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**CHALLENGES AND SOLUTIONS IN ASSESSING LEARNER AUTONOMY
IN THE ENGLISH CLASSROOM**

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АНОТАЦІЯ

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Зміст анотації

У цій кваліфікаційній роботі досліджуються труднощі та їх вирішення в оцінюванні автономії учнів на уроках англійської мови. Метою та завданням дослідження є представити ключові значення щодо оцінювання учнівської автономії, визначити виклики, з якими стикаються вчителі та учні, які бажають підвищити рівень самостійної діяльності, та запропонувати підхід для підвищення точності оцінювання автономії учнів на уроках англійської мови. У дослідженні було використано змішаний підхід, який поєднує кількісні та якісні методи аналізу отриманих даних експерименту. Результати дослідження показують, що автономія учнів має важливе значення для успішного та ефективного вивчення мови, але обмежується певними факторами, такими як брак ресурсів для розвитку автономії, неналежна підтримка зі сторони вчителів та недостатня мотивація учнів до навчання. У цій роботі пропонується концепція для сприяння і оцінювання автономії у вивченні англійської мови, а також різні стратегії для ефективного використання ресурсів та навчальної діяльності, орієнтованої на сприяння самостійності учня. Результати статистичної обробки даних педагогічного експерименту підтвердили ефективність запропонованої концепції у підвищенні точності оцінювання автономії учнів на уроках англійської мови. Аналіз отриманих результатів свідчить, що наприкінці проведеного педагогічного експерименту, учні експериментальної групи продемонстрували значне підвищення їхнього рівня розвитку після введення вправ направлених на сприяння їхньої самостійної діяльності на уроках англійської мови, і при цьому зменшилася кількість учнів з низьким рівнем самостійності.

Ключові слова: автономія учня, самокероване навчання, володіння мовою, зворотний зв'язок, саморефлексія.

ABSTRACT

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Abstract Content

This qualification paper explores the difficulties and solutions to assessing learner autonomy in English language classes. The aims of the study are to present the key meanings of assessing learner autonomy, to identify the challenges faced by teachers and learners who wish to increase their level of autonomy, and to propose an approach to improve the accuracy of assessing learner autonomy in English language classes. The study used a mixed-methods approach that combines quantitative and qualitative methods of analysing the experimental data. The results of the study show that learners' autonomy is essential for successful language learning but is limited by certain factors such as lack of resources for autonomy development, inadequate teacher support and insufficient learner motivation. This paper proposes a framework for promoting and assessing autonomy in English language learning, as well as various strategies for effective use of resources and student-centered learning activities. The results of the statistical processing of the pedagogical experiment data confirmed the effectiveness of the proposed concept in improving the accuracy of assessing learners' autonomy in English language lessons. The analysis of the obtained results shows that at the end of the pedagogical experiment, students of the experimental group demonstrated a significant increase in their level of development of independent work in English lessons, while the number of students with a low level of independence development decreased.

Key words: learner autonomy, self-directed learning, language proficiency, feedback, self-reflection.

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INTRODUCTION

The topic of the paper. Over the past forty years, learner autonomy has become increasingly important in the field of foreign language education. There is now a wealth of research and practical experience available across various educational settings that can serve as a foundation for creating programs and resources tailored to the evolving needs of the Ukrainian education system. In Ukraine, several initiatives have been implemented that build upon existing research and emphasize the importance of learner autonomy in language teaching, particularly within secondary school education settings.

Learner autonomy (LA) refers to the degree to which a person takes responsibility for their own learning, making choices and decisions about their own development and understanding. The ability of learners to take responsibility for their own learning and make informed decisions about their academic and personal development is now widely recognized as a crucial aspect of success in contemporary education [24, p. 1]. The assessment of learner autonomy is therefore an important aspect of educational evaluation, as it provides a means of identifying areas of strength and weakness in the development of autonomous learners. However, there are several issues and challenges associated with the assessment of autonomy, which can complicate this process.

Assessing learner autonomy is important for educators to evaluate the effectiveness of instructional methods, identify opportunities for improvement, and adapt instruction to meet the diverse needs of learners. Despite the emphasis placed on language learning autonomy in the curriculum, and consistent research with a particular focus on English as a Second Language (ESL), a systematic analysis of research on English language learner autonomy remains controversial and complex.

Due to all these issues, assessing learner autonomy can be challenging due to a variety of factors that may impact an individual's ability to take control of their learning. This research paper aims to identify and discuss the issues that arise when assessing learner autonomy and provide potential solutions to address these challenges.

Analysis of recent research and publications. Current literature reveals a growing interest in learner autonomy, with various studies exploring its conceptualization, development, and impact on language learning outcomes.

Of foreign researchers, the works of D. Dixon, H. Holec, S. Cotterall, M. S. Knowles, A. Bashir, D. Little, G. Ellis, B. Sinclair, D. Garner, L. Miller, F. Murase, B. J. Zimmerman, R. Berry, B. Adamson, W. Littlewood, D. Nunan, deserve notable attention. In Ukraine, the question of assessing learner autonomy and the challenges that come with it has been explored by researchers such as T. Severina, I. Sinyagovska, O. Sharapova.

The aim of the paper is the theoretical justification aimed at increasing the accuracy of the assessment of student autonomy in English lessons and provide suggestions on how to optimize the assessment process to accurately reflect the learner's autonomy

For the purposes of our research, we set **the following tasks**:

- to characterize the concept of student autonomy in the existing literature;
- to analyse the challenges of assessing students' autonomy in English lessons;
- to characterize the means for assessing the autonomy of students in English lessons;
- to carry out a diagnosis of the assessment levels of students' autonomy in English lessons;
- to analyse the results of experimental research.

The object of this research is learner autonomy development and its assessment in English lessons context and its assessment.

The subject of the research is challenges and solutions in the assessment of students' independence in English lessons.

Experimental research base: An experimental study on increasing the accuracy of assessment of students' autonomy in English lessons was conducted at the Rivne Lyceum “Harmonia” of Rivne City Council. Teachers and students participated in the study: In total, three teachers and 23 students of the 9th grade took part in the research work.

To solve the tasks, achieve the goal and test the research hypothesis, a set of modern general research methods, adequate to the nature of the phenomenon being studied, was used:

– *theoretical*: historical-logical, problem-targeted, comparative, retrospective analysis to compare and contrast different views in pedagogy, psychology and philosophy on aspects of the investigated problem; consideration of theoretical issues with the aim of defining the conceptual and categorical apparatus;

– *empirical*: diagnostic (interviews, questionnaires, testing, document study), prognostic (expert assessments, ranking, modelling), observational (observation, self-assessment) to identify the level of improvement in the accuracy of assessment of student autonomy in English lessons; a pedagogical experiment to identify the effectiveness of the developed framework for the organization of interaction between teachers and students);

– *statistical* (statistical processing of data, graphical display of results) for quantitative and qualitative analysis of the results of a pedagogical experiment.

The novelty of the paper and theoretical significance of the research results for improving the accuracy of assessment of students' autonomy in English lessons and the stages of its implementation is theoretically substantiated; the pedagogical conditions for the effective functioning of the framework are defined.

The practical value of this research can guide in developing and implementing effective assessment strategies that support learner autonomy.

Approbation of the results: The main points of the thesis were presented at the meetings of the Department of English Language Practice and Teaching Methods of Rivne State Humanities University at the scientific and practical conference of teachers and university students of Rivne State Humanities University titled “Issues of Psycholinguistics and Organisation of the Learning Process in the English Classroom” (16-17th of May 2024).

Structure of work. The first chapter is the theoretical part, which consists of three sub-parts, which define learner autonomy and its importance in language learning, as well as explain the challenges with LA and different assessment tools. The second chapter, the practical one, consists of three sections, which state the profiles of autonomous learners and autonomy-supportive teachers, prescript the process of learner autonomy environment, the design of materials to assess learner autonomy, demonstrate the procedure and outcomes of contributing to learner autonomy activities appliance. The total number of pages is 58.

CHAPTER I. THEORETICAL OVERVIEW OF STUDENT AUTONOMY ASSESSMENT IN ENGLISH LANGUAGE LESSONS

1.1. The Concept of Learner Autonomy and the Importance of Its Assessment.

The following subchapter briefly describes learner autonomy as a concept and why effective assessment is crucial for its integrity. Researchers in the field of learner autonomy have often said that assessing autonomy is difficult because “autonomy is a multidimensional construct” [7, p. 51] and “it is not a single, easily described behaviour” [24, p. 7]. But this doesn't mean that “we shouldn't try to measure it. If we want to help students become autonomous, we should at least have some way of judging whether we are successful or not” [8, p. 54].

The vast majority of researchers (P. Benson, D. Little, etc.) associate the autonomy of the individual in mastering the language with the student's internal independence from external learning conditions and emphasize his right to the formation of foreign language competence.

Autonomy in language learning is a complex concept that has proven difficult to define due to its abstract nature. B. Kumaravadivelu [21, p. 132] highlights that autonomy is not a static condition but rather a dynamic process that defies easy measurement or comparison with other factors influencing language acquisition. Similarly, D. Dixon and P. Benson contend that the development of autonomy is inherently variable and non-linear, posing challenges in terms of quantification and tracking over time. Moreover, autonomy is recognized as multifaceted, making it inadequate to rely on a single quantitative measure to fully capture its intricate nature.

Assessing student autonomy enables the teacher to determine the needs of the students and adapt the learning process accordingly, and the students to become more active in their own learning by understanding that they already know what they will learn and how they will do it.

Learner autonomy was initially introduced in the Council of Europe's Modern Language Project report in 1979, emphasizing self-directed learning for adults to promote lifelong learning opportunities [9, p. 3]. M. S Knowles [20, p. 2] defines self-directed

learning as “the process of identifying learning needs, setting goals, seeking resources, choosing appropriate strategies, and evaluating outcomes”. Learner autonomy entails the learner taking charge of the entire learning process, from identifying needs to setting goals, selecting methods, and assessing progress.

LA has been a topic of interest in the field of language education and various definitions have been proposed to describe this concept. According to H. Holec [19, p. 12], LA refers to the capability of individuals to take control of their own learning process. P. Benson [7, p. 2] describes LA as the ability to assume responsibility for one's own learning and create an environment where different approaches can coexist. Learner autonomy is a multifaceted ability that can be performed with varying degrees of effectiveness depending on the level of autonomy. S. Cotterall suggests that self-esteem, teacher feedback, learning behaviour associated with learning strategies, and positive beliefs about language learning are indicative of autonomous foreign language learning behaviour and contribute to an autonomous and positive attitude towards foreign language learning [12, p. 5].

In the context of our research, the theoretical basis of the conceptual and categorical analysis of pedagogical literature from the works of modern Ukrainian and foreign researchers who study various aspects of the formation and development of the educational autonomy of students in secondary education institutions.

Let's consider some definitions of the term “learner autonomy” in the works of prominent researchers. D. Little (2009) asserts that the main aim of language learning is to enhance learners' proficiency in the target language. Since language learning heavily depends on language use, it is the duty of the teacher to establish classroom communication that allows learners to take on various discourse roles, both as initiators and responders. Additionally, teachers need to help their learners identify their individual and collective learning needs and develop strategies to address them. Furthermore, teachers must lead by example in demonstrating and supporting the different forms of discourse necessary for learner engagement, reflection, and effective use of the target language [25, p. 153-155].

