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Investigating EFL Learners' Attitudes towards Assessing the Speaking Skill: The Case of Third Year English Language Students at Ibn Khaldoun University of Tiaret

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Dedication

To my family

To my wife

To my daughters, Ibtihal & Rihab

To my close friends, Mustapha ,Ali kadi , Sofiane, Ahmed &Asma

Dedication

This work is whole -heartedly dedicated to:

My beloved parents who have been my source of inspiration and gave me strength when I thought of giving up.

My brother Samir and sisters ,

To my friends and classmates, namely ; Mostapha , kheira, kadi & Slimane.

Acknowledgments

Abstract

The aim of this research was to investigate and evaluate learner's attitudes as regard to the procedures teachers take to assess learners' speaking skill .The research sought to answer whether learners were aware of the basic criteria set to evaluate their oral performance, it also meant to examine and evaluate how learners generally perceive assessment of the oral skill. In order to answer the research questions and find solution to the research problem , two major data collection tools were used ; a questionnaire which was addressed to a sample of students of English and a semi-structured interview with teachers .The research is a case study conducted at the level of the Section of English at Ibn Khaldoun University of Tiaret. The research tools helped gather qualitative and quantitative data which were later interpreted and analysed. The main findings of the research revealed that the different approaches adopted by teachers to teaching and mainly to assessing speaking proved to be inadequate and less effective to improve the speaking skill; it also indicated that learners developed negative attitudes about oral skill assessment which is traditional and provides invalid misleading description of learners' oral performance.

Keywords: Speaking Skill –Assessment – Attitudes – Performance - Learners

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List of Abbreviations and Acronyms

ALM: Audio Lingual Method

ASTP: The Army Specialized Training Program

BAC: Baccalaureate Examination

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

EFL: English Foreign Language

EIL: English as an International Language

ELT: English Language Teaching

ESL: English as Second Language

ESP: English for Specific Purposes

FL: Foreign Language

FLT: Foreign Language Teaching

GTM: Grammar Translation Method

ICT: Information and Communication Technologies

L1: First Language

L2: Second Language

LWC: Languages of Wider Communication

MS: Middle Schools

OS: Oral Skill

PS: Productive Skills

SE: Second Education

SS: Speaking Skill

STT: Students' Time Talking

TFL: Teaching Foreign Languages

TTT: Teacher's Time Talking

WTC: Willingness to Communicate

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General Introduction

General Introduction

On the light of the current change occurring worldwide at different levels, technology, business, politics and economy, learning a FL(Foreign Language) sounds to be an obligation which may first help copy with every globalized of life.

Individuals now have easy access to a vast array of information from a variety of cultures and communities. As a matter of fact, statistics show that around 360 million people speak English as their L1(First Language), therefore; they can take access to these pieces of information for granted; it means with no language barrier. However, a great number of people elsewhere find it difficult to access to information because of being incapable of communicating in the English language, this is one reason why learning English precisely speaking has become so popular and of a great essence. Besides a fairly enough evidence why English is really an important spoken language over the world, is stated by Bernaus (2005), with more than 2 billion of speakers in about 100 countries and territories use English.

A great deal of interest has been given to research in the field of teaching and learning a L2(Second Language). Yet, the answer to" how to teach English" is surprisingly debatable and hardly challenging. Learning English is often based on the four language skills: reading writing listening and speaking .These skills are grouped into two categories: receptive and productive.

Regarding speaking , it is the most difficult as well as the most complex of the four skills. Macontyre et al .(1998) support this idea stating that the ultimate objective of learning a L2 should be to prepare the language learners to able to utilize the language for the purpose of communication.

Actually, speaking is a very powerful sign of the overall competency of a FL since it requires speakers to combine many linguistic components morphology, syntax, phonetics and phonology, all at once to convey meaning.

Whenever it comes to describe the learning teaching process of the SS(Speaking Skill), much attention and consideration partially go to assessment. In other terms, the EFL teachers are generally encountered with the problem of how to assess the learners' OS(Oral Skill) and what to assess as well.

The problem of assessing makes teachers either reluctant to meaningfully conduct the assessment of OS or lacking in any confidence in the validity of their assessment .Such assessment problems include a practical problem of finding the designing productive and relevant speaking tasks and that of being consistent. The set of criteria to use in assessing OS is also a key issue.

As far as learners' attitudes towards assessing OS are concerned, a lot of learners are not aware enough about the process of assessing oral skills; they may not question their teachers to get informed about what are being assessed for; Learners also ignore the criteria set by their teachers to assess their ability. Thus, based on this general assumption, this study focuses on the ways learners perceive OS assessment and its influence on their learning of FL

Statement of the Problem

Most EFL learners find it more important to improve SS autonomously or being under academic instructioning, the need for communicative competence grows with the demands of their life expectations and challenges. Learners themselves seek   to collect data about their oral performance in a FL. As a matter of fact, speaking is adopted as an essential academic subject in almost all institutions and university in Algeria. However, we attentively noticed that the Algerian learners of English, mainly in Tiaret University , may have developed various attitudes and controversial impressions about, not only the teaching of the SS ,but the assessing it as well .The way students ' OS are being assessed may be controversial and raises problems that is recognized as a large gap in real speaking abilities

Aim of the Study

Assessing learner's OS might be lacking effectiveness, validity and fairness if learners were not involved or integrated in the process. What learners know or don't know about the assessment of OS influence learning in general. Practically, it has been noticed that EFL learners still struggle to communicate spontaneously in the target language ;some show less readiness and less passion to make use of the language in real life situations; others seem to be shy and a part of them still make unexpected flow of mistakes.

