for their students to use them. The meeting with teachers was on 22 of April at the faculty staff rooms.

Section Two : The Findings and Discussions

2.3.1. The Findings of Student's Questionnaire

Question 01 : Is your level in English ?

- a- Good
- b- Bad
- c- Less than average
- d- I don't know

option	Frequency	Percentage
a	20	33.33%
b	35	58.33%
c	1	1.67%
d	4	6.67%
Total	60	100%

Table 01 : Student's Level in English

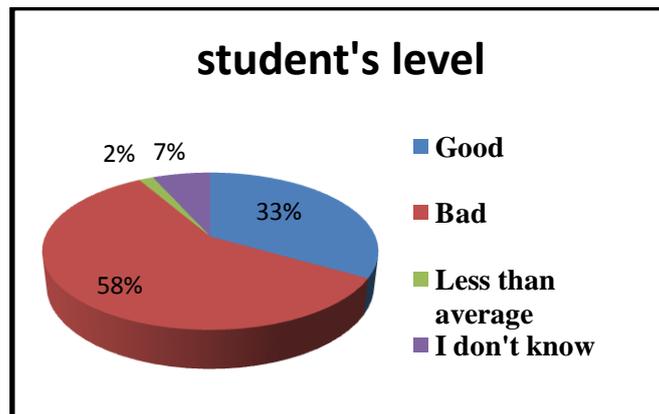


Figure 01 : Student' Level in English

We remark that the highest percentage of students (58.33%) claim that their level in English is average. Others (33.33) show that they are good in English. Some others (6.67)

say that they do not know their level at all. The least percentage (1.67) of students shows that their level is less than average.

Question 02 : What type of relationship exist between you and your teacher ?

a- Good

b- No relationship

Option	Frequency	Percentage
a	30	50%
b	30	50%
Total	60	100%

Table o2 : Student and Teacher Relationship

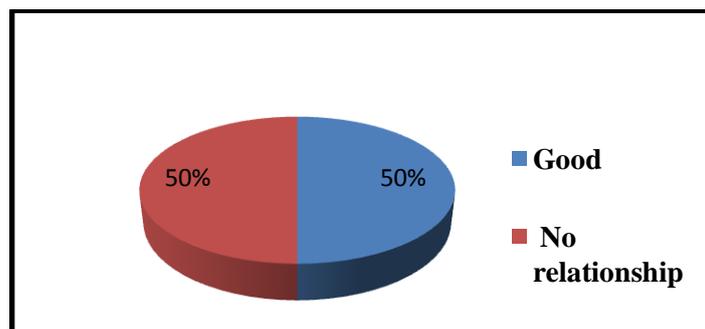


Figure 02 : Student and Teacher Relationship

Table (2) shows that half (50%) of student have a good relationships with their teacher of Oral Expression. Also the other half (50%) of students say that no relationship exists between them and their teacher of Oral Expression.

Question 03 : Who does most of the talk in the classroom in Oral Expression ?

Option	Frequency	Percentage
a	35	58.33%
b	25	41.67%
Total	60	100%

Table 03 : Students and Teacher's Amount of Talking

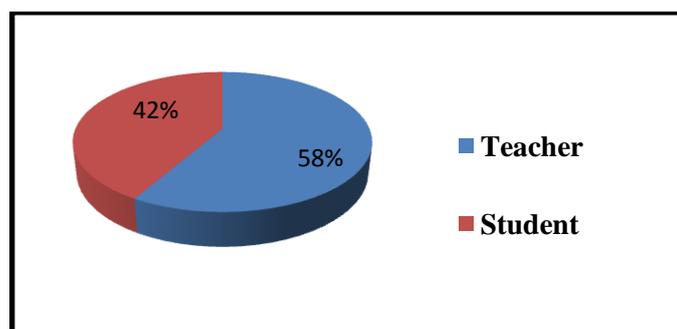


Figure 03 : Students and the Teacher's Amount of Talking

The results obtained denote that (35) students state that the teacher is the one who talks most in the classroom. On other hand (25) students say that is the student who does most of the talk in Oral Expression.

