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**Preparing Learners at the Age of Technology with New Competencies and Skills
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

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قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرفَق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكْتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكْتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُختتم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

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افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرّصينة التي تستأهل النّشر بين دفتي مثل هذا المؤلّف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمين بتعليميّة اللّغات الأجنبية من جهة، وحتى لا تنصرم رؤاهم المعرفيّة وخلصات أبحاثهم العلميّة بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيدّ فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقية، وأخرى إلكترونيّة على مستوى المنصّة الجزائريّة للمجلّات العلميّة التي تتيح لرؤساء التحرير، بالتنسيق مع المحرّرين المساعدين، إمكانيّة إنشاء مثل هذه الأعداد الخاصّة المفردة لأعمال المؤتمرات والندوات والأيام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقّة مُراجعة المقالات من النّاحية الشّكلية مُراعاةً لقالب المجلة وقواعد النّشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائريّة للمجلّات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصد.

رئيس التحرير

ديباجة الملتقى

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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Promoting FL Learners' Autonomy through Online Assessment

Nadia BISKRI*

Translation Department – Faculty of Letters and Languages

University of Badji Mokhtar – Annaba – Algeria

biskrinadia@yahoo.fr

Sara LAICHE

English Department – Faculty of Letters and Languages

University of Mostefa Benboulaid – Batna 2 – Algeria

s.laiche@univ-batna2.dz

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Abstract

Learner autonomy seized the spotlight in Foreign Language (FL) classrooms, focusing on what and how learners learn. Nevertheless, learning requires a thorough assessment to ensure its effectiveness and improve teaching and learning. This research sheds light on online assessment significance in boosting second-year M.A. students of translation' autonomous learning. The study is descriptive, wherein the 28 participants enrolling at BadjiMokhtar University received an online survey. The results showed learners' dependability and lack of motivation. The correspondents

* Nadia BISKRI : biskrinadia@yahoo.fr

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Nadia BISKRI & Sara LAICHE

claimed the impact of assessing their performance in the Translation Module on their autonomy that spotting the learners' pitfalls helps develop their translation and linguistic competencies.

Keywords: FL, learner autonomy, online assessment, performance, translation.

Introduction

Current views about the nature of language teaching and learning pedagogies led to radical shifts from the traditional approach, namely the teacher-centeredness, to the learner-centered approach wherein the teachers are no longer the information providers but rather facilitators of the learning process, that learner autonomy gained a privileged place in FL contexts. Accordingly, the focal aim behind calling for learner autonomy highlights an urgent need to integrate learners in processing knowledge at different levels actively. Thus, learner autonomy is when students take charge and responsibility for their learning.

Nevertheless, FL teachers use assessment as a valuable means to encourage learner autonomy. Considering the technological development, which affected all sorts of human life, especially after the outbreak of COVID-19, the Algerian educational system emphasized the use of the online arena to deliver courses and assess the students. Assessment, however, is a critical component that identifies to what extent the course is successfully achieved. Assessments have a notable effect on FL learners' autonomy. Hence, assessment helps the teacher distinguish areas of instruction to meet learners' individual needs.

1.1. The problem

University teachers often criticize learners' dependability bringing their past learning habits of over-reliance on the teacher, in which they invest more efforts and gain minor results. Unlike the previous cycles of compulsory education, the university realm necessitates autonomous learning and engagement in the learning process. Thus, students seem unready for university transition, which causes dramatic failure to them.

FL teachers generally describe their learners as being reluctant, dependent, and lazy to perform any task in or outside the classroom. They prefer to do gradable tasks solely seeking after the mark to pass. Learners are inactive and lack the motivation to take part in their learning.

With the COVID-19 crisis and confinement conditions, the learners became more and more unwilling to participate in the learning process. They participated in online courses via the MOODLE platform and were also assessed online. However, they are still passive and rely more on the teacher, so teachers attempt to use more online assessments to activate them and boost their autonomous learning.