This research aims at investigating a variety of EFL learners' attitudes towards assessing SS at Section of English at   Ibn Khaldoun University of Tiaret. This study may well

provide very valuable answers to solve the problem depicted above; The research is also an attempt to invest in learners' attitudes so that they could probably be used to improve spoken language proficiency of the Algerian learners of English.

Research Questions

We, interestingly, intend to find adequate answers to the questions that provoke our thoughts concerning the SS assessment at the level of our university, and that urged us to undertake this research.

The research questions are:

1. Do EFL learners know how their OS are tested or assessed?

2. What are the EFL learner's perceptions towards their teacher's methods and tools of assessing OS?

Hypotheses

Based on the questions, and in order to address the research questions, three Corresponding   research hypotheses were tested as follows:

1. Most, if not all, EFL learners don't have a clear idea about the criteria included in assessing their OS.
2. Most EFL learners tend to develop negative attitudes and less confidence in their oral performance due to their teachers unclear approach, objectives and criteria in assessing OS.

3. Having a high or low score in speaking classes without being fully aware about the assessment grid of evaluation may certainly lessen learner's oral performance

Research Structure

This research consists of three chapters; the first chapter provides theoretical overview of the SS, it is divided into two sections, the first is to describe language SS, its types and functions .The second section tackles the teaching and the assessment approaches and tasks of the SS.

The second chapter explores the teaching of English as a L2 language in the Algerian educational context .It mainly explains how speaking is taught mainly at Ibn Khaldoun University of Tiaret, it also sheds the light on the methodology followed to conduct the research.

The last chapter presents, discusses and analyses the findings, it also includes a set of recommendations to both EFL learners and teachers.

Motivation

Noticeably, our classmates often complain about oral tests and the way they are tested or scored , this has motivated us to try to examine how learners perceive OS assessment.

The fact that also moved our desire and curiosity to investigate learners' attitudes towards oral skill assessment is that in official Baccalaureate Examination ,for example , students are given an overall score ,but they are not tested if they speak the language or not. It is true that they are given a single pronunciation task in each exam paper, but it does not reflect the candidate students' actual oral performance. This has much to do with the newly launched reforms that kept the traditional way of language testing.

Chapter One

The Nature of Speaking as a Skill

1.1. Introduction

Broadly speaking, the first chapter of this research is concerned mainly with OS of language, and in particular the assessment of the OS within EFL learners . In this section, various studies and concepts related to OS were taken into consideration. This chapter is divided into two sections ,the first is devoted to talk about the nature of speaking ,its functions and types . Whereas, the second one deals with the process of teaching and assessing OS.

Section One: Nature, Functions and Types of Speaking

1.2. The Nature of Oral Skill

Language is a distinctive feature of human beings. Language is a group of words joined together in sentences , but each word has an outstanding identity and meaning. In this vein, Harmer (1918) defined language as being not just pits of grammar, but it involves language functions as well functions as inviting, agreeing and suggesting.

While Scott (2005) states that "speaking is a part of daily life. A person produces an average of tens of thousands of words a day ; politician may produce even more than that.

At the heart of our concern lies the OS , all natural languages are spoken ; thus, the SS is often considered as the most important part of an EFL course: SS can simply be defined as a PS in the oral mode.

1.1.2. Language Skills

Morris (1968) divided the basic language skills into four categories, that is to say ;listening, speaking, reading and writing**.** In the scope of learning a FL**,** speaking is prominent because it reveals to what extent a speaker can master the language **.**Speaking and writing are the skills that involve production on the part of language users. However, listening and reading are RS(Receptive Skills) in the sense that the language user receives information in spoken or written forms of the language.

Very often , the language user is involved in using a combination of skills, a participant in a conversation, for example, has not only to listen , but also to speak.

The (Listening, Speaking, Reading and Writing) are classified into two sub-skills as following:
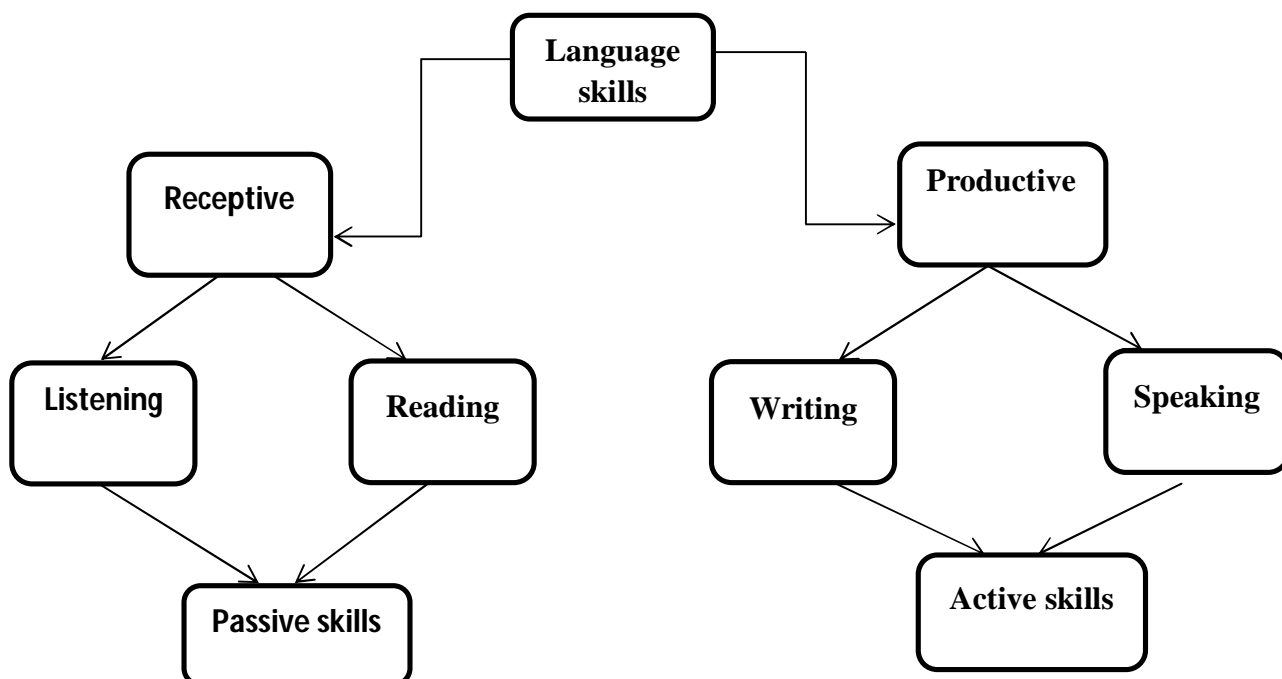
Figure 1.1: Classification of Language Skills