Question 04 : How often the teacher gives you the opportunity to interact (give and take) ?

- a- Always
- b- Sometimes
- c- Never

Option	Frequency	Percentage
a	16	26.67%
b	44	73.33%
c	0	0%
Total	60	100%

Table04 : Frequency of Table Teacher – Student Interaction

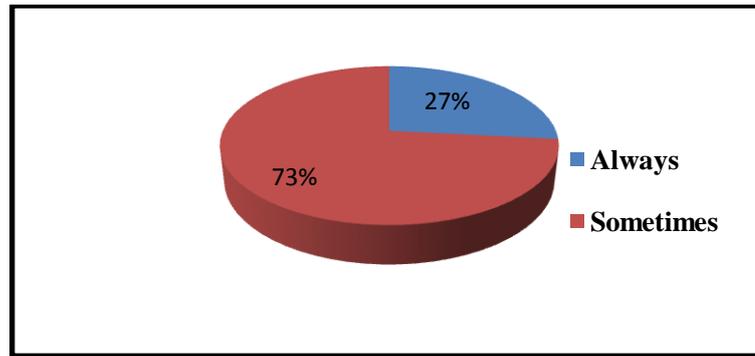


Figure 04 : Frequency of Teacher – Student Interaction

Table (4) shows that (44) of the students are sometimes given the opportunity to interact with their teachers, and those who say always are (16) students. Other (0) students state that teachers give them the opportunity to interact with them.

Question 05 : Does your teacher always provide comprehensible input that suitable to your level ?

- a- Yes
- b- No

Option	Frequency	Percentage
a	45	75%
b	15	25%
Total	60	100%

Table 05 : Comprehensible Teachers' Input

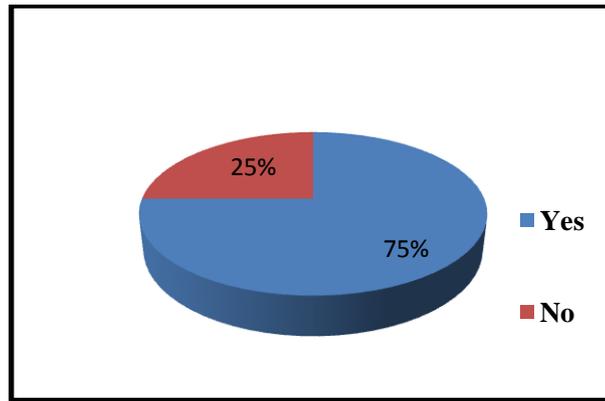


Figure 05 : Teachers' Comprehensible Input

It obvious from the table above that most of students (75%) state that their teacher always provides comprehensible input. However (25%) say no.

Question 06 : How often you interact with your classmates inside the classroom ?

- a- Always
- b- Sometimes
- c- Never

Option	Frequency	Percentage
a	18	20%
b	46	76.67%
c	2	3.33%
Total	60	100%

Table 06 : Frequency of learner – learner Interaction

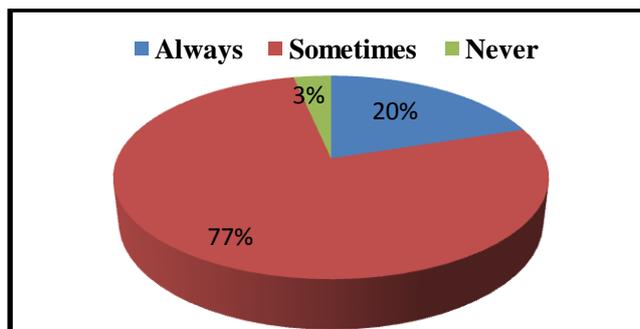


Figure 06 : Frequency of Learner-Learner Interaction

The result obtained denote that (46) students say that they sometimes interact with othre learners in the classroom, other (12) student state that they always do that. However, those who say never are (2) students.