1.2. Objective, questions, and hypotheses

The present research work investigates the importance of online assessment in developing FL learners' autonomy in the Translation Department at BadjiMokhtar University. Accordingly, the following questions require meticulous answers:

- a) In what ways are FL learners autonomous learners?
- b) How does online assessment foster FL learners' autonomous learning?

Consequently, answering the research questions mentioned above raises these hypotheses:

- a) If FL learners at the Translation Department are autonomous, they are likely responsible and motivated towards their learning.
- b) If FL learners at the Translation Department perform online assessments, it can play an essential role in promoting their autonomous learning.

2. Literature review

2.1 Learner autonomy

Learner Autonomy is inextricably linked to contemporary teaching techniques and practices, and its meaning differs according to the various perspectives related to the teaching and learning situations. It spread in education, namely in language teaching, with the development of the Communicative Method. Nonetheless, it is widely acknowledged that the notion of autonomy first appeared in the sphere of learning and teaching, establishing the Council of Europe's Modern Languages Project in 1971. Holec (1981) is a major pioneer in the field of learner autonomy in education, particularly in language acquisition, based on the assumption that learning is a lifetime process. Autonomous learning refers to engaging the learner himself in the learning process as being able to set his role determining his objectives, identifying his progressions, choosing the

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suitable learning techniques and strategies, and monitoring his development and pitfalls (Holec, 1981).

Moreover, autonomy is a fundamental goal of learning in which Autonomy is the ability to take control of one's own learning process (Benson, 2001). Learning autonomy enables the learners to develop synthesizing skills, learn effectively, and monitor assessments (Benson, 2001). Nevertheless, an autonomous learner has insights into his own learning methods and schemes, takes an energetic attitude to perform his tasks, and is proactive in the learning process (Benson, 2001).

The classroom learning community helps improve collaboration and students' achievements, in which incorporating different assessment processes may foster autonomous learning (Hay & Mathers, 2012). These assessments give a sense of autonomy and ownership of the assessment process, increase motivation, support the learners' thinking about their thinking processes, and encourage the learners to activate deep learning (Hay & Mathers, 2012). Accordingly, committing a mistake is regarded as an opportunity to enhance learning rather than deterrence, as the teachers opt for a life-long learning process (Hay & Mathers, 2012).

2.1. Assessment in FL classes

The term *assessment* has become popular in educational circles all across the world. The assessment encompasses all teachers' and learners' actions to gather information and improve teaching and learning situations. According to Caar& Harris (2001), assessment is a critical component of education, and a practical assessment is pertinent to immediate learning. In other words, assessment is how teachers and principals gather information from various resources about teaching and learning processes. There are several types of assessment to assess the learners. The most known types of assessments are diagnostic, formative, and summative assessments.

As its name suggests, diagnostic assessment aims to diagnose and identify the learners' strengths and weaknesses. It generally occurs at the very beginning of the course, grade, level, or unit. Data collected from these tests inform the tutor to adjust the curriculum according to the learners' abilities and needs. The diagnostic assessment stands on given principles to achieve its objectives in which it is a continuous decision-making process considering the learners' prior knowledge, attitudes, interests, lacks, and wants (Hricko& Howell, 2006).

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Formative assessments take place throughout the course. They enable trainers to modify the course's emphasis and monitor learners' knowledge growth as the course progresses (Hricko& Howell, 2006). Formative assessment is significantly positive and attempts to improve learning, an integral part of teaching (Hricko& Howell, 2006). Formative assessments opt for monitoring students' development, customizing the instructions for future practices, sustaining the learners with corrective feedback, identifying the learners' pitfalls, and predicting the learners' achievements in further assessments (Douglas, 2014).