(Researchers' Own Figure)

There was a time when the concepts passive and active were synonyms , used instead of receptive and PS (productive skills) respectively.

1.1.2.1. Receptive Skills

Reading and listening are referred to as receptive skills. In the 1977, Postovsky (1972. 1974) Winits and Reeds (1973) and Nord (1978) concluded that the actual learning of a second or FL lies in the delaying of the production components of that language.

In 1986, it was decided that in learning a FL, it is required to focus on receptive skills . It seems it would be roughly difficult to produce English as L2 if you were not exposed to listen to or read in it. It has been argued that learners need to have much exposure to RS, this helps them learn and develop their communicative skills."

Unlike productive skills, receptive skills require much attention and a great deal of mental ability. Learning RS is less obvious and clear performance or objective must be defined**.** Therefore, one can easily understand that the teaching of RS should be more purposeful to gain linguistic competence which is necessary to understand spoken or written forms of language and then to produce written or spoken messages for the sake of the early natural goal of the language which is communication.

A distinctive feature of the RS is that it happens when any learner of a foreign language can listen while reading. This is considered an advantage for learners to strengthen their linguistic competence. However, listening is significant because it is a prior skill in the sense that a child can be exposed to first language acquisition earlier.

In learning a FL, no category of skills, either receptive or productive, is neglected, it is too insufficient to listen and read in L2 without any practice in its own faces of speaking and writing **,**that is why, they are named as passive.

1.1.2.2. Productive Skills

Speaking and writing are the active and PS of language; PS are more communicative, and they are basis of the learning process as the learners need but to produce the language. When producing the language, learners are likely to reinvest the linguistic components they acquired as they listen and read the language. Here probably lies the difference between receptive and productive skills; in PS, learners would be accounted for the extent they are capable of using language so that others can understand them clearly. The way a sentence is spoken or written determines what their level proficiency is.

As a matter of fact**,** speaking is considered as more complicated than writing because in writing, learners have time to think and make decisions; they also have time to check their writing before the message is transmitted**;** whereas, speakers don't.

In this sense, Bygate (1997) wrote that speaking is a skill which deserves attention in every bit as much literary skills in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It's the skill by which they are most frequently judged and through which they may make or lose friends.

In view of that**,** out of the four language skills**,** speaking is significantly highlighted since it is much more practised in comparison to the rest of the language skills .

1.1.3. The Nature of Speaking

Thornbury (2005) stated that speaking is so much a part of daily life that we can take it for granted .Speaking, as mentioned above, is a skill which is quite different from writing; time is one of the main differences; the speaker's words or sentences are often unplanned and spontaneous and are produced in a very short time especially in L2**.** Besides**,** speakers are also exposed to slips and situational conversation . Luoma,(2004) stated " speaking is also situational; it does not focus on speakers but real time situations and contexts." (p.19)

Speaking is treated as a skill of a paramount importance, in the same way, you may talk about sink and swim mode**,** etc. Being a skilful speaker, it is necessary to identify what speakers are expected to know further. Thornbury (2005) described the basic knowledge for speaking in a first language as being intuitive**.** In other terms, that knowledge is far of being described or defined; speakers are not aware of it.

1.1.3.1. Basic Knowledge for Speaking

The section below is devoted   to the different types of knowledge speakers need to possess .

1.1.3.1.1. Extra Linguistic Knowledge

This determines how much a speaker of L2 is familiar with other speakers**.** It also includes things related to topic and context.

1.1.3.1.2. Socio Cultural Knowledge

Cultural variation may cause misunderstanding**.** Therefore; a speaker of a foreign language needs, in general, to have access to the culture of the natives or needs to learn the language in its cultural context. For instance, learners may well be aware of whether they shake hands on meeting , embrace, or just bow.

1.1.3.1.3. Discourse Knowledge

It is the knowledge of the structure of spoken genres that serve different communicative purposes and social . "It involves the knowledge of how speech is organized and connected as well as turn taking and interaction skills" (Thornbury**,** 2005, p.14).

1.1.3.1.4. Pragmatic knowledge

It refers to the knowledge of different ways in which language is used in different settings and for different purposes. Pragmatic knowledge has been regarded as one of the main component**s** of communicative competence. It's crystal clear that there exist a relationship between pragmatics and language learning and teaching. As Bouton (1995) stated that:

> Pragmatics and language learning are inherently bound together[...] pragmatics provides language teachers research and learners with a based understanding of the language forms and functions that are appropriate to the many contexts in which a language is used-an understanding that's crucial to a proficient speakers' communicative competence.