Question 07 : When you interact in the classroom it, is

- a- You who wants
- b- The teacher who asks you

Option	Frequency	Precentage
a	39	65%
b	21	35%
Total	60	100%

Table 07 : The Students' Contribution in Interaction

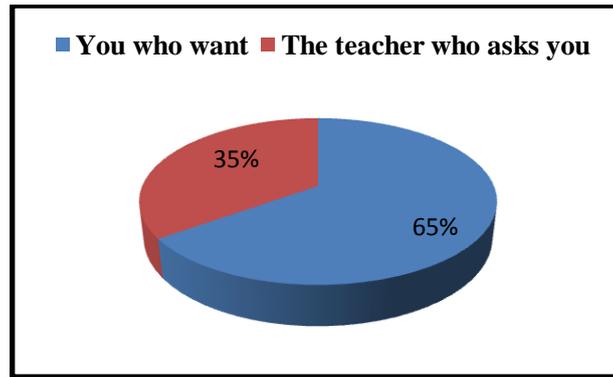


Figure 07 : The Students' Contribution in Interaction

As shown in the table above, (65%) of the respondents want to interact by themselves, while (35%) of them are pushed by the teacher to do so.

Question 08 : How often does your teacher assess your feedback in the classroom interaction ?

- a- Very well
- b- Well
- c- Not well
- d- Bad

Option	Frequency	Percentage
a	3	5%
b	41	6.33%
c	14	23.33%
d	2	3.33%
Total	60	100%

Table 08 : Teacher’s Assessment Toward Students’ Feedback

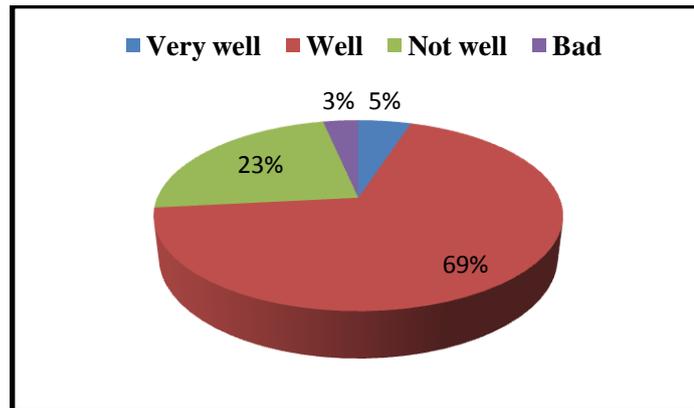


Figure 08 : Teacher’s Assessment Toward Students’ Feedback

The answer tabulated above reveals that while (2) of students’ feedback being assess bad as a result of teacher’s assessment. More than half (41) state that their feedback assessed well. (14) students say not so well. The remaining (3) of the of the students their feedback evaluated as not well.

Question 09 : How do you react ?

- a- You like it.
- b- You do not like it.
- c- You are indifferent.

Option	Frequency	Percentage
a	44	73.33%
b	9	15%
c	7	11.67%
Total	60	100%

Table 09 : Students’ Reaction toward Teacher’s Assessment

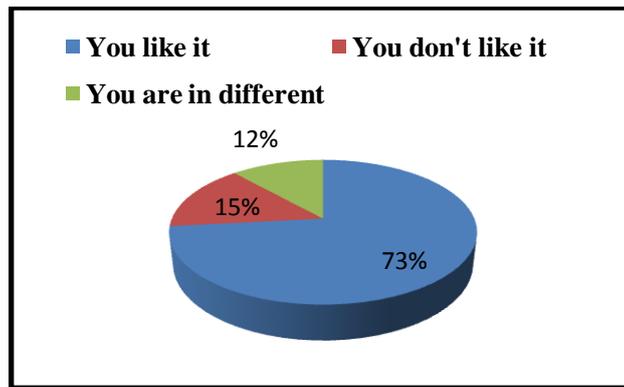


Figure 09 : Students' Reaction Toward Teacher's Assessment

The majority of students (73.33%) state that they like teacher's assessment when they give their feedback. Whereas, (15) of the students claim that they do not like to be assessed, however, the remaining (11.67) are indifferent.