Summative assessment is most commonly used at the end of a unit of study. The key goals are to assess learners' knowledge, abilities, and attitudes and report their development over time (Douglas, 2014). Summative assessments are means to make decisions about learners' learning and measure their accomplishment of the instructional program; however, summative assessments do not allow the course to be personalized or tailored for students as they only look at the final product (Hricko& Howell, 2006). The fundamental objectives of summative assessments are to identify the learners' achievements at the end of the cycle, set up students' learning preferences, evaluate the effectiveness of the curriculum, and predict future success with other courses or standards (Hricko& Howell, 2006).

With the emergence of technological facilities and network-based teaching and learning practices, educators capitalized on the significance of assessing students online to save time and energy and cope with the development in the field.

2.2. Online assessment

Online assessment is a means of evaluating student learning in an online-based context. Multiple choice, collaborative projects, online discussions, team case studies, and self-evaluation features are possible online examinations (Koç et al., 2015). Feedback is either available immediately or is provided later by the course administrator (Koç et al., 2015). Regarding the basic principles of assessment, teachers can adjust their assessment activities to provide helpful feedback, accountability, and opportunity to demonstrate quality in an online environment. Assessment includes different components to measure, that the instructors should enlarge the assessments measures used throughout the instructional delivery of the online course to become the practical online assessment (Robles & Braathen, 2002).

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A network-based environment provides different tools to help teachers assess students' learning, whether formative or summative, by testing the learners on vocabulary, phrase, gap-fill, and grammar (Hunt et al., 2007). In online learning, knowledge can be transformed via mobile phones, laptops, tablets, or computers. There are different genres of online assessment tools like Google Forms, Google Classroom, Proprofs quiz, Edmodo, Moodle, and many others.

A Google form is a free online tool, which provides users to create forms, surveys, or quizzes. Educators can use Google forms to assess the students at the beginning of the class and gauge pre-existing knowledge. It can assess own students learning and set the learning goals as well as collect the data. Firstly, the teacher needs to sign to Google to create, access, or share content on Google Forms. There are many types of questions in Google Forms: short answer, paragraph response, multiple-choice, checkboxes, dropdown, linear scale, and multiple-choice grid. The teacher also can embed images and video into a form (Hunt et al., 2007).

Lecturers can submit materials on the subject being taught in Google Classroom. The tutors can post certain teaching materials, set assignments for students, and upload the students' grades to access their course marks right away. Furthermore, Google Classroom may be used to postpone sessions when lecturers are out of town or are otherwise occupied during class hours. Google Classroom also reduces expenditures spent due to the use of less expensive stationery and other supplies, as well as time-released energy (Inoue & Pengnate, 2018).

Proprofs is a web-based, comprehensive quiz authoring tool that will let the teacher create, share, and grade online assessments. It allows the author to create and share quizzes that are fun and interactive, in which Educators, trainers, educational institutions, and businesses prefer to use Proprofs for its easiness (Koç et al., 2015).

Edmodo seeks to bring the classroom into the 21st century. It is an easy way to connect, collaborate, share content, access homework, grades, and school notices. It enables the teachers to send messages, share class material, assess the students, and make learning accessible anywhere (Edmodo.com). Edmodo includes an interactions-monitoring tool, the insight that allows the teacher to view students' responses to posts, assignments, quizzes, or any other interactions (Koç et al., 2015).

MOODLE is a web-based assessment tool, which supplies the educator with the best tool to manage and promote learning. It is an open-source Course Management System (CMS), also known as a virtual learning environment. Moodle is one of the online assessment systems which provides continual feedback on how successful the students are. Another invaluable feature of online assessment in Moodle is an inherent learning management system. Moreover, it includes the capacity to manage teaching, student learning, and all facets of assessment (Padayachee et al., 2018).