B. J. Zimmerman [32, p. 331] characterizes 'self-regulation' as the active participation of the learner in their own learning process through metacognition, motivation, and action (learning strategies). According to D. Schunk and B. J. Zimmerman (1998), self-regulated

learning is facilitated by the sequence of the "foresight" stage, the "executive control" stage, and the "self-reflection" stage. More specifically, the "foresight" stage involves students analyzing the learning task, establishing their own objectives, and developing a learning plan regarding which strategies they will employ in their learning. Subsequently, the "executive control" stage is where the student chooses an effective approach to advance their learning, focuses on the learning process, and pursues their objectives while monitoring their learning progress.

In a study exploring the impact of strategy-based instruction on the development of learner autonomy, L. T Nguyen and Y. Gu [28, p. 12] describe learner autonomy as the capacity of learners to take charge of their own learning process. This involves both the willingness of learners to engage in self-directed learning as well as the strategies and skills they employ to manage their learning, such as planning, monitoring, and evaluating their progress. According to S. Cotterall (1995), factors such as self-esteem, teacher feedback, learning behaviors related to strategies and positive beliefs about language learning contribute to autonomous foreign language learning behavior and foster a positive attitude towards learning a foreign language.

When considering definitions from native researchers, O. Zaverukha considers autonomy as the ability of an individual to independently formulate his own life goals, to make free and independent choices, to develop such qualities as self-confidence, independence and responsibility [2, p. 56]. According to the researcher, autonomy is a systematic formation of the individual, which enables her to independently and independently determine and implement a conscious choice in accordance with certain subjective and objective factors.

Autonomy, as a system formation of an individual, develops throughout his life and manifests itself in various ways. The researcher states that the formation of autonomy among students is inseparably connected with certain socio-psychological conditions of personality development, in particular, with the formation of a sense of maturity in students, the desire to independently set tasks and fulfil them, the development of social activity aimed at learning important for students' patterns of behaviour and values, building relationships with peers and adults [2, p. 57].

I. Vetrova emphasizes that after finishing school, the insufficient level of students' autonomy does not allow them to quickly adapt to the new conditions of learning in institutions of higher education, independently and independently acquire knowledge, skills and abilities; defend personal boundaries [1, p. 43]. In their work, the researcher emphasizes that in pedagogical literature the concept of “student autonomy” has different interpretations [1, p. 44].

T. Severina operates with a concept “educational autonomy” and emphasizes that in order to successfully live in the modern information society, students of education must not only quickly and independently acquire new knowledge, but also apply this knowledge in practice. And for this, they must possess a high level of educational autonomy, which T. Severina interprets as the ability of the student of education “to self-directed learning, readiness to make independent decisions and be responsible for the quality of this education” [6, p. 112].

A thorough theoretical analysis of the concept of “learner autonomy” was conducted by T. Kaushan. Examining the didactic conditions of the organization of independent work, they interpret it as “a complex, multifaceted process of independent knowledge of objective reality with the obligatory involvement of modern informational learning tools, which performs various educational functions and tasks, integrating various forms and methods; ensures the acquisition of basic theoretical knowledge at a high level, the formation of general educational, professional abilities and skills for students to carry out independent cognitive activities, the need for self-education as a condition for continuous professional self-development” [4, p. 12].

According to T. Kaushan, independent work in the educational process is considered as “a specific pedagogical tool for organizing and managing students' autonomy” and solves the following tasks:

- 1) assimilation of knowledge, acquisition of skills and abilities;
- 2) development of independence as a professional quality of the individual [4, p. 13].

In the process of properly organized independent work, relevant didactic tasks are solved, namely:

- acquisition, comprehension and consolidation of knowledge;

– formation and development of practical, intellectual, organizational and epistemological skills;

- further generalization and systematization of knowledge as the student progresses from lower to higher levels of personal development as a professional.

The researcher notes the importance of computerization in education, as well as such personal qualities of the student as independence, responsibility and readiness for self-education throughout life [4, p. 14].

According to La Ganza [22, p. 47-48], autonomy in the field of language learning is characterized by a multitude of definitions that exhibit variations. These variations stem from different perspectives and theoretical frameworks, highlighting the absence of a universally accepted definition, taxonomy, or terminology for autonomy. The concept of student autonomy is an important aspect in literature on education and pedagogy. Student autonomy means his ability to independently solve problems, make choices and take responsibility for his actions in the educational process. The main ideas and concepts of student autonomy are studied within the framework of pedagogical theories, such as humanistic pedagogy, the theory of self-organization of learning, constructivism, etc.

Among the key aspects of student autonomy in pedagogical literature, as defined by N. Koryakovtseva, can be distinguished:

1. Independent decision-making: This means that the student has the ability to choose his own learning paths, taking into account his interests and needs;

2. Responsibility for learning: The student is responsible for his actions and learning results, which contributes to the development of self-control and self-discipline;

3. Perception of oneself as an active participant: Student autonomy implies his participation in the learning process as an active and interested participant, capable of self-determination and self-realization;

4. Support and stimulation of independence: Works on student autonomy emphasize the importance of creating a favourable environment that promotes the development of student autonomy by supporting initiatives, independence and creative thinking [5, p. 98].

Summarizing the main points, the autonomy of students can be defined as the highest form of organization of educational, cognitive and practical activities, during the

implementation of which the formation of general educational and professional abilities and skills, the ability to independently regulate the process of assimilation of new knowledge, the need for self-education as a condition of continuous professional self-development. Such activity is carried out on the basis of systematic mediated management by teachers, is one of the main reserves of increasing the efficiency of training specialists and appears as a means of forming an independent personality.

This section has attempted to provide a brief summary of the literature relating to learner autonomy as a concept. The study of literary sources shows the increasing interest of many researchers in the problems of organizing students' autonomy. Despite the large number of studies, researchers have not come to a common conclusion regarding the definition of the essence of this concept, considering it to be an organizational form, a method of teaching, a type of educational activity, a means of assimilating educational material, etc. The concept of student autonomy includes the ability to make their own decisions, take responsibility for learning, perceive themselves as an active participant in the process, and support independence in the learning environment.

1.2. Challenges of Assessing Learners' Autonomy in English Lessons.

In the preceding section, the discussion revolved around the interest in assessing learner autonomy, however, attempts to measure learner autonomy have been met with unfavourable perceptions, with some labelling these endeavours as “problematic” [7, p. 54] or even a combination of “problematic” and “difficult” [23, p. 43]. These negative perceptions raise the question of what factors contribute to the challenges and complexities of measuring learner autonomy, as well as potential solutions to overcome these obstacles.

This section provides a comprehensive overview of the issues related to measuring student autonomy, including both assessment of autonomy and assessment for autonomy. Initially, we will discuss the challenges that need to be overcome in order to measure autonomy effectively. Subsequently, we will present potential solutions to address these challenges. Finally, we will describe a research study that aimed to develop a quantitative

survey instrument for assessing language learner autonomy, providing valuable insights into a viable methodology for measuring this construct.

The topic of assessing learner autonomy in ESL is an important one for teachers and learners alike. In the ESL classroom, assessing learner autonomy can help teachers understand the extent to which students are actively engaging with the learning process, and whether they are taking initiative to pursue their own learning goals.

The notion of autonomy is intricate and multifaceted, and its execution poses an even more formidable challenge. Similar to evaluation, autonomy in the realm of language learning has been perceived as a self-contained system, with certain educators disregarding its existence, others grappling to establish a connection with their teaching circumstances, and still others captivated by its potential but unable to navigate their way into the system.

Firstly, there is a commonly held notion that learner autonomy is only possible in non-classroom settings, however it is important to acknowledge that learner autonomy and autonomous language learning can also thrive within an institutional framework. With careful planning and implementation, formal teaching can foster learner autonomy [17, p.10].

Moreover, even those who have endeavoured to incorporate autonomy into their teaching may encounter numerous hurdles, such as learners' preconceived notions, varying attitudes among colleagues, management, parents, and stakeholders, or conflicts with the curriculum and assessment frameworks [18, p. 11]. Additionally, the assessment of autonomy is notoriously arduous, with educators, researchers, and language advisors struggling to demonstrate its efficacy through tangible indicators [18, p. 11].

Primarily, it seems that the difficulties associated with measuring autonomy arise from the inherent nature of the construct itself. The development of an assessment tool to measure any construct necessitates a clear comprehension of the construct, followed by its conceptualization and operationalization. However, according to P. Benson (2011) existing literature highlights that defining and measuring learner autonomy is not a straightforward task, as it is considered to be intricate in nature.

P. Benson succinctly captures the essence of the issue by stating, “The first of these concerns the complexity of the construct of autonomy” [9, p. 65]. Consequently, it can be

inferred that measuring learner autonomy is only feasible if the construct can be adequately conceptualized and operationalized. As a result, the current research endeavour commenced with the objective of defining the construct of learner autonomy. The concept of student autonomy in language education has gained significant recognition as an important objective. However, due to the complexity of autonomy assessment, it is crucial to carefully consider the available methods for measuring autonomy and their strengths and limitations.

Measuring autonomous learning is considered crucial by educators today. However, the challenge lies in accurately assessing autonomy. R. Berry and B. Adamson [10, p. 3] emphasize the importance of assessment in the field of education, acknowledging its potential to elicit various emotions and serve multiple purposes, while also being a topic of ongoing global debate. In this context, the term “assessment” is distinct from “evaluation,” which pertains to measuring the effectiveness of a specific educational approach, method, or program. The concept of assessing learner autonomy through strategies enables the examination of how learners develop their autonomy in terms of processes during their training, rather than solely focusing on assessments of acquired characteristics or skills [11, p. 1].

Despite the undeniable benefits of autonomy, there exists a fundamental tension between this approach and the assessment systems commonly used in language classes [9, p. 20]. While language learning often emphasizes the importance of decision-making and self-directed strategies, it frequently operates within frameworks that heavily rely on externally-imposed testing and evaluation. This contrast can undermine the intended goals of autonomy and create an environment that is not conducive to the processes that support its development.

Frequently, educators depend on subjective observations of students' conduct in the classroom or on self-assessment instruments, which may be prejudiced and swayed by students' understanding and convictions. This could result in erroneous evaluations of autonomy levels and inefficient teaching methodologies. Nevertheless, evaluating learner autonomy continues to be a crucial aspect of language acquisition, as it aids students in cultivating their own initiative, drive, and learning approaches, ultimately fostering a more captivating and triumphant learning journey.

Assessing learner autonomy in an English classroom presents a myriad of challenges that have been identified by scholars in the field. One of the primary challenges is the subjectivity involved in assessment, as it can be difficult to objectively measure a student's level of autonomy. This subjectivity can lead to inconsistencies in evaluation and make it challenging to provide constructive feedback to learners. Another challenge is the difficulty in distinguishing between intrinsic and extrinsic motivation when assessing learner autonomy. Sheerin [32, p. 57] highlights the possibility that a learner might have the inclination to act autonomously, yet lack the necessary skills to achieve autonomy. It is crucial to understand what drives a student to take control of their learning process, as this can impact the effectiveness of promoting autonomy in the classroom. Without a clear distinction between these two types of motivation, it can be challenging to design appropriate assessment strategies.

Additionally, there is a need to balance autonomy with teacher guidance in the assessment process. While promoting learner autonomy is essential for fostering independent learning skills, teachers also play a crucial role in providing support and guidance to students. Finding the right balance between autonomy and guidance can be a delicate task, as too much autonomy can lead to confusion and lack of direction, while too much guidance can stifle students' independence.

Resistance to change is another significant challenge in assessing learner autonomy, as both teachers and students may be resistant to changes in teaching and assessment practices that promote autonomy. In countries like Ukraine, where traditional educational systems and beliefs about teacher-centered learning are deeply ingrained, adopting new approaches that prioritize learner autonomy can be met with resistance.