1.1.3.1.5. Grammar knowledge

The grammar taught to learners is probably typically written rather than spoken as Thornbury (2005) suggested **"**grammar knowledge may include the following:

- A good command of present and past tenses.

- Forming questions.

- Basic conjunctions

- Reporting quotes.

- Knowledge of modals functions. (p.16)

Accordingly**,** at least these are basically necessary to formal speaking.

1.1.3.1.6. Lexical knowledge

Certainly, knowing a lot of vocabulary throws up more confidence in the speaker and may very well help him express himself immediately and accurately. At least, speakers of a second language should cover the top 200 most common words which help leading to a casual short conversation.

As suggested by Thornbury(2005) **"**the vocabulary knowledge consists of

- WH Question forming words.

- Modal auxiliaries

- All the sorts of pronouns and prepositions

- Linking words.**"**(P.16)

1.1.3.1.7. Phonological knowledge

Phonological items necessarily interfere in making a sense. Speakers, even if they seem to be more knowledgeable in the abovementioned competence**s**, need to know a bit of phonetics which globally consists of: stress**,** rhythm, intonation, aspects of connected speech**,** and sound articulation**.**

This group of knowledge is required to prepare for a proficient use of a second language especially the spoken form. Mackey (1965) summarized that **"**oral expression involves not only (...) the use of the right sounds in the right pattern of rhythm and intonation but also the choice of words and inflection in the right order to convey the right meaning." (p. 266) **.**

1.1.4. Purpose of Learning Speaking

As explained by Harmer. (2007) that:

> Students of all ages are learning to speak, some students, of course, only learn English because it's on the Curriculum and because they have moved into a target. Language community some students need ESP: tourism, banking or nursing .Many students need EAP, others learn English because they think it will be useful in some way for international Communication (p.11)

Accordingly**,** Harmer may seem to focus on the purpose of learning a FL in general, not only the ability of speaking L2. However, in ELT classrooms, the tendency towards improving OS can be to make use of the language items obtained and stored before.

1.1.4. Functions and Types of Speaking

SS differ from one context to another according to what is meant to address . The purpose behind why people tend to speak is to be considered . Below , the different functions and types of speaking are discussed.

1.1.4.1. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983**)** made a useful distinction between the interactional functions and the transactional functions of speaking; the former tends to establish and maintain social relations and the latter refers to the exchange of information (p.10)

1.1.4.1.1. Interactional

It serves to establish social relations, some of the main features of talk as interaction can be summarized as follows:

According to Brown and Yule (1983)
" talk as interaction is characterized by the following features:

- Has a primarily social function.
- Reflects speaker's identity.
- May be formal or casual.
- Reflects degrees of politeness.
- Some of the skills involved in using talk as interaction involve know how to do the following
- Opening and closing conversation

- Choosing topics
- Interrupting
- Reacting to others" (p.22)

I.1.4.1.2.Transactional

It is the focus is on what is done i.e**.** the message and making oneself understood clearly and accurately is the central focus rather than the participants and how they interact.

Richards (2008) "The main features of talk as in transaction are as follow:

- It has a primarily information forms.
- The main focus is on the message.
- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions:

- Describing
- Explaining a need or intention.
- Asking questions
- Justifying
- Making suggestions." (p.26)

1.1.4.2. Types of Speaking

Not far away from EFL classrooms, there are at least five types of speaking: imitative, intensive, responsive, interactive and extensive.

1.1.4.2.1. Imitative

At this level, it's clear that learners are simply trying to repeat what has been said regardless whether they understand it or not.

1.1.4.2.2. Intensive

It involves producing a limited amount of language in a highly controlled context. At this level, grammatical and lexical mastery are central. Reading aloud is a typical task for intensive speaking.

1.1.4.2.3. Responsive

This includes a simple question with a flow-up question or the tasks include interaction and test comprehension but at the limited level of short conversations, standard greetings, small talk, requests, and comments.

1.1.4.2.4. Interactive

As discussed above, speaking can be categorized as interactional and transactional. Speaking is mainly used to maintain social relationship**s** (interpersonal or to communicate and exchange transactional information).

1.1.4.2.5. Extensive

The tasks include speeches, oral presentations, and story-telling. Oral interaction from listeners is either highly limited or rules out altogether.

1.1.5. Components of the Speaking Skill

The mastery of the SS in an FL and particularly in English depends on how fluent and accurate speakers are in their talks. These two criteria are the ultimate goals of all speakers. To this effect, they sharpen their focus towards the fluency and accuracy when delivering speeches.

1.1.5.1. Fluency

Thornbury (2005) described the FL speaker " Is fluency simply the ability to speak faster? […] speed is a factor, but it is by no means, the only or even the most important one." (pp.6-7) Even among native speakers, fluency is achieved in different degrees. Being a native never means you speak L1 fluently .

According to Byrne (1986) "Fluency can be broken down into quantifiable factors such as: words per minute; repetitions; self-corrections and filled pauses." (p.9). In the same line of thought, Richard et al. (1985) argued: "Fluency is a range of features that give a speech the characteristics of neutrality, such as native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions" (as cited in Hiouani, 2016,p. 36). Hence, a speaker is fluent as long as s/he is able to fill in speech gaps during the time of talk **.**Provided that s/he manages to talk in coherent, reasoned sentences appropriately in a wide range of contexts, he will be qualified as   fluent.