Question 10 : Does regular interaction in the classroom help you to assess your own level effectively ?

- a- Yes
- b- No

Option	Frequency	Percentage
a	58	96.67%
b	2	3.33%
Total	60	100%

Table 10 : Regular Interaction as a Help to Assess Student's own Level Effectively

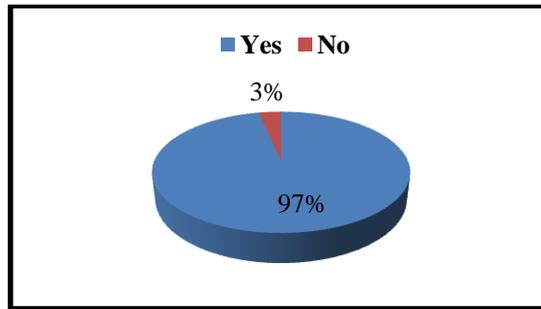


Figure10 : Regular Interaction as a Help to Assess Students' own Level Effectively

As table (10) shows, (96.67%) of the respondents find that regular interaction in the classroom may guide them to assess their own level effectively because :

- It provides their weaknesses and strenghts that they face in learning.
- It gives more opportunities to interact in classroom activities.
- Regular interaction create an active learners.
- Increasing their motivation to interact in the classroom.
- Understanding the course content.
- Develops their self – assessment and self – confidence.

However, (3.33%) of students say not.

Question 11 : As student, when you assess your performance do you prefer :

- a- Your performance
- b- Teacher assessment
- c- Both of them

Option	Frequency	Percentage
a	17	28.33%
b	40	66.67%
c	3	5%
Total	60	100%

Table 11 : Students' Preference for Assessing their Performance

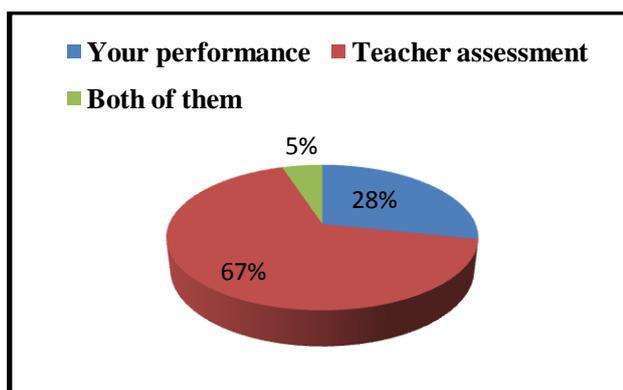


Figure 11 : Students' Preference for Assessing their Performance

The majority of respondents (66.67%) state that they prefer to assess their performance by their teacher because :

- Teacher is more experienced.
- Teacher's assessment is more credible than learners' assessment.

Whereas, (28%) of student state that they prefer to be assessed by own assessment because :

- Student is will be more responsible to assess their own learning.
- Student self – assessment progress their level.
- Developing student's judgment skill.

Question 12 : Which of these self – assessment techniques do you use ?

- a- Diaries
- b- Rating scales
- c- Testing
- d- Questionnaire

Option	Frequency	Percentage
a	7	11.67%
b	2	3.33%
c	39	65%
d	12	20%
Total	60	100%

Table 12 : Student’s Self – Assessment Techniques Usage

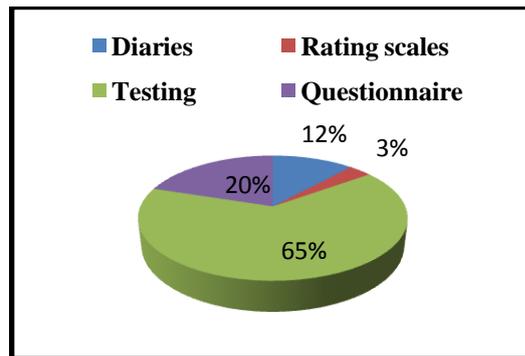


Figure 12 : Student’s Self – Assessment Techniques Usage

A table shows that the majority of students (39) they use testing technique to assess their level, however, (12) students state that they use questionnaire technique. Other (7) respondents say that they use diaries. The remaining (2) state that they use rating scales.