Lastly, the lack of professional development for teachers in assessing and promoting learner autonomy is a critical challenge that needs to be addressed. Without the necessary training and skills, teachers may struggle to effectively assess and support autonomous learning in their classrooms. Providing teachers with professional development opportunities to enhance their skills in this area is essential for the successful implementation of learner autonomy strategies in English classrooms.

To summarise, assessing learner autonomy can be challenging, as it involves identifying and quantifying various factors that may influence an individual's ability to make decisions and take action in their own learning process. One of the primary challenges in assessing learner autonomy is the lack of a clear and widely accepted definition of the construct. This can make it difficult to choose appropriate methods of evaluation, as there is often no common understanding of what is being measured. Furthermore, many researchers have argued that learner autonomy is a complex and multifaceted construct that is difficult to capture in a single metric or scale.

A related problem is the difficulty in measuring learner autonomy. As mentioned earlier, many researchers have argued that it is a multifaceted construct and that it is difficult to capture in a single metric or scale. This can lead to difficulties in developing clear and reliable measures of learner autonomy. Additionally, many assessment strategies focus solely on the individual, which may not capture the social context in which learning occurs.

In conclusion, assessing learner autonomy in an English classroom is a complex process that involves navigating various challenges. Overcoming these challenges requires a concerted effort from educators to enhance their skills, adapt to new teaching practices, and find the right balance between autonomy and guidance to support students' independent learning effectively.

1.3. Tools for Assessing Students' Autonomy in English Lessons.

As the scope of ESL education continues to grow and evolve, researchers and practitioners alike have taken notice of the increasing popularity of learner autonomy as a key aspect of second language learning. While learner autonomy has been shown to have a positive impact on learning outcomes, measuring and assessing it can be a challenge. This section will discuss some of the tools and frameworks that have been developed to measure learner autonomy in online learning environments.

Measuring and assessing learner autonomy is essential for educational researchers and teachers alike. The goal is to understand how learners construct their knowledge and understand their own learning process, which can help improve the quality of education and

support the development of critical thinking and problem-solving skills. In addition, measuring learner autonomy can also shed light on a wide range of educational policy issues such as the use of technology in education, the role of teachers in the learning process, and the development of personalized learning.

Numerous endeavors to assess, quantify, or endorse LA have been recognized in scholarly works. These methodologies for gauging LA contrast from one another in various aspects. For example, the standards utilized to classify LA into levels or degrees differ among researchers, who frequently conceptualize LA differently. Moreover, the learning and teaching circumstances, such as a traditional classroom or a self-directed learning environment, impact the measures or forms of assistance needed to foster LA. Lastly, researchers may opt to utilize either quantitative, qualitative, or a blend of both in their evaluation or measurement of LA.

Different methods may be adopted to investigate LA depending on the researcher's approach, the context, and the goal of the study. Quantitative and qualitative methods, questionnaires, interviews, analyses of learners' logs or observations of learners' behaviors may be used. Most studies on autonomy are qualitative in nature. Researchers often rely on self-assessments, portfolios, and interviews to gather data from learners or their instructors regarding their autonomy levels. Although these methods offer valuable insights into specific contexts, the inclusion of quantitative data would enhance the findings by providing broader generalizations, more objective assessments, and significant time and labor savings.

Various efforts have been made to create quantitative assessments of autonomy in language learning. S. Cotterall [13, p. 195] utilized learners' beliefs to pinpoint six underlying factors related to autonomy: the teacher's role, feedback, learner independence, confidence in study skills, language learning experience, and study approach. Nevertheless, challenges arose when attempting to replicate the belief groups forming the basis of these factors in subsequent studies [8, p. 79].

L. Dam (2000) used questionnaires to contribute to evaluations as a form of formative assessment. Dam also suggested way of evaluating learner autonomy is the learner diary or logbook [15, p. 135]. However, as the researcher herself concludes, logbooks are not always

clear, they depend on the level of the learner, the learner does not automatically cover all the relevant areas, and i may not be able to at all [15, p. 139].

D. Dixon (2011) formulated an autonomy measure from a lengthy 256-item list, ultimately comprising 50 items. Through exploratory factor analysis (EFA), six distinct groups were identified: language confidence, information literacy, social comparison, locus of control, metacognition, and autonomy. D. Dixon cross-referenced teachers' evaluations with questionnaire responses to assess the reliability and validity of the measure. D. Dixon emphasized a crucial point: the abstract concept of learner autonomy cannot be quantified. Nonetheless, using a questionnaire can be beneficial when contextualized and discussed with the learner [16, p. 313].

David Nunan described a system in which the level of a student's learning autonomy can be determined [29, p. 193]. According to this model of learning autonomy, the level of autonomy of a student can be determined by their actions and status. Level 1 is awareness, where the teacher familiarizes students with the goals and content of the material to be used, allowing them to identify their preferred styles and strategies. Level 2 is inclusion, where students choose their own goals from a number of options available. Level 3 is mediation, where students are involved in the process of changing and adapting the goals and content of the curriculum. Level 4 is creation, where students set their own goals and tasks and Level 5 is overcoming, where students apply their knowledge and skills beyond the classroom.

British researcher William Littlewood described another approach to the ranking of educational autonomy. W. Littlewood's model of learning autonomy consists of seven levels. Level 1 includes making vocabulary and grammar choices during simple tasks and controlled role-plays. Level 2 involves choosing meanings and communication strategies to achieve communication goals. In Level 3, students make serious decisions about goals, meanings, and strategies in creative role-plays, decision-making tasks, and discussions. Level 4 involves choosing and forming learning conditions through self-study and working on projects. In Level 5, students begin making decisions traditionally belonging to teachers, such as learning materials and assignments. In Level 6, students participate in the formation and promotion of their curriculum and schedule. Finally, in Level 7, students can use language independently in their situations outside of the classroom and school [26, p. 427].

Fumiko Murase developed the MILLA (Measuring Instrument for Language Learner Autonomy) system, which shows how autonomous students are, and tested it on her Japanese students. To reflect the multifaceted essence of educational autonomy, she divided the system into 4 categories: technical, psychological, sociocultural and political and philosophical. Each category includes several constructs. The Technical category includes constructs such as the ability to use learning strategies during and after learning, the ability to use strategies to learn, and the knowledge of metacognitive processes (self-regulation). The Psychological category includes constructs such as the knowledge of own emotional learning strategies, external motivation, internal motivation, and perspectives on learning in other cultures. The Sociocultural category includes constructs such as learning with other students, dependence on the teacher, and the role of the teacher as a boss. Finally, the Political and Philosophical category includes constructs such as student autonomy, discretionary powers, and views on group autonomy [27, p. 252].

Among our native researchers, we can single out A. Kapaeva, who put forward her hypothesis of degrees of readiness for self-study. Her model of educational autonomy categorises students' readiness for independent activity into 3 degrees [3, p. 13]:

1. Readiness to copy activities – students rely on external motivation and have a low level of self-regulation, with an emphasis on imitation and copying of the teacher's actions, and performing exercises under their guidance;

2. Readiness to reproduce activities – students rely on external motivation and have an average level of self-regulation, with an emphasis on independently reproducing techniques learned together with the teacher and using the learned technique in similar conditions of activity;

3. Readiness for actual independent activity – students rely on internal motivation and have a high level of self-regulation, with an emphasis on independently performing both conditional language and language exercises, and applying the learned technique in new, not similar conditions of activity.

Each degree includes specific features and actions of students, demonstrating the complexity of educational autonomy and its relation to self-regulation and motivation for learning.

The use of various methods allows to get a more complete picture of the level of independence and initiative of students. Considering these aspects, teachers can plan and organize the educational process more effectively, promoting the development of students' autonomous skills in learning English.

In conclusion, learner autonomy is an essential aspect of student learning that must be carefully assessed and managed throughout the learning process. To this end, various tools, criteria and frameworks have been developed and employed. These tools range from simple self-assessment tools to sophisticated machine-learning algorithms. Criteria for assessing learner autonomy include self-directedness, self-regulated learning and personal responsibility. They are designed to assess the extent to which learners take ownership of their learning and independently identify and address their learning needs. While the development of effective tools and criteria for assessing learner autonomy is ongoing, the use of well-designed frameworks that align with current research and best practices can support the evaluation of learner autonomy in English classrooms.

CONCLUSIONS TO CHAPTER 1

The study of literary sources shows the increasing interest of many researchers in the problems of organizing students' autonomy. The concept of student autonomy includes the ability to make their own decisions, take responsibility for learning, perceive themselves as an active participant in the process, and support independence in the learning environment. The development of student autonomy is an important task for modern education, as it contributes to the formation of a deep understanding of the material, self-organization and the development of critical thinking.

Student autonomy in learning English is a key element of successful learning. This approach allows students to be more independent, motivated and responsible for their academic achievements. The ability to independently determine goals, learning methods and monitor one's progress makes the language learning process more effective and brings more satisfaction from the achieved result. Student autonomy in learning English contributes not only to the enrichment of knowledge and skills, but also to the development of critical thinking and self-reflection. This approach allows students not only to receive information, but also to actively process it, apply it in practice, and constantly improve their skills. This approach to learning forms the flexibility of thinking and the ability to independently develop the learning process, which is an important skill in today's world, where it is important to constantly learn and adapt to new challenges and situations.

Evaluating students' autonomy in English lessons is a complex task that requires objectivity, taking into account the individual characteristics of each student, establishing clear evaluation criteria, and involving students in the self-evaluation process. It is also important to support students' motivation to develop their autonomy regardless of assessment results. Not all models of the assessment of learning autonomy put the student's internal motivation first, although in some it plays only a partial role in the formation of learning autonomy, such as in the last two models. On the other hand, in some models, learning autonomy can be evaluated only from the point of view of observed behaviour. However, if the student is noticed for actions that are associated with autonomous behaviour, he is not necessarily independent in full and some kind of diagnosis is needed to identify his level of autonomy.

Assessing students' autonomy in English lessons is an important element of the language-learning process. The use of various methods, such as questionnaires, self-assessment, portfolio creation, observation and problem solving, allows to get a more complete picture of the level of independence and initiative of students. Considering these aspects, teachers can plan and organize the educational process more effectively, promoting the development of students' autonomous skills in learning English.

CHAPTER II. STUDY ON INCREASING THE ACCURACY OF ASSESSING STUDENTS' AUTONOMY DURING ENGLISH LESSONS

2.1. Diagnostics of the Assessment Levels of Students' Autonomy in English Lessons.

The analysis in the first section provides grounds for determining the level of assessment of students' autonomy in English lessons as interaction and mutual influence of subjects in the personally-oriented system of education in an English language classroom.

An experimental study on improving the accuracy of assessment of students' autonomy in English lessons was conducted at the Rivne Lyceum “Harmonia” of Rivne City Council. A total of 3 teachers and 23 9th grade students took part in the experimental work.

During the organization of the monitoring study at the ascertainment stage of the experiment, the main emphasis was placed on such tasks as:

- to investigate the content of the assessment of students' autonomy in English lessons;
- to determine the level of assessment of students' autonomy in English lessons;
- to analyse the results of the research at the ascertainment stage of the experiment.

The purpose of the experiment was to study and generalize the state of assessment of students' autonomy in English lessons.