Scott (2005) defined fluency as the capacity to string long runs together with appropriately placed pausing. Pausing is rather important and even good speakers need to stop

from time to time. Besides, another major factor, as it is elicited from the above definition, is the length of run ,which means; the number of syllables between the pauses.

Scott (2005) summarized the features of fluency as pauses may be long, but not frequent. There are long runs of syllables and words between pauses. Pauses occur at meaningful transition points. Non-fluent speakers were described by Glenn Fulcher (2003) as they keep repeating words and phrases; they often say words then change them Their speech also sounds too slow .

1.1.5.2. Accuracy

It is evident that EFL learners tend to make errors continuously for certain reasons, errors indicate that the leaner is at a more advanced stage of learning. Speaking accurately involves being capable of producing sentences and longer stretches of language that follow acceptable rules of usage , Fulcher (2003).

According to Yuan and Ellis (2003), accuracy in speaking is "the extent to which the language produced conforms to the target language norms," (p. 02). So, it is the extent to which correct grammar, pronunciation and vocabulary are used.

Baker and Westrup (2003) stated that " someone who can use English well is usually both accurate and fluent. Accurate speakers don't make mistakes in grammar vocabulary or pronunciation," (pp. 7-8). They added that:

> Students who have to pass traditional examinations will need to spend a lot of time learning to use the language accurately. Others may need to spend most of the session doing activities to practice using the English they have learnt in a much freeway.

In view of that, EFL teachers often find it a bit challenging to prepare speaking activities that may well establish the right balance between accuracy and fluency. Thornbury (2005) demonstrated to the question of whether accuracy comes first or fluency in teaching speaking.

Section Two: Teaching and Assessing Speaking

Speaking as a skill may differ according to the context .Classroom is necessarily similar to public speaking. Speaking is more systematic, planned and purposeful because it is an essential skill in teaching a FL. The teaching of speaking is apparently more demanding and complicated. Teachers are required to be aware that speaking is not a form of grammatically correct sentences and then pronounce them, it rather consists of a combining broad set of mechanics, functions, pragmatic**s** and social interaction. Therefore**, t**his section is devoted to describing teaching and assessing of speaking in EFL classrooms.

1.2.1.CLT(Communicative Language Teaching) Approach

At present, in language teaching methodology, Brown (1993) stated "speaking a foreign language fluently has become a global target" (p.190) However, much importance is given to the teaching of speaking or communication in general and that is not new. According to Kelly (1996), in his historical study of the language teaching methods, the issue has been divided into three main periods:

- language as a form of communication in society

- language as a means of artistic literary creation

- language as being philosophically analysed (linguistics)

Without doubt, the objective behind learning and teaching L2 has changed and is still changing on the scale of the role of the language in society. For example, people learnt Greek for varying purposes**;** from social community to transmission of literary and intellectual thought**s**.

In Middle Ages, the objective of the teaching shifted towards written and analytical skills. Therefore, teaching SS in those periods were needed to be emphasized as much as they were in the Classical Renaissance.

the Direct Method which became prevalent in 1890**.**It considered speaking and listening as the most important skills whereby the medium of instruction was a strict use of the target language**.** Learners studied sequences of carefully planned grammatical phrases by listening and repeating (Lowe 2003).

Later on, the ALM (Audio Lingual Method) appeared as a result of wars in which the army needed fluent speakers of the major European and Asian Languages, practically, in 1942, the ASTP(Army Specialised Training Program) was established to help students achieve certain conversational proficiency in different foreign languages as seen by (Richards & Rodgers, 2002).

In ALM, the SS was targeted through listening and repeating, repetition activities were believed to achieve automation of SS (Morely, 1993).

Afterwards, the teaching of SS then became of a great value underlined by CLT which focused on the functional and the oral aspects of language rather than the grammar and vocabulary buildings (Richards & Rodgers, 2002. With this method, the SS is taught through-meaning-based dialogues, group works and language authentic activities. For that reason, fluency has become more important than accuracy.

After that, the Natural Approach was proposed by Tracy Terrell & Stephan Krashen in 1977.It is based on learning through comprehensible input. The importance of speaking is not by itself but rather its potential in providing comprehensive input (Krashen, 1987).

According to (Krashen,1987) "understanding the input in reading and listening is basically helpful to improve SS".(p.61)

Nowadays, the development of the SS as a PS has become largely emphasized and comprehensible input; social interaction and negotiation of meaning are the most essential for individual learners engaged in social life.

Thornbury and Slade (2006) advocated that it is "an indirect approach to teaching speaking and which allows much exposure to authentic conversation." (p.245) .

(Goh & Burns, 2012) stated "The Direct Approach focuses on improving fluency of speech by motivating learners to use language and involving them in communicative activities" (p. 134)

1.2.1.1. A General Approach to Teaching Speaking

In speaking classes, there are things learners cannot do as changing a topic or answering a difficult request. For teachers to bridge the gap of unskilful speakers, Thornbury (2005, pp. 40-111) developed three activities of learning to speak:

1.2.1.2. Awareness Raising Activities

It is the stage where learners should be familiarized with new knowledge. Thornbury (2005) defined awareness raising as "awakening learner's consciousness, so where a mental

representation of the language is necessary so that learners can notice new knowledge or situation". According to (Thornbury, 2005, pp. 63-88), awareness includes the following processes:

➢ **Attention**

Learners need to be fully involved and interested; they need to pay attention curiously. A learner, who is not or is less curious, interested or involved, may not notice the features of the target skills.

➢ **Noticing**

Noticing "is the conscious registering of the occurrence of some event or entity" (Thornbury,2005, p.41). Paying attention without noticing is not evident. A learner may well pay attention to a new vocabulary which is frequently used, but he sometimes does not notice that.