3. Method

This small-scaled study focuses on identifying the influence of online assessments on FL learners' autonomy. From this perspective, the study follows the descriptive research design as this approach attempts to determine the state of the phenomenon under examination (Singh, 2006). Accordingly, descriptive research establishes a cause-and-effect relationship (Singh, 2006). In this regard, this study highlights the role of online assessments in developing autonomous learning among translation students. Nevertheless, descriptive researches include surveys, questionnaires, and closed interviews (Singh, 2006). The questionnaire collects quantitative data about the participants, gathering general views about a group (Fraenkel, Wallen, & Hyun, 2015).

3.1. Description of the questionnaire

The questionnaire is set through *Google Form* regarding the social distancing conditions and coping with technological advancement. Thus, online questionnaires proved their efficiency in obtaining data from the target group, saving time and energy (Thiruvengada Mani & Radhakrishnan, 2013). The questionnaire includes three sections: (a) personal information, (b) learner autonomy, and (c) online assessment and autonomous learning.

The first part seeks to find data about the participants' age, the reason behind choosing *Translation* as a field of study, learners' translation and linguistics competencies, and their satisfaction towards online learning. The second part contains 10 statements, which attempt to identify whether the learners are dependent or independent. The statements follow the Likert scale and are scaled from strongly agree, agree, neutral, disagree, and strongly disagree. The last part comprises 7 statements according to the Likert scale as well, which aims to highlight the role online

assessments have in promoting autonomous learning. All quantitative results are analyzed conferring to the descriptive statistics through the Statistical Package for the Social Sciences program (SPSS Statistics).

3.2. The sample population

The sample population consisted of 30 Master's students from the Translation Department at the BadjiMokhtar University of Annaba. The participants showed consent to take part in the study. It included two groups of second-year M.A. students according to a simple random sampling that offers appropriate data for the overall aim of the investigation in which all correspondents were included (Taherdoost, 2020). The questionnaire reached 54 students, but only 28 responded.

4. Results and discussion

4.1. Personal information

The results revealed that all participants (100%) expressed their consent to participate in the study. The majority of them (53,57%) are less than 22-year-old, other (21,42%) correspondents' age ranges from 23 to 25 years old, some of the learners (14,28%) are aged between 26 and 28, and the minority (10,71%) is elder than 29-year-old ($M= 2.738$, $Sd.= 1.232$). Thus a significant portion of students (64,28%) revealed that studying M.A. in Translation is their own choice, however, the rest (35,71%) claimed that they chose it unwillingly ($M= 2.412$, $Sd.= 1.561$).

The findings revealed that the learner's competencies in translation vary. Accordingly, (14,28%) of them have excellent skills in translation, others (28,57%) are good in translation, other participants (28,57%) have fair capacities when it comes to translation, (17,85%) possess poor translation competencies, and the rest (10,14%) have poorer translation competencies ($M= 1,029$, $Sd.= 0.258$). Nevertheless, the M.A. students are different regarding their linguistic competencies, in which (17,85%) stated they are excellent, (32,14%) revealed they have good linguistic competencies, (35,71%) have fair competencies, (7,14%) have poor linguistic competencies, and (7,14%) possess very poor competencies ($M= 1,691$, $Sd.= 0,404$). Table N°01 depicts the results related to the participants' answers about their competencies in language and translation.

Table N° 01: Learners' competencies

The statement	Valid	%	Mean (M)	Standard deviation (Sd.)
Translation competencies	Excellent	14,28%	1,029	0,258
	Good	28,57%		
	Fair	28,57%		
	Poor	17,85%		
	Very poor	10,71%		
Linguistic competencies	Excellent	17,85%	1,691	0,404
	Good	32,14%		
	Fair	35,71%		
	Poor	7,14%		
	Very poor	7,14%		

4.2 Learner autonomy

Comparing the mean (M) values in the learners' responses, which portrays the average ranks, shows the participants' dependability and reluctance to participate in the learning process. Accordingly, the learners always depend on the teacher to supply them with tasks (M= 1,164) and seek support when performing any task (M= 1,166). Additionally, the correspondents show their inability neither to manage the time for their learning (M=1,288) nor to determine the task's objectives (M= 1,361), in which they rely on their tutor. Nevertheless, the participants cannot identify the pace of their progress in learning by themselves (M= 1,393).