Defining and substantiating the criteria and indicators for assessing student autonomy in English lessons was one of the important tasks of our research, since without their development it is impossible to establish the level of student autonomy assessment in English lessons. A criterion is an assessment of the achievement of a certain result of functional or personal development by appropriate indicators. Indicators are the basis for evaluation, definition, or classification.

The analysis of the aforementioned works (D. Nunan, F. Murase, W. Littlewood, et al.) makes it possible to reveal that the educational category “standard” is interpreted as a basis for evaluating, defining, or classifying something, a measure for defining and evaluating a subject or phenomenon. We view “standards” as measures or benchmarks used in educational research; as a concept — as specific markers that can be used to evaluate and compare educational phenomena, processes, etc. In turn, the indicator is a certain state or

level of development of the research object according to the selected criteria. Determining the level of assessment of students' autonomy in English lessons first of all involves the determination of standard-level research tools. The analysis of studies provides grounds for determining the criteria for assessing student autonomy in English lessons.

The problem of increasing the accuracy of the assessment of students' autonomy in English lessons requires the establishment of qualitative and quantitative characteristics of such activities. Based on and inspired by the aforementioned tools and frameworks for the assessment of learner autonomy, the following were determined as the components of the assessment of student autonomy in English lessons for the purposes of our experiment:

The motivational component of assessing students' autonomy in English lessons may include several aspects:

1. Independence in learning: Assessment of students' ability to independently acquire knowledge and develop their own skills. This may include the ability to use additional sources of information, such as websites, additional literature or other resources;

2. Motivation for self-development: Assessment of students' interest in their own professional and personal growth through learning English. This may include their participation in additional classes, independent reading of English-language literature, or participation in international projects and exchange programs;

3. Learning Responsibility: Assessment of the student's ability to take responsibility for their learning, including being on time for class, participating in class discussions and projects, completing homework, etc.;

4. Attitude to mistakes and failures: Assessment of students' readiness for open learning through mistakes and failures, which contributes to their development and self-correction;

5. Participation in solving educational tasks: Evaluation of active participation of students in defining and achieving educational goals and tasks in the English language lesson.

The cognitive component of the assessment of students' autonomy in English lessons includes various aspects that reflect their knowledge, understanding and cognitive skills. Here are some of them:

1. Knowledge of the language: Assessment of the level of knowledge of basic grammar rules, vocabulary, phonetics and speaking skills;
2. Comprehension: Assessment of students' ability to understand audio, video and written materials in English, including text tasks, audio recordings, video materials and speaking exercises;
3. Analytical Skills: Assessing students' ability to analyse and understand more complex information using critical thinking, logic, and reasoning;
4. Creativity: Assessment of creative thinking and students' ability to apply their own ideas and solutions in completing tasks and projects in English;
5. Problem solving: Assessment of students' ability to solve problems and find alternative ways of solving tasks in the language environment;
6. Critical thinking: Assessment of students' ability to analyze and evaluate information, recognize perspectives and arguments in speech.

The procedural component of the assessment of students' autonomy in English lessons covers various aspects that indicate their abilities in organizing and conducting their own learning. Here are some of them:

1. Planning: Assessment of students' ability to plan their learning activities, including drawing up a class schedule, allocating time for different types of learning tasks and exercises;
2. Self-regulation: Assessment of students' ability to control their activity and level of attention during learning, the ability to independently solve difficulties and find ways to overcome difficulties;
3. Resource Use: Assessing students' ability to effectively use learning resources, including textbooks, online courses, supplemental materials, and self-study tools;
4. Independence in solving problems: Assessment of students' ability to independently solve educational problems, to look for alternative ways of solving tasks and exercises;
5. Interaction with the environment: Assessment of students' ability to interact with the teacher and fellow students to receive help, share experiences, and solve joint tasks;
6. Evaluation of results: Evaluation of students' ability to evaluate their own progress in learning, definition of goals and success criteria.

The reflective component of the assessment of students' autonomy in English lessons includes aspects that indicate their ability to analyse their own learning process, monitor their progress and show awareness of their own learning strategies. Here are some of them:

1. Self-assessment: Assessment of the student's ability to analyse their strengths and weaknesses in learning English, identify learning priorities and develop strategies for further improvement;

2. Reflection on learning: Assessment of students' ability to monitor their learning progress, identify successes and failures, understand the causes of learning difficulties and find ways to overcome them;

3. Analysis of educational experience: Assessment of students' ability to analyze their educational experience, identify and evaluate the effectiveness of various methods and techniques of learning English;

4. Self-regulation of learning: Assessment of students' ability to set learning goals, plan and control their learning activities, including the choice of individual learning methods;

5. Use of acquired knowledge: Assessment of students' ability to apply acquired knowledge and skills in real communicative situations, including communication, written exercises and other types of speech practice.

Based on the description of the content structure of the organization of student learning, we highlight indicators and levels of assessment of student autonomy in English lessons.

Determining the components and elements of the content makes it possible to highlight and characterize the level of assessment of students' autonomy in English lessons. Although classification into classes is a conditional procedure, it was necessary in our study, as the presence of categorization allowed for a more objective assessment of the level of development of individual criteria for assessing student autonomy in English lessons.

Taking into account the structure and peculiarities of the organization of student learning and the purpose of the study, we divide the form of assessment of students' autonomy in English lessons into the following levels: high, medium, and low.

Given that the general level of assessment of students' autonomy in English lessons depends on the level of their development according to the indicators of individual criteria, we will characterize the levels of development in this order. In accordance with the

description and characteristics of the second chapter and in accordance with the topic of our research, we independently determined the content of the standards and indicators for assessing student autonomy in English lessons. We determined the content of each indicator according to the characteristics of the components and elements of the content of the students' education:

High level of autonomy: the student plans his educational activities and knows how to independently follow the class schedule; he/she effectively uses various educational resources and independently acquires knowledge; the student knows how to analyse his successes and failures, shows internal motivation for learning and development.

Average level of autonomy: the student is able to plan his educational activities, but may need support in planning and monitoring the performance of tasks; he/she uses available learning resources but may need prompts or additional information; the student demonstrates readiness for independent learning, but may feel a lack of internal motivation.

Low level of autonomy: the student needs significant support and control in planning and performing educational tasks; he/she has limited access to learning resources and may need more help in using them; the student may feel alienated or disinterested in independent learning.

The scale of assessment of the levels of students' autonomy in English lessons is presented in Table 2.1.

Table 2.1.

The scale of development of improving the accuracy of assessment of students' autonomy in English lessons

<i>General assessment of the development levels of increasing the accuracy of assessment of students' autonomy in English lessons</i>	Scale of levels		
	High	Medium	Low
Indicators of the development of the motivational component	20-14	13-8	7 and less

Indicators of the development of the cognitive component	55-40	39-21	20 and less
Development indicators of the procedural component	63-60	59-42	41 and less
Indicators of the development of the reflective component	45 and more	44-26	25 and less

The dynamics of increasing the accuracy of assessment of students' autonomy in English lessons is presented in percentages in the table. 2.2.

Table.2.2

Levels of development of increasing the accuracy of assessment of student autonomy in English lessons of the control and experimental groups in % (ascertainment stage)

Level	<i>Levels of development of the motivational component of increasing the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of development of the motivational component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	7,8%	11%
Average	29,59%	23,86%
Low	62,93%	66,36%

The levels of development of the motivational component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % is presented in Fig. 2.1.

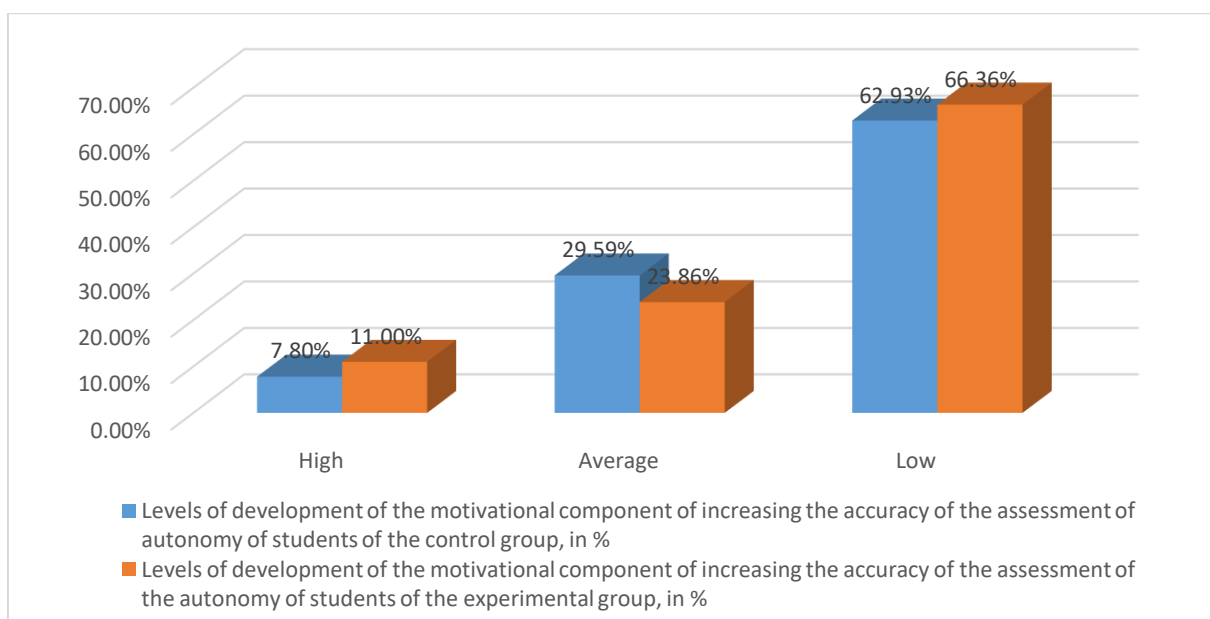


Fig. 2.1. Levels of development of the motivational component of increasing the accuracy of assessment of students' autonomy in the English lessons of the control and experimental groups, (%)

The obtained indicators indicate that 7.8% of students in the control group have a high level of development of the motivational component of improving the accuracy of the assessment of students' autonomy in English lessons, an average level – 29.59%, a low level – 62.93% of respondents.

In the experimental group of the pedagogical experiment, 11% of students have a high level of development of the motivational component of increasing the accuracy of assessment of students' autonomy in English lessons, an average level – 23.86%, a low level – 66.36% of students.

The dynamics of the levels of development of the cognitive component of increasing the accuracy of the assessment of students' autonomy in English lessons in % is reproduced in Table 2.3

Table 2.3

Levels of development of the cognitive component of improving the accuracy of assessment of student autonomy in English lessons, in %

Level	<i>Levels of development of the cognitive component of improving the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of development of the cognitive component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	7,8%	6,36%
Average	34,72%	26,36%
Low	57,70%	67,6%

The levels of development of the cognitive component of increasing the accuracy of the assessment of students' autonomy in English lessons in % are reproduced in fig. 2.2.