➢ **Understanding**

The third important level in comprehending what is being noticed is recognizing the general rule or principle. The teacher or an autonomous learner has a crucial role in raising awareness; he can ensure the degree of attention.

1.2.2.1. Controlled Activities (Appropriation)

The Controlled Activities has also been referred as the appropriation stage where learners practise control over the SS. Drilling and chanting are presented as a typical speaking repetitive activity to controlled practice. Learners are given words and phrases to repeat through recordings.

1.2.2.2. Autonomy

At this level, learners stand independently without any guide or assistance to use the constructed knowledge in real life situations with a certain degree of fluency and automaticity

1.2.3.Model of Speaking Production

Good teachers need to recognize what this model consists of so as they can help their learners develop SS. This model was developed by Levelt in 2005 and has been used by Goh & Burns in 2013. The model consists of three stages that are briefly explained below:

1.2.3.1. Conceptualization

Thornbury(2005,p.3) stated "Speakers think of and plan what they are going to say in terms of topic ,information, purpose and discourse type," Language learners particularly "have to think about what they have to say before and while they are saying it." (Goh & Burns,2012 pp.37-40).

1.2.3.2. Formulation

After choosing what to say and why, speakers now have to make decisions on how to say it, which involves structure, grammar and syntax. (Goh & Burns, p.38; Thornbury, 2005pp.3-5) .Then, speakers activate their articulatory system for producing sounds or speech in general.

1.2.3.3. Self- monitoring

It is the process where speakers can check their speaking production whether it is accurate and appropriate. "Self-Monitoring of articulation results in the kind of correction that even fluent speakers have to make when the wrong words pops out…" (Thornbury,2005, p.6)

1.2.4. Assessing Oral Skill

To teach well the SS is to assess it well. In every language teaching curriculum, the speaking skill is so important to consider. "Assessing speaking is challenging; however, because there are so many factors that influence our impression of how well someone can speak a language." (Luoma, 2004, p. 1)

1.2.4.1. Definition of Assessment

A number of definitions have been provided, but they are not likely to work in every context. In assessing the OS, the term testing is often used interchangeably with the assessment. As defined by Luoma (2004) "an oral test is a repeatable procedure in which a leaner speaks, and is assessed on the basis of what he says. It can be used alone or combined with other tests of other skills." (p.7). It must be concluded that testing is a single tool of the whole process of assessment. Palomba and Banta (1999) defined assessment as "the systematic collection review and use of information about educational programs undertaken for the purpose of improving learning and development." (p.4). This definition seems very broad in scope in the whole teaching process. However, in the OS, assessment means listening to a speaker to evaluate, judge and make decisions about his/her oral performance through well-designed rating scales, or marking system.

1.2.4.2. The Nature of Speaking Assessment

As discussed above, developing the OS should be included in all syllabi and language courses. Naturally, the OS, like any other skill, has its own characteristics, which makes it unique. The oral language skill combines and requires different kinds of skills, and one usually to come up with whatever one wants to say quite quickly. In addition to that, the amount of time to think of and plan what to say is too short. These two features stand as an evidence to the fact that the assessing of the OS is more challenging.

According to Knight (1992), assessing the SS can cause problems in a classroom situation because of time and equipment shortage, effective selected tasks, and the problem of assessing consistently.

According to Knight (1992),

Teachers should focus on using the latter way of assessing, since it is important that the teachers know what exactly needs to be improved in the learners speech, and that they are able to give instructive feedback. (p.300)

Bachman (1991,p. 39) also mentioned:

the huge amount of variations found in almost every language, so who decides what norm we choose to look at, when assessing the language students produce OS. Significantly, do the students know what is expected of them and how those expectations might influence the student and his/hers output?

1.2.4.3. Types of Assessment

There are three main types of assessment: diagnostic, formative and summative.

1.2.4.3.1. Diagnostic Assessment

It is quite universally acknowledged that a pre-undertaken procedure can help teachers identify their learners' current knowledge of the subjects, their skills set and capacities. It informs about learners strengths and weaknesses by which teachers can plan for what and how to teach. Diagnostic assessment always takes place before starting to teach any course.

1.2.4.3.2. Formative Assessment

It provides feedback and information during the instructional process while learning takes place. It also measures learners' progress and teachers' as well

1.2.4.3.3. Summative Assessment

It takes place after the learning and teaching have been completed and provides information and feedback that sum up the teaching and learning processes.

All in all, assessment measures what was and is being learnt and how; and also what was and is being taught and how. Hanna and Dettmer (2004) suggested that teacher should strive to develop a range of assessment strategies that match all aspects of instructional plans, instead of trying to differentiate between formative and summative types of assessment.

1.2.4.4. Approaches to Assessing Speaking

One of the main issues of assessing the OS is the know- how to do so. Different insights and techniques to assess the OS have been adopted including mainly; Holistic and analytical assessments that are highlighted in what follows .

1.2.4.4.1. Holistic Assessment

Holistic Assessment is also called 'traditional assessment' which focuses on the whole (Brown, 2004). As stated by Alderson, Clapham and Wall (1995) that "examiners are asked to not pay too much attention to any one aspect of a candidate's performance but, rather to judge its overall effectiveness" (p.289). At the end of holistic assessment, a score is assigned impressionably or guided by a rating scale. Fulcher (2003) said "the single score is designed to encapsulate all the features of sample, representing overall quality." (p.90)

1.2.4.4.1.1. Advantages of Holistic Assessment

According to Brown (2004) "speed is one of the positive aspects of this type of assessment". That is to say, it requires less time. One more advantage is that it is more likely practical (Louma,2004) because it focuses on performance as a whole. Also, holistic assessment is more flexible; rates can reflect on their scores impressions with more freedom and restrict to one single limited set of criteria which may result in giving more valid, reliable scores.