Table N° 02: Learners' dependability

The statement	N	Mean (M)	Standard deviation (Sd.)
I always like the teacher to tell me what to do.	28	1,164	0,491
I always seek the teacher's help.	28	1,166	0,639
I always want the teacher to set the time for each task.	28	1,288	0,419
I always like the teacher to determine the objectives for me.	28	1,361	0,505
I always like the teacher to tell me how I am progressing	28	1,393	0,563
I would like to share the responsibility to choose what to do in class.	28	1,326	0,631
I would like to use other resources than provided by the teacher.	28	1,077	0,411
I would like to manage the time I spend when performing my tasks.	28	1,029	0,258
I have a clear idea about what I need from the translation course.	28	0,962	0,238
I would like to identify what I learn from the translation course.	28	0,981	0,221

Learning autonomy gained insightful regard during the last two decades, especially in FL education, wherein educators highlighted its significance to foster FL learners' achievements. However, FL learners of translation enrolling at the BadjiMokhtar University of Annaba showed

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their dependability on their teachers in choosing the suitable materials, setting the course's objectives, determining the time for their activities, and even notifying them about their problems. Although they would like to participate in their learning process, they are still unable to take part and monitor their learning. Learners' inability to identify what they learned and how they performed during assessments goes back to their dependability on their teachers during the previous educational cycles wherein the teacher is regarded as the information provider rather than a counselor.

4.3 Online assessment to boost autonomous learning

The participants stated that they do not possess regular access to network-based tools (M= 0,748). However, they do not feel comfortable with the idea of performing their tasks in an online environment (M= 0,871) and have positive attitudes regarding online assessment for its easiness and saving time (M= 0,977). The teacher uses a variety of resources during setting the tasks for assessment (M= 0,831).

depend The learners rely on the teacher to identify their pitfalls rather than taking part in the process and detect their difficulties (M= 0,874). They claimed that the teacher's feedback sustains the development of their translation competencies (M= 0,908) and linguistics competencies (M= 0,889). The results about the role of remote assessment are best shown in table N°03.

Table N°03: The role of online assessment in developing autonomy

The statement	N	Mean (M)	Standard deviation (Sd.)
I do not have regular access to internet facilities.	28	0,748	0,139
I do not feel comfortable performing my tasks online.	28	0,871	0,257
Online assessment is easy to handle and saves time.	28	0,977	0,311
The teacher uses a variety of online resources to set the tasks.	28	0,831	0,225
I always like the teacher to tell me about my pitfalls	28	0,874	0,266
The teacher's feedback helps me develop my translation competencies.	28	0,908	0,304
The teacher's feedback helps me develop my linguistic competencies.	28	0,889	0,291

Assessment is a crucial component in the teaching and learning processes as it is the means through which educators and decision-makers measure the achievement of the curriculum. Accordingly, assessment can help the learners develop autonomy through activating synthesizing skills, identifying their needs, monitoring their learning, and managing time to accomplish the tasks

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needed. Although learners are aware of its importance, whether in-person or online, they are still struggling to perform well in assessments. The learners seem unenthusiastic to be assessed online while it saves time and energy. Hence, learners' achievement can only be measured by the teacher whose feedback helps them improve their competencies in translation and language. In this regard, teachers should pay attention to the needs of learners and attempt to stimulate them to develop autonomy among them and help them achieve better results.

5. Conclusion

This research investigated the role of online assessment in promoting FL learners' autonomous learning. According to the health crisis caused by the Corona Virus, education at the Algerian university turned remotely where the teacher supervises his learners in a network-based environment. Thus, the teacher uses the MOODLE platform to deliver course content using various materials like videos, audios, PowerPoint presentations, or documents. Similarly, he assesses them through the same platform.