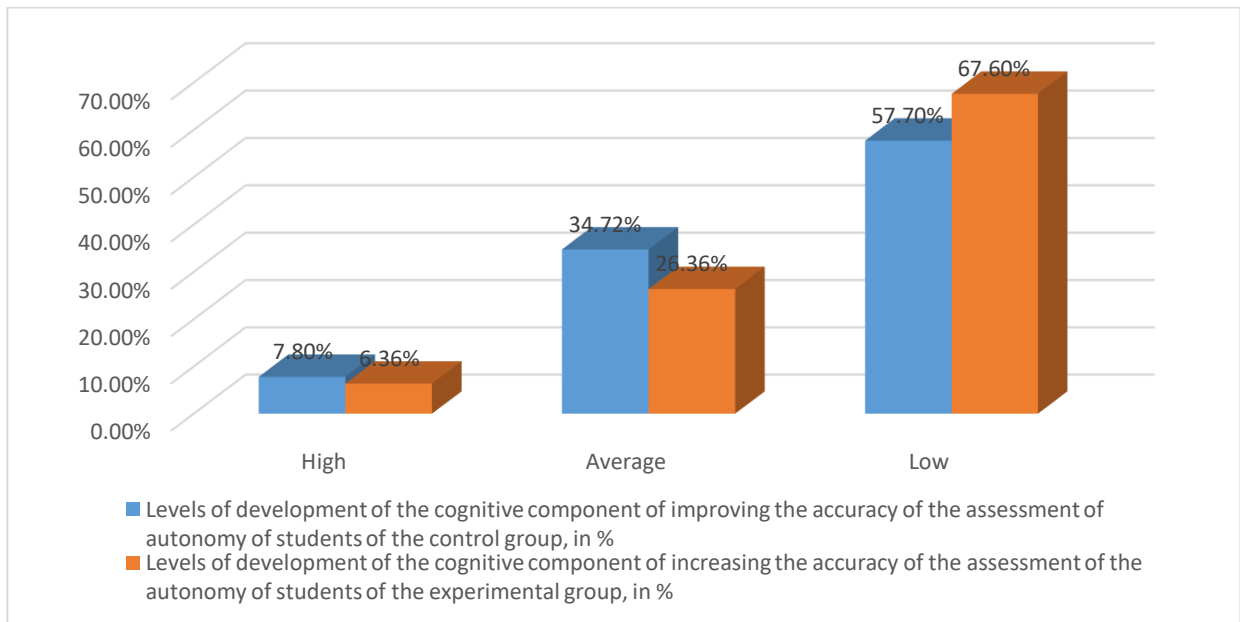


Fig. 2.2. Levels of development of the cognitive component of increasing the accuracy of assessment of students' autonomy in English lessons of the control and experimental groups (%)

We can see that 7.8% of control group students have a high level of development of the cognitive component of improving the accuracy of students' autonomy assessment in English lessons, an average level – 34.72%, a low level – 57.70% of students.

6.36% of the students of the experimental group have a high level of development of the cognitive component of increasing the accuracy of the assessment of students' autonomy in English lessons, an average level – 26.36% of students, a low level – 67.6% of students.

Let's consider the levels of development of the procedural component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in %, reproduced in Table 2.4.

Table 2.4

Levels of development of the procedural component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups, in %

Level	<i>Levels of development of the procedural component of improving the accuracy of the assessment of the autonomy of students of the control group, in %</i>	<i>Levels of development of the procedural component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	6,52%	7,6%
Average	33,44%	27,6%
Low	60,36%	66%

The levels of development of the procedural component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % are shown in Fig. 2.3.

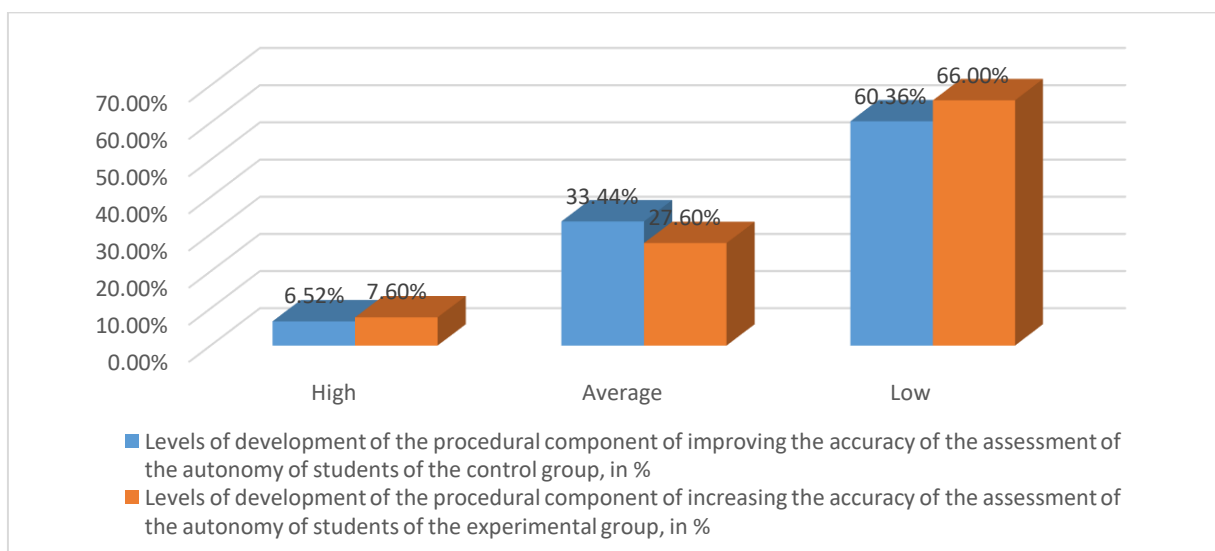


Fig. 2.3. Levels of development of the procedural component of increasing the accuracy of the assessment of student autonomy in the English lessons of the control and experimental groups, (%)

In the control group, 6.52% of students have a high level of development of the procedural component of increasing the accuracy of assessment of students' autonomy in English lessons, an average level – of 33.44%, and a low level – of 60.36% of students.

In the experimental group, 7.6% of students have a high level of development of the procedural component of increasing the accuracy of assessment of students' autonomy in English lessons, an average level – of 27.6% of students, and a low level – of 66% of students.

Let's consider the level of development of the reflective component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in %, reproduced in Table 2.5.

Table 2.5

Levels of development of the reflective component of increasing the accuracy of assessment of students' autonomy in the English lessons of the control and experimental groups, in %

Level	<i>Levels of development of the reflective component of improving the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of development of the reflective component of improving the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	8,08%	6,36%
Average	24,47%	31%
Low	66,78%	63,86%

The levels of development of the reflective component of increasing the accuracy of the assessment of students' autonomy in the English language lessons of the control and experimental groups in % are shown in Fig. 2.4.

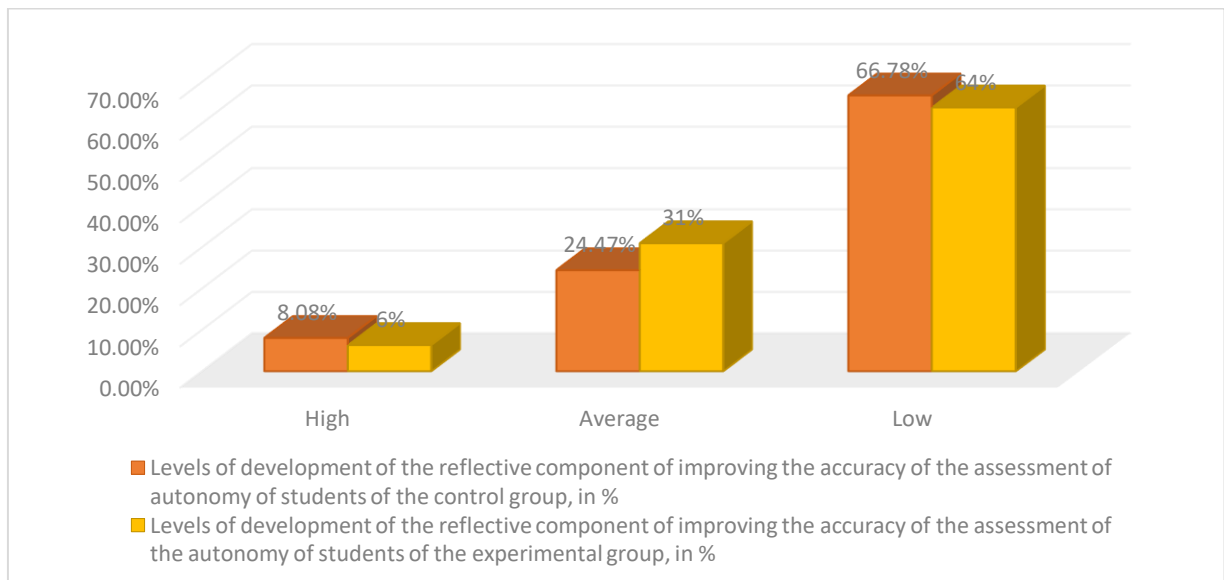


Fig. 2.4. Levels of development of the reflective component of increasing the accuracy of assessment of students' autonomy in English lessons of the control and experimental groups (%)

In the control group, 8.08% of students have a high level of development of the reflective component of improving the accuracy of the assessment of students' autonomy in English lessons, an average level – 24.47%, a low level – 66.78% of students.

In the experimental group, 6.36% of students have a high level of development of the reflexive component of improving the accuracy of the assessment of students' autonomy in English lessons, an average level – 31% of students, a low level – 63.86% of students.

Levels of improvement in the accuracy of assessment of students' autonomy in English lessons in % are reproduced in Table 2.6.

Table 2.6

Levels of improvement in the accuracy of assessment of student autonomy in English lessons, in %

Level	<i>Levels of development of improvement in the accuracy of the assessment of autonomy of</i>	<i>Levels of development of improvement in the accuracy of the assessment of the autonomy of</i>

	<i>students of the control group, in %</i>	<i>students of the experimental group, in %</i>
High	7,82%	7,6%
Average	30,55%	26,98%
Low	61,96%	65,74%

The levels of development of increasing the accuracy of the assessment of students' autonomy in English lessons in % are shown in fig. 2.5.

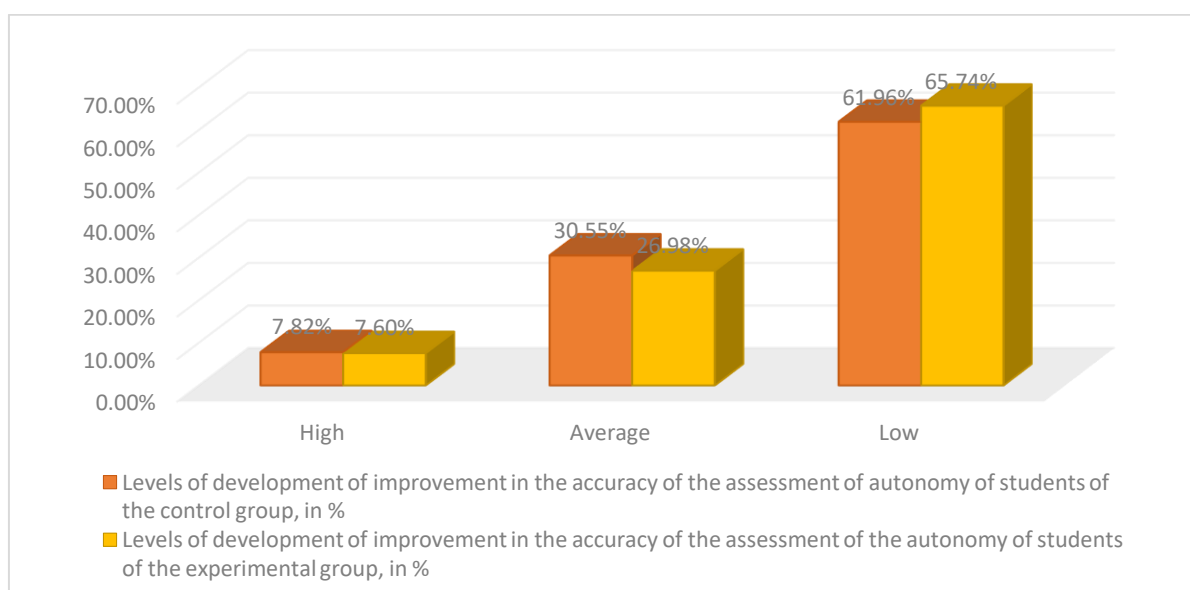


Fig. 2.5. Levels of improvement in the accuracy of assessment of students' autonomy in English lessons (%)

The analysis of the received information allows us to draw certain conclusions. In particular, we made sure that students have an average level of assessment of student autonomy in English lessons. According to the results of the calculation, it can be determined that the level of assessment of students' autonomy in the English lessons of the experimental group and the control group is similar, which gives the right to conduct the formative stage of the pedagogical experiment. The next stage of the pedagogical experiment was a formative one, during which techniques and methods of increasing the accuracy of the assessment of students' autonomy in English lessons were introduced into the educational process of the experimental group. The analysis of the results of the

experimental work was carried out using a set of diagnostic methods, unique for the experimental and control groups, which made it possible to reliably trace the dynamics of the levels of development and increase the accuracy of the assessment of students' autonomy in English lessons.