Question 13 : If you do not interact, it is because :

- a- You are not talkative
- b- The topic not interesting

- c- The teacher does not motivate
- d- You fear to make mistakes

Option	Frequency	Percentage
a	11	18.33%
b	20	33.33%
c	12	20%
d	17	28.33%
Total	60	100%

Table 13 : Student’s Reasons behind Not Interacting

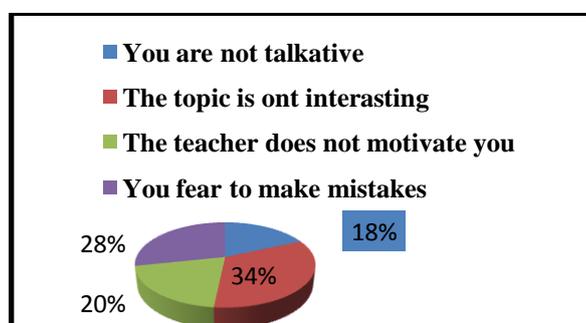


Figure 13 : Student’s Reasons behind Not Interacting

The results shown that (28.33%) do not interact because they fear to make mistakes. Others (33.33%) state that the topic is not interesting, however, (28.33%) of the students claim that teacher does not motivate them. The remaining percentage (18.33%) of the students says that they are not talkative in classroom that is why they do not participate.

2.3.1.1. Interpretation of the Results

First of all, the chosen sample in this study reveals that the current level of the students allows us to rely on them in investigating this study since more than half of them say that

their level in English between average and good (20 « a »+35 « b ») as show in Q1. Teacher-learner interaction could be more successful if the learners feel relax with their teachers ; i.e a good relationship should exist between the teachers and students. However, half of the students (50%) have no relationship with their teacher of OE (Q2) and this may be due to luck of interaction between them, some teachers do not allow such relationship in order to keep respect. On the other hand (50%) of the students state that there is a good relationship between them and their teacher of OE ; that is because they have more opportunities to interact with them in the classroom or they regularly participate. One of the effective characteristics of classroom interaction is to create an active learner ; that is to say, reducing teacher's amount of talking. On the basic of the students' previous answer, expecially to (Q3), (41.67) of them state that they are the students who do most of the talk in the classroom interaction, whereas for (58.33) of them it is the teacher who does so this shows clearly that the teacher is the leader of classroom interaction ; we mean that the teacher who initiate the interaction with their students. Moreover, the majority of the learners (26.67 « a »+ « b »73.33) in (Q4) confess that their teacher of Oral Expression gives them the opportunity to interact with them. This indicates that the teacher really motivate and want his students to be involved with him in such type of interaction which has an impact on the student's self-assessment. A high percentage (75%) state that their teacher of OE always provide comprehensible input that is suitable to their level. The comprehensible input is essential because it is the core of any interaction activity and student should need it since the latter is considred as the only source in the classroom. A considerable percentage of students (20% « a »+ « b »76.67) in (Q6) state that they always/someties interact with their classmates. This indication that the learner-learner interaction is the best way to meet learner needs since it is freely. Many students (65%) seem to be aware that when they interact in the classroom with the teacher or other