1.2.4.4.1.2. Disadvantages of Holistic Assessment

One obvious thing to claim about in holistic assessment is giving only one score that evaluates the whole performance. Fulcher (2003) claimed that "holistic assessment does not take into account the constructs that make up speaking… a single score may not do justice to the complexity of speaking." (p.90). We understand that the scoring maybe misleading. According to Batchman and Palmer (1996), one score is not adequate to weigh various

components . The difficulty of interpreting results is another negative point because assessors have in mind various dissimilar criteria.

1.2.4.4.2. Analytic Assessment

As for analytic assessment, it is based on "assessing each aspects of a performance separately" (Mc Nomara, 2000,p.131).This sort of assessment is different from the holistic one in terms of various measures while assessing candidate's performance in terms of various components at different levels for each component and several scores are given at the end of the assessment .

1.2.4.4.2.1. Advantages of Analytic Assessment

First of all is the consistency of the rators. Fulcher and Davidson (2007) suggested that it sums up what will be tested .This may be so helpful to establish some sort of comfort among testers before and after exams.

Also, the scores for each aspect may well reflect the actual thoughts and impressions of the assessors when using the analytical tool (Batcher and Palmer,1996). The analytical assessment can also be useful for diagnostic purposes.

1.2.4.4.2.2. Disadvantages of Analytic Assessment

Apparently, analytic assessment takes more time and efforts. As Hughes (2003) stated that analytic assessment takes more time than holistic no matter how extensively and well the rators are trained . The assessor's attentions may be directed to many components at the same time; therefore, they can do less well.

Also, teachers may focus cognitively only on the criterion guidelines and may well miss others which are important in the whole learning process. In analytic assessment, the halo effect is possible, holo effect means the judgment made about one component or criterion can negatively affect the preceding .Fulcher (2010) explained holo effect as a phenomenon where the act of making one judgment colours all subsequent judgments.

1.2.4.5. Types of Classroom Speaking Activities

There are a number of classroom activities that can be used to teach speaking skills, the following are some of the main .

1.2.4.5.1. Discussions

After a content- based lesson, a discussion activity can be held for various reasons. The students may aim to arriving at a conclusion, share ideas about an event, or find solutions in

their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.

In this way, the discussion points are relevant to this purpose ,so that the teacher can form groups of students, preferably 4 or 5 in each group, and provides controversial sentences like 'people learn best when they read vs. people learn best when they travel'. Then, each group works on its topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

This activity fosters critical thinking and quick decision making**.** Thus**,** students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various pupils and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should be always encouraged to ask questions, paraphrase ideas, express, support, check for clarification**.**

1.2.4.5.2. Role Play

One other way of getting students to speak is role-playing. Students pretend they were in various social contexts and had a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "you are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

1.2.4.5.3.Simulations

Simulations are very similar to role-play , but what makes simulations different than role play is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, s/he brings a microphone to sing. Role play and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) saw   **,** they increase the self-confidence of hesitant students because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

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1.2.4.5.4.Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as: solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

1.2.4.5.5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The best characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

1.2.4.5.6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story-telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending including; the characters and setting a story. Students can also tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, the teacher will not only address students' speaking ability, but also get the attention of the class.

1.2.4.5.7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practise their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

1.2.4.5.8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops

narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, etc.

1.2.4.5.9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling to their friends in their daily lives in front the class.

1.2.4.5.10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds**: Earning money
- **Hearts**: Love and relationship
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4 to 5 questions about that topic to ask the other pupils in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they can reply in complete sentences.

1.2.4.5.11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

1.2.4.5.12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity**,** students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

1.2.4.5.13. Finding the Difference

For this activity students can work in pairs and each couple is given two different pictures. For example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

1.3. Conclusion

To go over the main points, then, the first chapter tries to cover the vast area of the SS among EFL learners**.** It particularly spots the light on the process of teaching and assessing the OS as well as the different approaches and activities adopted to teach or assess oral performance. The upcoming chapter describes the context where the study takes place. The teaching of English in Algeria and mainly the SS in the Algerian different Education levels are clearly highlighted. It also sheds the light on the methodology proceeded to conduct the research.

Chapter Two

Context and Research Methodology

2.1. Introduction

This chapter is to depict the context in which the study takes places. It explores more facts about the SS among the Algerian students of English as a whole with a particular reference to third year EFL learners at Ibn Khaldoun University. It is also meant to explain the way the study was conducted. It gives an overall overview of the tools and procedures followed systematically to gather data   so as to answer the projected research questions and measure the research hypotheses**.** Herein, the sample population who provided us with information are   described.

2.2. Overview of the Research Context

Recently**,** English is the most widely spoken language in the world. People are increasingly seeking to communicate with it for different purposes. According to Soars (2011) about 400 million people speak English as their first language and around billion do speak it as a second language.

All over the globe, more education schools, institutions and universities attempt at developing English language programmes that would fit individuals' interests and needs, each in his particular social and cultural contexts. These programmes prioritise the OS to be improved of course, for different communicative purposes. Being an understandable speaker of a universal language is a green visa to the world's businesses**'** thoughts, cultures, lives**,** etc

Locally speaking, Algeria was a French colony; thus French was and is still spoken by the majority of people. In the Algeria system of Education, French is taught as the first language for primary school children at the age of 8 staring from the third grade. It is also the language of instruction in most universities and institutions.