2.2. Framework for Increasing the Accuracy of Assessment of Students' Autonomy in English Lessons.

As part of the second stage of the research, we deepened the development of improving the accuracy of the assessment of students' autonomy in English lessons. At the same time, the content of educational activities in the control group did not change, the nature of its implementation in the experimental group did.

Objective: to develop a system that will help English language teachers more accurately assess students' autonomy in the classroom.

Tasks of the formative stage of the experiment:

- to define and justify the organizational and pedagogical conditions, a conceptual model for improving the accuracy of the assessment of student autonomy in English lessons is presented;
- to reveal the general issues of conducting a formative experiment.

It seems that independent work should not be seen only as a way to increase time for language study even outside of school. Until the methods of educational work are formed, independent work should be carried out mainly in class. When planning a lesson, the teacher must provide time for it, as well as for performing exercises aimed at improving language activity.

The assessment of students' autonomy in English lessons and the activities of students under the guidance of the teacher have, of course, the same goal, but they are in different scopes. If we were to put it in laymans' terms, The function of independent work is preparation for the speech, which is done “behind the curtain”, even if it takes place in class.

Working with a teacher is communication “on stage”. Using these metaphor further, we highlight a special organizational form of students' autonomy in English lessons in class

– “rehearsal”, during which intensive preparation for the speech takes place: students independently work with sources of information, refer to landmarks, use leading questions, supports, use means of external self-control. “Rehearsal” can be conducted by grouping students into pairs and groups. This will allow them to carry out mutual control and mutual assistance.

Self-preparation will be more effective if the “rehearsal” is held immediately before the communication, which will be led by the teacher. Pupils are convinced that such training gives positive results, that is, feedback is evident during the communicative process.

Self-control acts in unity with external control by the teacher. As students master the skills of academic work during the assessment of student autonomy in English lessons, spending less and less time on it and achieving greater effectiveness, the centre of gravity shifts to independent work at home (depending on the stage of learning).

The amount of independent work at the initial stage of training is small, it is more correct to talk about its elements mainly during the games. It makes sense, for example, to include tasks for “linguistic intelligence” in it, to encourage children to determine the gender and number of nouns, the face and the temporal form of the verb in the context. At the middle and senior stages of education, the volume of independent work increases, it is mainly carried out when completing homework.

Its results are monitored in the next lesson. Preparation for independent activity and actual activity should be clear to students. Therefore, until the 11th grade, they are recommended to regularly perform small tasks, and then discuss the information extracted during this, for example, during independent reading. If independent work is conducted systematically, it undoubtedly contributes to the solid assimilation of the studied foreign language in unity with the development of methods of educational work.

When developing exercises for the formation of learner autonomy, both psychological and age characteristics of students were taken into account:

- desire to communicate with peers;
- striving for self-education through independence and will;
- self-identification and self-reflection;
- the desire to evaluate others;

- the student's readiness for those types of educational activities that make him more mature in his own eyes.

It is worth noting that the exercises are arranged in order from more general topics to more complex tasks and the creation or use of language materials directly on the topics specified in the curriculum. These exercises are presented both individually, in pairs and in groups, as the competitive moment is one of the activators of the student's internal motivation. For the sake of clarity, we will present a sample of the tasks that were used during the experiment. For further additional tasks, see Appendix 1.

Exercise 1. Purpose: improving speaking skills (dialogical speech) using the “Ezslang” website.

Category of task – productive, conditionally communicative

Type of exercise – training exercise

Method of execution – in pair; independently

Instruction. Using the provided dialogue on the topic “Travel” from the “Ezslang” website, enact it, using related phrases, compose your own dialogue based on these expressions.

Exercise 2. Purpose: improvement of speaking skills (dialogical speech) using the “English Etiquette” device.

Category of task – productive, communicative

Type of exercise – conversation

Method of execution – in pairs, microgroups.

Instruction. Using the website “Youtube” find the necessary information on the topic “English Etiquette”. Analyze the difference in the use of etiquette between the USA and Great Britain, and take notes of the necessary information. Discuss the facts that most impressed you with the class and compare your opinions on the difference in the use of Ukrainian and English etiquette.

Exercise 3. Purpose: improvement of speaking skills (dialogical speech) using the “TED” website.

Category of task – productive, uncommunicative

Type of exercise – training exercise

Method of execution – independently

Instruction. Find podcasts on the “TEDTalk” website related to the topic - “4 tips to future-proof your career” After watching the podcast, choose the profession that appeals to you the most. Write the essay according to the plan:

1. *Why is your work important to society and how does it benefit?*
2. *Why this particular job? What attracts you to it?*
3. *What skills do you need to develop in order to become an expert in this field?*
4. *What are the difficulties associated with this profession?*
5. *What is the demand of the chosen profession in the labor market today?*
6. *How does your social circle relate to your future profession?*
7. *What do you want to achieve in this work?*

Exercise 4. Purpose: improving speaking skills using English spoken media as basis.

Category of task – productive, communicative

Type of exercise – training exercise

Method of execution – in pairs

Instruction. Read a text about Christmas traditions in the UK, adapted from the website “British Council”. When reading, pay attention to the peculiarities of Christmas culture. What do you think is the difference between celebrating the New Year in Ukraine and in Great Britain? Make a dialogue in pairs where one student is a Ukrainian and the other is a representative of Great Britain, each student must describe the culture of celebrating the New Year.

Therefore, we have developed exercises to improve the accuracy of students' autonomy assessment in English lessons, using categories of applications that have different functionality, but as a whole, they provide a varied and creative approach to autonomous learning of the English language. The framework developed by us can be adapted to the needs of specific schools and teachers. It is important that the system is aligned with the goals and objectives of the curriculum and that teachers have access to the support and resources they need to implement the system.

2.3. Analysis of Research Results.

In order to identify the initial level of improvement in the accuracy of students' autonomy assessment in English lessons at the initial stage of the control experiment, the methods used during the ascertainment section and described in subsection 2.1 were applied.

The purpose of the final stage of the experiment was to check the levels of improvement in the accuracy of the assessment of students' autonomy in English lessons after the introduction of the experimental methodology.

In accordance with the outlined goal, we have defined the following research tasks:

1) perform a repeated measurement of the levels of improvement in the accuracy of the assessment of students' autonomy in the English lessons of the experimental and control groups.

2) to analyse the dynamics of changes in the levels of improvement in the accuracy of assessment of students' autonomy in English lessons according to the defined criteria and their corresponding indicators;

3) confirm or refute the formulated hypothesis.

We will analyse the results of the control stage of the pedagogical experiment. The levels of development of the motivational component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % in the table. 2.11.

Table 2.11

Levels of formation of improvement in the accuracy of assessment of students' autonomy in English lessons of the control and experimental groups in %

Level	<i>Levels of the formation of the motivational component of increasing the accuracy of the assessment of the autonomy of students of the control group, in %</i>	<i>Levels of formation of the motivational component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	11,64%	28,86%

Average	35,0%	51,36%
Low	52,67%	21%

The levels of development of the motivational component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % is presented in Fig. 2.7.

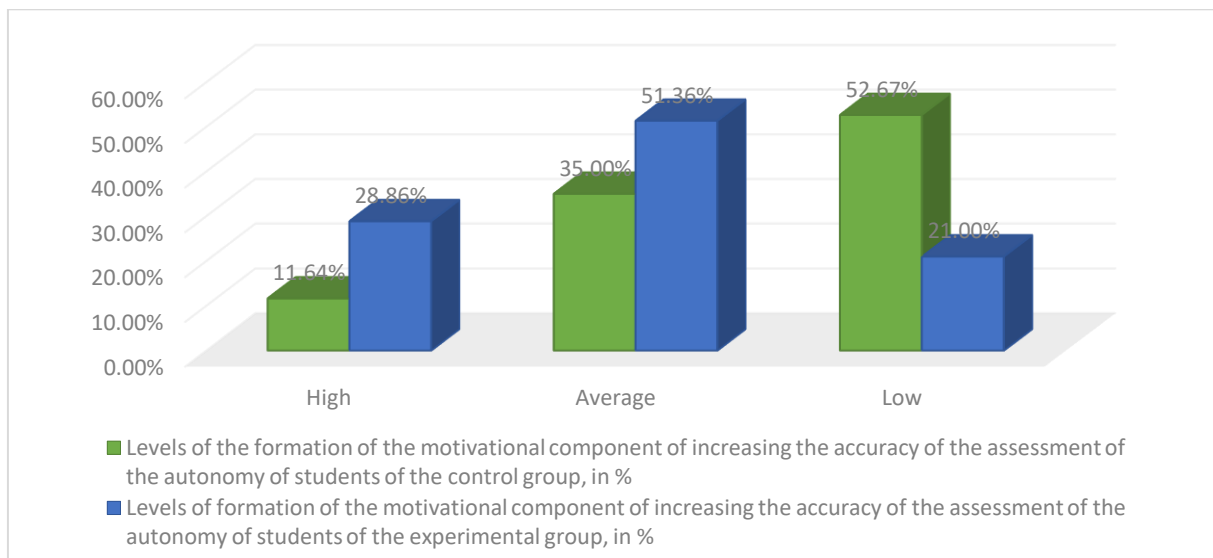


Fig. 2.7. Levels of development of the motivational component of increasing the accuracy of assessment of students' autonomy in the English lessons of the control and experimental groups, (%)

At the control stage of the pedagogical experiment, respectively, in the control group, 11.64% of students have a high level of development of the motivational component of increasing the accuracy of the assessment of student autonomy in English lessons, 35.0% of students have an average level, 52.67% of students have a low level of development of the motivational component of improving the accuracy of assessment of students' autonomy in English lessons.

At the control stage of the pedagogical experiment, respectively, 28.86% of students in the experimental group have a high level of development of the motivational component of improving the accuracy of the assessment of student autonomy in English lessons, 51.36% of students have an average level, 21% of students have a low level of development of the motivational component of increasing accuracy of assessment of students' autonomy in English lessons.

The levels of development of the cognitive component of increasing the accuracy of the assessment of students' autonomy in the English language lessons of the control and experimental groups in % are reproduced in Table 2.12.

Table 2.12.