learners, this will enhance their self-assessment; that is why they prefer to engage in interaction by themselves and not to be pushed by the teacher (Q7). As a result of classroom interaction (41) of students judge that their feedback in the classroom assessed well by their teachers, this judgement indicates low opportunities to assess their own performance by the teacher (Q8). From the previous answers of the students in (Q9), (44) students state that they like when the teacher assess their feedback because it encourages them to improve their level in learning. Whereas, (9) students do not like, and this may be due to their weak feedback. Moreover, (96.67%) of the student in (Q10) claim that a regular participation in the classroom could help them to assess their own levels, they explain that the regular interaction provides their weaknesses and strength to develop their performances. From the previous answers of the learners in (Q11), (40) students state that they prefer to be assessed by the teacher, since the teacher is more experienced, whereas (17) students claim that they prefer to be assessed by on because they are more responsible for their learning and they want to develop their judgement skills, a small percentage (5%) of students state that they prefer to be assessed by both; teacher assessment and learner own assessment because teacher's assessment and student's assessment are interrelated they complete each other. Further more, (17) of the students in (Q12) state that most techniques of self-assessment they use is testing because is the most beneficial techniques to test their feedback.

Student's reasons behind not participating and then not taking a part of any interaction are different, (28.33) of students fear to make mistakes, this indicates that those learners could have a low self-confidence. On the other hand (33.33%) of learner state that the topic not interesting, this shows clearly that the chosen topic is crucial for successful interaction. Other (20%) of the learners say, that the teacher does not motivate his students, in such case even the active students will show no interest to interaction. The remaining (18.33) of

the students are not talkative, this is because they prefer just to listen and to be silent all of the time.

On the whole, the students' answers showed some interest to the important role of classroom interaction, they believe that the regular classroom interaction enhances their self-assessment to be more improved.

1.3.2. The Findings of The Teachers' Interview

Question 01 : How long have you been teaching oral expression ?

Teacher (1) : 10 years

Teacher (2) : 5 years

Teacher (3) : 10 years

Teacher (4) : 6 years

Teacher (5) : 4 years

Concerning the Oral Expression, our sample has been teaching (OE) from (4) years to (10) years. This indicates that they are more experienced in teaching Oral Expression, they know more things about this skill.

Question 02 : What does the term assessment mean ?

For this question, the teachers give different perspectives about the term of assessment. (T1) states that (to assess means to judge the learner's achievement and progress through quantitative data). (T2) claims that (it means assessing student's oral performance in different ways). (T3) states that (it includes the formal or informal evaluation of the learners' performance that can be continuous during a specific period of

time). Other (T4) states that (it is a kind of measuring the learner's oral production being based on or well set standars). (T5) states that (assessment means judging the value/quality of the learner's 'evaluation').

From the previous teachers' answer, we can notice that the term assessment means measuring, judging and evaluating the learners' performance through specific standars.

Question 03 : What are the kinds of assessment that you use when you interact with your students ?

The interviews indentified several kinds of assessment to interact with their students which are : achievement tests (summative assessment), progress tests (formative assessment), peer assessment and self – assessment. This indicates that the main kinds of assessment are ; formative assessment and summative assessment.

Question 04 : Do you assess your students when they give you feedback in the classroom ?

For this question, all the teacher answer (yes) that is to say, all the teacher assess their students in the classroom interaction to evaluate their feedback.

Question 05 : How does your interaction with your student enhance student's self – assessment.

The teachers provide different ways that help them to enhance students' self – assessment which are :

- Evaluating their feeddback often helps students to know how well or badly they doing in the course.
- Motivate them to be self – cofident learners, the thing that makes them improve their level.

- Giving appropriate feedback which allows the learners to make adjustments in the way he/she learn in order to improve his performance.
- Through presented discussions being related to their productions assessment, learners will recognize their main weaknesses and they discover the points of strenght.

Question 06 : What are the techniques of students' self – assessment do you suggest to your students to use them ?

As the interviews answer there are several techniques of student's self – assessment that student should use it to assess their own work which are : journals, diaries, checklist, rabies, and portfolios. All these techniques are necessary to be used by student to improve their level continously.