Based on the results, the participants showed reluctance and inability to be responsible for their learning process. They are much dependent on the teacher following the previous educational cycle's systems wherein they get the information and give it back in assessments with less autonomous efforts. Relying on the teacher deters them from developing their autonomy. Learning at university is different, as the learners are required to take part in the learning process. However, the correspondents revealed a moderate will to participate in their learning through choosing the material, identifying the course objectives, and depicting their lacks and wants.

The finding also revealed that online assessment could significantly boost FL students' translation autonomy. They claimed that the teachers' feedback supports them and encourages them to improve their translation and linguistics competencies. This claim would confirm the assumption that performing online assessments would enhance autonomous learning among FL translation learners.

According to the results mentioned above, the following recommendations need thorough consideration:

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- ✓ Teachers need to make the online assessment enjoyable by designing different tasks using varied materials and choosing accessible platforms.
- ✓ It is preferred to engage the learners and inquire about their needs and wants to raise their motivation and activate their autonomy.
- ✓ The teacher should train the learners on how to perform online assessments, supplying them with cues and strategies to reduce their anxiety.
- ✓ The instruction should be explicit, and the options for answers have to be available to facilitate the task.
- ✓ There should be a deadline for the learners to fulfill the task, and the scaling system should be included.
- ✓ Feedback is a crucial part of assessment where the teacher reinforces the correct actions and highlights the learner's pitfalls providing clarifications.

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Appendix

Dear students,

This questionnaire is a part of a research study about the role of online assessment in developing autonomous learning among MA students of translation. We will be grateful if you take part and fill in this survey.

➤ I agree to take part in the survey

a) Yes b) No

I. Personal information

1. Indicate your age:

a) Less than 22 b) [23-25] c) [26-28] d) More than 29

2. M.A. in Translation Studies is my personal choice:

a) Yes b) No

3. How do you rate your translation competencies?

a) Excellent b) Good c) Fair d) Poor e) Very poor

4. How do you rate your linguistic competencies?

a) Excellent b) Good c) Fair d) Poor e) Very poor

5. Are you satisfied with online learning?

a) Completely satisfied b) Very satisfied c) Moderately satisfied d) Slightly satisfied e) Not at all satisfied

II. Learner autonomy

On a scale from 1 to 5, choose what suits you. (1→strongly agree, 2→agree, 3→neutral, 4→disagree, 5→strongly disagree).

1. I always like the teacher to tell me what to do.

1 2 3 4 5

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2. I always seek the teacher's help. 1 2 3 4 5
3. I always want the teacher to set the time for each task. 1 2 3 4 5
4. I always like the teacher to determine the objectives for me. 1 2 3 4 5
5. I always like the teacher to tell me how I am progressing 1 2 3 4 5
6. I would like to share the responsibility to choose what to do in class. 1 2 3 4 5
7. I would like to use other resources than provided by the teacher. 1 2 3 4 5
8. I would like to manage the time I spend when performing my tasks. 1 2 3 4 5
9. I have a clear idea about what I need from the translation course. 1 2 3 4 5
10. I would like to identify what I learn from the translation course. 1 2 3 4 5

III. Online assessment and autonomous learning

On a scale from 1 to 5, choose what suits you. (1→strongly agree, 2→agree, 3→neutral, 4→disagree, 5→strongly disagree).

1. I do not have regular access to internet facilities. 1 2 3 4 5
2. I do not feel comfortable performing my tasks online. 1 2 3 4 5
3. Online assessment is easy to handle and saves time. 1 2 3 4 5
4. The teacher uses a variety of online resources to set the tasks. 1 2 3 4 5
5. I always like the teacher to tell me about my pitfalls 1 2 3 4 5
6. The teacher's feedback helps me develop my translation competencies. 1 2 3 4 5
7. The teacher's feedback helps me develop my linguistic competencies. 1 2 3 4 5

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