Levels of formation of the cognitive component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups, in %

Level	<i>Levels of development of the cognitive component of improving the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of formation of the cognitive component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	14,2%	23,86%
Average	38,57%	53,86%
Low	47,54%	22,6%

The levels of development of the cognitive component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % are reproduced in fig. 2.8

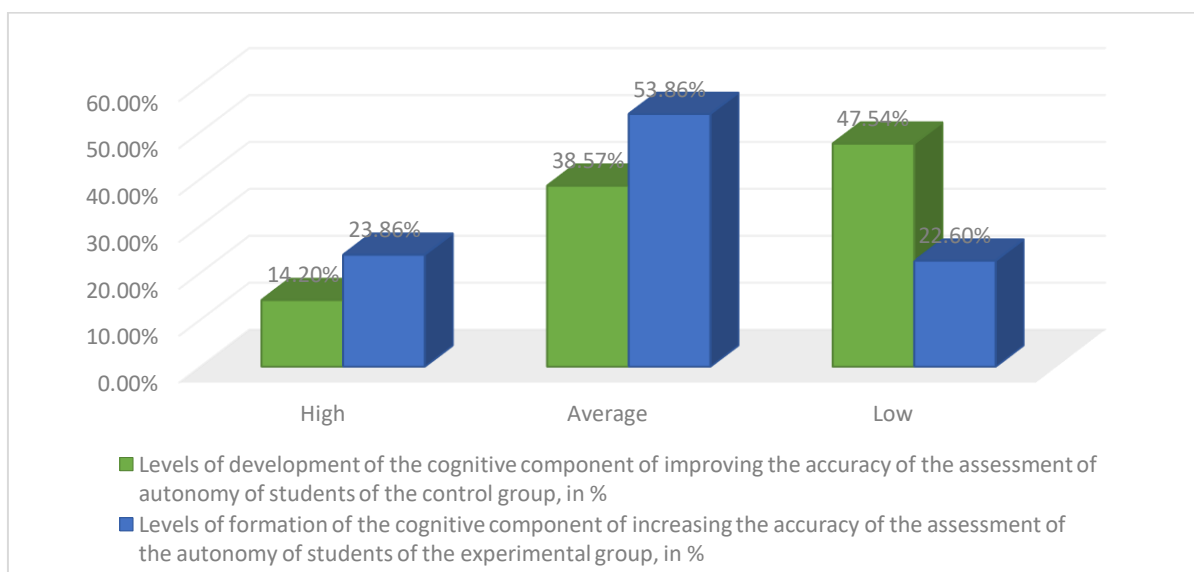


Fig. 2.8. Levels of development of cognitive improvement in the accuracy of assessment of students' autonomy in English lessons of the control and experimental groups (%).

At the control stage of the experiment, 14.2% of students in the control group have a high level of development of the cognitive component of improving the accuracy of assessment of student autonomy in English lessons, 38.57% of students have an average level, 47.54% of students have a low level of development of the cognitive component of increasing accuracy of assessment students' autonomy in English lessons.

At the control stage of the experiment, respectively, 23.86% of the students of the experimental group have a high level of development of the cognitive component of increasing the accuracy of the assessment of student autonomy in English lessons, 53.86% of students have an average level, 22.6% of students have a low level of development of the cognitive component increasing the accuracy of assessment of students' autonomy in English lessons.

Let's consider the levels of development of the procedural component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in %, reproduced in Table 2.13.

Table 2.13.

Levels of formation of the procedural component of increasing the accuracy of assessment of students' autonomy in the English lessons of the control and experimental groups, in %

Level	<i>Levels of formation of the procedural component of increasing the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of formation of the procedural component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	12,93%	26%
Average	39,85%	61,36%

Low	47,54%	13,86%
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The levels of development of the procedural component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in % are shown in Fig. 2.9.

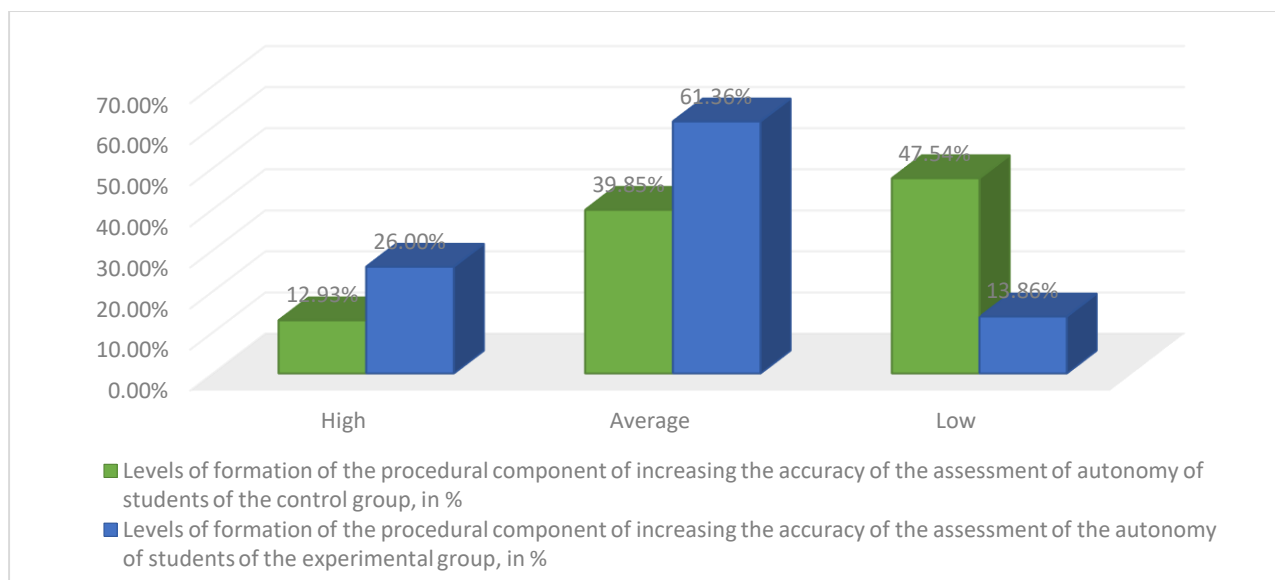


Fig. 2.9. Levels of development of the procedural component of increasing the accuracy of the assessment of student autonomy in the English lessons of the control and experimental groups, (%)

At the control stage of the pedagogical experiment, respectively, in the control group, 12.93% of students have a high level of development of the procedural component of increasing the accuracy of assessment of student autonomy in English lessons, 39.85% of students have an average level, 47.54% of students have a low level of development of the procedural component of increasing the accuracy of assessment of students' autonomy in English lessons.

At the control stage of the experiment, respectively, 26% of the students of the experimental group have a high level of development of the procedural component of increasing the accuracy of the assessment of student autonomy in English lessons, 61.36% of students have an average level, 13.86% of students have a low level of development of the procedural component of increasing accuracy assessment of students' autonomy in English lessons.

Let's consider the levels of development of the reflexive component of increasing the accuracy of the assessment of students' autonomy in the English lessons of the control and experimental groups in %, reproduced in table 2.14.

Table 2.14.

Levels of formation of the reflective component of increasing the accuracy of assessment of students' autonomy in the English lessons of the control and experimental groups, in %

Level	<i>Levels of formation of the reflective component of improving the accuracy of the assessment of autonomy of students of the control group, in %</i>	<i>Levels of formation of the reflective component of increasing the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>
High	14,2%	26,36%
Average	32,16%	58,86%
Low	53,96%	16%

The levels of development of the reflective component of increasing the accuracy of the assessment of students' autonomy in the English language lessons of the control and experimental groups in % are shown in fig. 2.10.

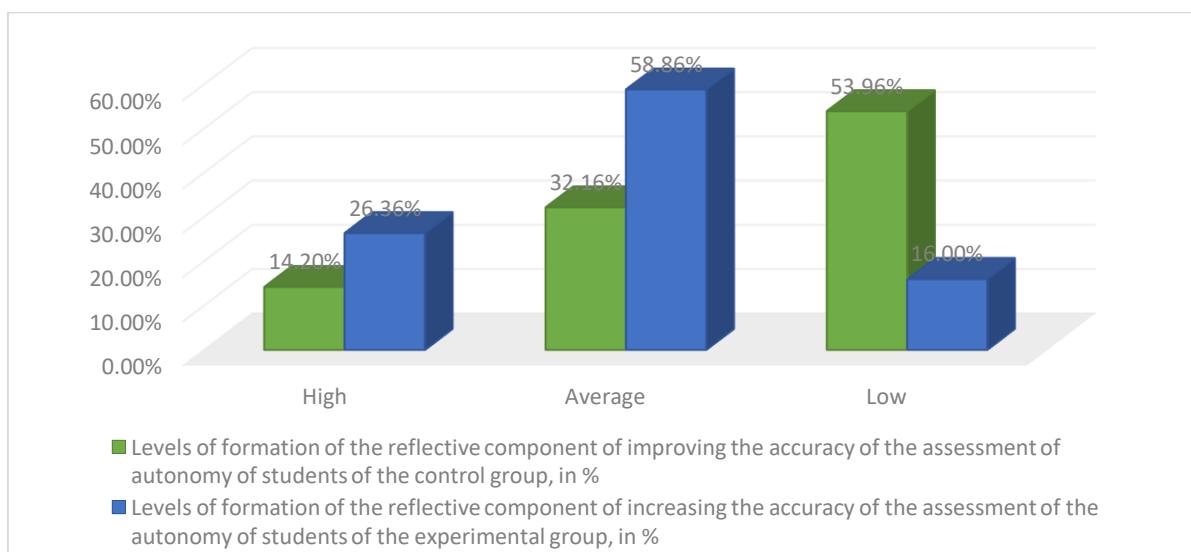


Fig. 2.10. Levels of development of the reflective component of increasing the accuracy of assessment of students' autonomy in English lessons of the control and experimental groups (%)

At the control stage of the pedagogical experiment, respectively, in the control group, 14.2% of students have a high level of development of the reflective component of increasing the accuracy of the assessment of student autonomy in English lessons, 32.16% of students have an average level, 53.96% of students have a low level of development of the reflective component of improving the accuracy of assessment of students' autonomy in English lessons.

At the control stage of the pedagogical experiment, respectively, 26.36% of the students of the experimental group had a high level of development of the reflective component of increasing the accuracy of the assessment of student autonomy in English lessons, 58.86% of students had an average level, 16% of students had a low level of development of the reflective component of increasing accuracy of assessment of students' autonomy in English lessons.

Levels of development of improvement in the accuracy of assessment of students' autonomy in English lessons in % are reproduced in Table 2.15.

Table 2.15

Levels of development of improving the accuracy of assessment of student autonomy in English lessons, in %

Level	<i>Levels of development of improvement in the accuracy of the assessment of autonomy of students of the control group, in %</i>		<i>Levels of development of improvement in the accuracy of the assessment of the autonomy of students of the experimental group, in %</i>	
	<i>Declarative stage</i>	<i>Control stage</i>	<i>Declarative stage</i>	<i>Control stage</i>
High	7,82%	13,25%	7,6%	25,05%
Average	30,55%	36,65%	26,98%	56,36%

Low	61,96%	50,43%	65,74%	17,92%
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The levels of development of increasing the accuracy of the assessment of students' autonomy in English lessons in % are shown in Fig. 2.11.