Conclusion

The analyses of the teachers' interview and students' questionnaire have shown many facts which enable us to draw up many conclusions. The teachers' interview allowed us to discover that the teachers at Mohamed Khider University of English Department included in the sample possess different teaching experiences and this appears in their teaching perceptions in terms of attitudes, opinions and evaluations of their interaction with students and its impact on the learners' self - assessment. Through their various answers, we have realized that the teachers recognize well that a regular teacher – student interaction in the classroom plays a vital role in improving the students' self - assessment. Consequently, they suggested that taking care of the good relationship between teachers and learners is essential part for develop the student's self - assessment. However, they are completely aware that it is impossible to meet all the students' self - assessed because the luck of opportunities between teacher - student interaction, but it is necessary to consider their

most affective ones shared by them. The students' questionnaire reflected their awareness of the necessity of using effective teaching and learning strategy to build their self – assessment. For instance, encouraging self-evaluation, providing opportunities for interacting in the classroom. Their answers indicate that they need such strategies that consider their different learning styles.

The questionnaire and the interview have shown that the major problem in the English classes of Mohamed Khider University is the lack of the effective assessment that is essential in learning a foreign language. Furthermore, the huge number of the students in the groups that demotivate both teachers and learners.

Recommendations

Our purpose from this study is to give beneficial suggestions in order to develop the issue of student's self assessment in learning a foreign language (English). The research provides a several techniques to integrate self-assessment on student's learning. As far as this study attempts to give some recommendations for both teacher and learner to use in order to create successful learning in foreign language.

In light of the findings of the study conducted by the researcher, the following recommendations are suggested:

- ❖ Student's self-assessment is in need to practice it with teacher feedback.
- ❖ Teachers are invited to create students' self-assessment awareness to develop their self-assessment skill.
- ❖ All university teachers are invited to make self-assessment as a part of their classroom activities under their own guidance and supervision to enhance students to become independent learners.
- ❖ Teachers are invited to give more opportunities for students to interact in the classroom.
- ❖ Guided student's self-assessment should be in incorporated at the earliest stages of education.
- ❖ Students should be engaging on self-assessment to promot their learning.
- ❖ The students should be open minded, have positive attitudes, high self-assessment and self-confidence.
- ❖ The learners should be aware about the difficulties that face and they should make self-judgment about them.

- ❖ University teachers are invited to change students' negative attitudes towards self-assessment by raising their own awareness of the benefits of this assessment.
- ❖ The ultimate purpose of student's self-assessment should be to improve student's learning not prove it.
- ❖ Self-assessment should be not free in the classroom assessment because most students do not develop this skill independently.

We conclude, student's self-assessment can not improve without teacher ongoing support.

General conclusion

Enhancing the EFL student's self-assessment is a difficult task; it needs accurate strategies to be aware. Our research work has investigated to identify the impact of teacher-student interaction on improving student's self-assessment; it has also aimed to encourage the EFL learners to perform self-assessment as a strategy to develop their learning and their performance. We have raised three main questions that have been answered at the end of this investigation; which are: "Is teacher-student interaction a simple transmission of knowledge or is it a creation of conditions to make students learn by themselves?", "Do EFL learners achieve better if the kind of student's self-assessment matches their preferred ways of learning English?" and "What are the most effective techniques that help students to assess their performance?". So, those questions led us to formulate two hypotheses; "if the teacher-student interaction exists, the learners will be able to assess their own performance progression.", and "if EFL learner uses self-assessment techniques the learning will be more effective". In order to test those hypotheses, we have submitted a questionnaire to third-year students, and after its analysis, we have concluded that student's self-assessment improved by making a strong relationship between teacher and student in the classroom interaction. After that, we have analysed the teacher's interview and found that; involving student on self-assessment is useful strategy to develop the EFL learners and to encourage them to become aware about their weaknesses and strengths in learning; so, they will perform positively.

At the end, we can say that a regular and ongoing teacher-student interaction will be the effective successful way to achieve EFL learners' self-assessment and to control their performance accurately.

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