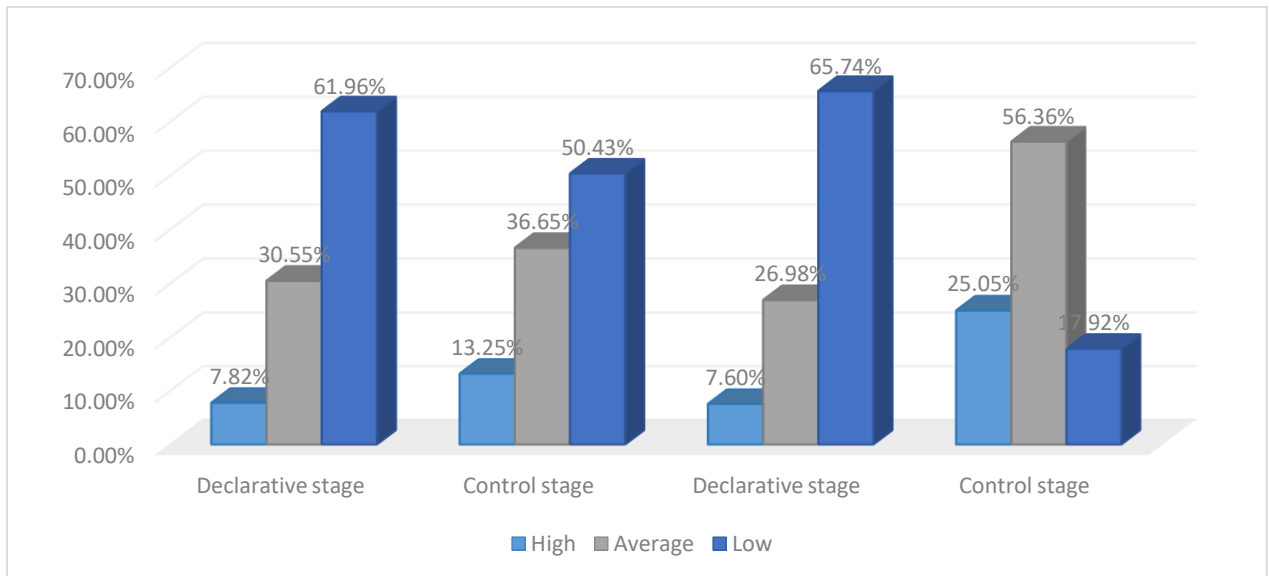


Fig. 2.11. Levels of development of improving the accuracy of assessment of students' autonomy in English lessons (%)

At the control stage of the pedagogical experiment, respectively, in the control group, 13.25% of students have a high level of development of improving the accuracy of the assessment of student autonomy in English lessons, 36.65% of students have an average level, 50.43% of students have a low level of development of improving accuracy assessment of students' autonomy in English lessons.

At the control stage of the pedagogical experiment, respectively, in the experimental group, 25.05% of students have a high level of development of improving the accuracy of assessment of student autonomy in English lessons, 56.36% of students have an average level, 17.92% of respondents have a low level of development of improving accuracy assessment of students' autonomy in English lessons.

Therefore, during the period of the experiment, the number of students with a high level of student autonomy development in English classes in the control group increased by 5.54%, in the experimental group by 18.55%.

The number of students with an average level of development of the accuracy of assessment of student autonomy in English lessons in the control group increased by 6.2%, in the experimental group by 29.49%.

At the same time, the number of students with a low level of development of the assessment of student autonomy in English classes in the control group decreased by 11.64%, in the experimental group by 47.6%.

The results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of student autonomy in English lessons. The analysis of the results shows that at the end of the pedagogical experiment, the students of the experimental group observed a significant increase in the level of student autonomy development in English lessons, with a decrease in the number of students with a low level of student autonomy development in English lessons, while the indicators of students in the control group had no significant change.

Thus, the results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of student autonomy in English lessons.

CONCLUSIONS TO CHAPTER 2

An experimental study on improving the accuracy of assessment of students' autonomy in English lessons was conducted at the Rivne Lyceum “Harmonia” of Rivne City Council. Teachers and students participated in the study – a total of 3 teachers and 23 9th-grade students took part in the experimental work.

According to the results of the experiment, it can be determined that the level of assessment of students' autonomy in the English lessons of the experimental group and the control group is similar, which gives the right to conduct the formative stage of the pedagogical experiment. The next stage of the pedagogical experiment was a formative one, during which techniques and methods of increasing the accuracy of the assessment of students' autonomy in English lessons were introduced into the educational process of the experimental group. The analysis of the results of the experimental work was carried out using a set of diagnostic methods, unique for the experimental and control groups, which made it possible to reliably trace the dynamics of the levels of development and increase the accuracy of the assessment of students' autonomy in English lessons.

We have developed exercises to improve the accuracy of students' autonomy assessment in English language classes, using categories of mobile applications that have different functionality, but in a bunch provide, first of all, a varied and creative approach to autonomous learning of the English language. The framework developed by us can be adapted to the needs of specific schools and teachers. It is important that the system is aligned with the goals and objectives of the curriculum. It is important that teachers have access to the support and resources they need to implement the system.

The purpose of the final stage of the experiment was to check the levels of improvement in the accuracy of the assessment of students' autonomy in English lessons after the introduction of the experimental methodology. So, the results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of students' autonomy in English lessons. The analysis of the results shows that at the end of the pedagogical experiment, the students of the experimental group observed a significant increase in the level of student autonomy development in English lessons, with a decrease in the number

of students with a low level of student autonomy development in English lessons, while the indicators of students in the control group changed insignificantly. Thus, the results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of student autonomy in English lessons.

CONCLUSIONS

This study has identified, after analysing the challenges and solutions in assessing students' autonomy in English classrooms, the following conclusions:

The study of literary sources shows the increasing interest of many researchers in the problems of organizing students' autonomy. Researchers have not come to a common conclusion regarding the definition of the essence of this concept, considering it to be an organizational form, a method of teaching, a type of educational activity, a means of assimilating educational material, etc. The concept of student autonomy includes the ability to make their own decisions, take responsibility for learning, perceive themselves as an active participant in the process, and support independence in the learning environment. The development of student autonomy is an important task for modern education, as it contributes to the formation of a deep understanding of the material, self-organization and the development of critical thinking.

Student autonomy in learning English contributes not only to the enrichment of knowledge and skills but also to the development of critical thinking and self-reflection. This approach allows students not only to receive information, but also to actively process it, apply it in practice, and constantly improve their skills. This approach to learning forms the flexibility of thinking and the ability to independently develop the learning process, which is an important skill in today's world, where it is important to constantly learn and adapt to new challenges and situations.

Evaluating students' autonomy in English lessons is a complex task that requires objectivity, taking into account the individual characteristics of each student, establishing clear evaluation criteria, and involving students in the self-evaluation process. Not all models of the assessment of learning autonomy put the student's internal motivation first, although in some it plays only a partial role in the formation of learning autonomy. On the other hand, in some models, learning autonomy can be evaluated only from the point of view of observed behavior. However, if the student is noticed for actions that are associated with autonomous behavior, he is not necessarily independent in full and some kind of diagnosis is needed to identify his level of autonomy.

Assessing students' autonomy in English lessons is an important element of the language-learning process. The use of various methods, such as questionnaires, self-assessment, portfolio creation, observation and problem solving, allows to get a more complete picture of the level of independence and initiative of students. Considering these aspects, teachers can plan and organize the educational process more effectively, promoting the development of students' autonomous skills in learning English.

The next stage of the pedagogical experiment was a formative one, during which techniques and methods of increasing the accuracy of the assessment of students' autonomy in English lessons were introduced into the educational process of the experimental group. The analysis of the results of the experimental work was carried out using a set of diagnostic methods, unique for the experimental and control groups, which made it possible to reliably trace the dynamics of the levels of development and increase the accuracy of the assessment of students' autonomy in English lessons.

We have developed exercises to improve the accuracy of students' autonomy assessment in English language classes. The framework developed by us can be adapted to the needs of specific schools and teachers. The system must be aligned with the goals and objectives of the curriculum. Teachers must have access to the support and resources they need to implement the system.

The purpose of the final stage of the experiment was to assess the accuracy of the assessment of students' autonomy in English lessons after the introduction of the experimental methodology. At the control stage of the pedagogical experiment, respectively, in the control group, 13.25% of students have a high level of development of improving the accuracy of the assessment of student autonomy in English lessons, 36.65% of students have an average level, 50.43% of students have a low level of development of improving accuracy assessment of students' autonomy in English lessons. At the control stage of the pedagogical experiment, respectively, in the experimental group, 25.05% of students have a high level of development of improving the accuracy of assessment of student autonomy in English lessons, 56.36% of students have an average level, 17.92% of respondents have a low level of development of improving accuracy assessment of students' autonomy in English lessons.

Therefore, during the period of the experiment, the number of students with a high level of student autonomy development in English classes in the control group increased by 5.54%, and in the experimental group by 18.55%. The number of students with an average level of development of the accuracy of assessment of student autonomy in English lessons in the control group increased by 6.2%, and in the experimental group by 29.49%. At the same time, the number of students with a low level of development of the assessment of student autonomy in English classes in the control group decreased by 11.64%, and in the experimental group by 47.6%.

Overall, the results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of students' autonomy in English lessons. The analysis of the results shows that at the end of the pedagogical experiment, the students of the experimental group observed a significant increase in the level of student autonomy development in English lessons, with a decrease in the number of students with a low level of student autonomy development in English lessons, while the indicators of students in the control group changed insignificantly.

Finally, the results of the statistical processing of the indicators of the pedagogical experiment confirm the effectiveness of the proposed framework in increasing the accuracy of the assessment of student autonomy in English lessons.

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APPENDIXES

Appendix 1 Additional Tasks

Task 1: Grammar Training Task

Category of task – productive, receptive

Type of exercise – training exercise

Method of execution – pair work

Instruction: Learners use authentic professional materials either from professional journals, CNN or BBC news, newspapers and so on. Each pair prepares a passage in which verbs are replaced by infinitives and reproduced on transparencies or handouts. In the classroom, all peers exchange their ideas and suggest the choice of a tense. All students are involved in the discussion and present their arguments for or against the suggested usage.

Task 2: Enhancing Speaking Skills in Discussions

Category of task – productive, communicative

Type of exercise – training exercise

Method of execution – in groups of 3-4

Instruction: Watch a short documentary about the Great Barrier Reef in Australia. Paired up in groups, discuss the importance of the reef, threats it faces and conservation efforts with your group. Prepare a brief presentation summarizing your discussion, as well as propose a shared solution to counter the issues facing the Reef. At the end, the class decides which groups propositions were the overall best.

Task 3: Enhancing Critical Thinking and Analytical Skills Through Analyzing Written Arguments

Category of task – receptive, productive

Type of exercise – analysis exercise

Method of execution – individual

Instruction: Read an opinion piece from a news outlet discussing the impact of artificial intelligence on the job market. Evaluate the author's main arguments and the

evidence provided. Write a 1-page response outlining your agreement or disagreement with the author's perspective, supported by relevant examples or counterarguments.

Task 4: Improving speaking and presentation skills

Category of task – productive, communicative

Type of exercise – creative exercise

Method of execution – individual

Instruction: Research a famous scientist or inventor from an English-speaking country. Prepare a 5-minute presentation about their life, work and impact on the world. Be prepared to answer questions from the class after your presentation.

Task 5: Prompt Writing

Category of task – productive, communicative

Type of exercise – creative exercise

Method of execution – individual

Instruction: Students look at a list of prompts i.e:

Do you think it's better for students to have a long summer break or be in a year-round school system with more breaks throughout the year? Explain your position.

Should employers set aside time during the day for their employees to exercise? What might be some of the advantages or disadvantages of this?

What is your favorite book or movie, and why should people read or watch it?

After they pick their favorite one, they write out their short essays, after which they read them out loud.