As far as English is concerned, the impact of the language in Algeria has fluctuated due to socio-political factors in the late of 1980s and the early beginning of 1990s.

2.3. The Status of English in Algeria

The situation of FL teaching in Algeria is directly related to its historical and socio-political events. This is why the big changes, undergone by the Algerian state in its educational system following its independence onwards, have been given more importance to English throughout so far. Consequently the teaching of EFL has received a great consolidation and the English language has been given the status of the L2 by the Algerian authorities and, thus, it has become a compulsory subject matter in the curriculum all over the country.

In addition to that, globalization, the opening of Algeria to the English speaking countries namely; America and Britain, and the spread of ICT at the end of the twentieth century and the early beginning of the twenty first century were the most important incidents influencing the spread of English in the Algerian society. "English is thought to be a means to facilitate international communication and to have access to the new technologies and modern sciences" (National Charter of Algeria, 1998) which may contribute to the development of the country. The English language is widely used all over the world and in different domains which makes its important.

According to Kitaok (1996)

> English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication an international air traffic control, and it is used even for internal air traffic control. (p. 01)

So, the huge interest given to the teaching of the English language is not surprising since it dominates very strategic domains worldwide.

Ali Ben Mohammed (1993) Stated that the French language has dominated the scientific, educational and linguistic spheres in Algeria for a long time as it is the first foreign language which is used in media, culture, and education

French in present Algeria does not seem to be losing its importance and prestige for decades after the independence of the country. It is still the language of science, modernism, and opening on the world**.** However, and despite the fact that the French language has dominated Language-learning in Algeria, .Since its independence in 1962, Algeria has become aware of the importance the English language in the world today.

Indeed, the Global Research Organization Euro-monitor International Report for the British Council in April 2012 reported that:

> It is in Algeria where the English language is the least developed as only 7% of the population command the use of that language in comparison to our neighbours in Morocco and Tunisia where 14% and about 15% respectively of the population of these countries master the English language.

On the other parts and according to the same report English will make significant progress in the following years particularly among the youths and in no small part because of an interest in American culture and investment and the growing exposure to the media,

information and communication technologies. It can also be another way to diminish French interference as claimed by Miliani (2000) that:

> In a situation where the French language has lost much of its ground in the socio cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones. (p.13)

Actually, English is the leading language in trade, science and technology. It is used in different domains either in tourism, education or for economical exchanges this is why it has maintained a huge need to learn it as a foreign language.

The authorities have felt the need for an educational reform, which should include among other things, the reintroduction of a FL at an early stage. Similarly, in April 1999, the Ex-head of state Abdelaziz Bouteflika often repeated in public the expression "doomed schooling system" to say how the educational system needed to reinvent itself in the learning process and in FL learning.

The teaching of English in Algeria begins in the first year of MS education and is carried out till the end of the SE. Since September 2003, English has been taught for seven (7) years; four in the MS and three in SE, instead of five (5) years; two in the Fundamental School and three in the SS as it was before. It is worth noting that EFL is preceded by 5 years of Arabic instruction and 3 years of French as a first language in the primary education. In addition to that, English in higher education is taught either as a major in the Departments of English or as an additional subject in other departments such as: economic sciences, and technology. Therefore according to the Ministry of Education in the pedagogical instructions (2004), we distinguish several aims for the English language teaching policy in Algeria is:

D To increase learners' communicative skill;

D To develop the exchanges of ideas across nations;

D To develop their abilities to have access to materials written in English as far as graduate or/and post-graduate students are concerned;

D Keep pace with the latest scientific and technological development. (p. 06)

As it is mentioned before; English is introduced in the first year of the MS. Yet some educationists strongly recommended that English should be taught from the primary school to give learners the opportunity of acquiring fundamental principles and also to improve their levels as well as their language learning. This is why the purposes of FLT in Algeria are the

same as in many countries worldwide. In fact**,** the usefulness of studying FL, particularly English is no longer contested.

2.4. EFL in the Algerian Context

This part is intended to give insights about the status and use of the English language in Algeria and determine the role of English as a L2 and its status within the educational system at the secondary stage, as well as the objectives and finalities of ELT teaching at the Algerian SS. The recent reforms in the Algerian educational system led to re-define the aims and objectives of the teaching and learning of FL in the Algerian school system focusing on the speaking skill in the different levels of education in the Algerian context with a view to its objectives, teaching practices and learning outcomes.

2.4.1. The Objectives of EFL Teaching

After the independence, the Algerian political class states the objectives of teaching English. According to this ordinance, the Algerian learners are supposed to communicate in the various forms, aspects and dimension of English. Four main categories of goals can be mentioned: socio-cultural, humanistic, educational and academic. In his 'Introduction to Teacher's Handbook', Achour (2003) specified the aims of the Algerian English teaching programme. He stated that from the objectives set by the Ministry of Education to achieve the linguistic, methodological and cultural objectives; what matters most is that these finalities aim at providing Algerian pupils with the necessary pedagogical tools to develop learning.

Not surprisingly, the need to understand other cultures and languages   is one of the imperative needs to which education must respond to remain relevant. In the context of globalization, the growing demand for English as a means of access to modern science and technology and economic development had led to interesting changes in Algerian educational system. Accordingly, finalities, pedagogical tools and principles of teaching and learning are combined all together to reach the already established goals.

"We should assume that teaching English or any other foreign or second language in Algerian schools is to enable learners develop the ability to communicate in the target language**,"** (Murcia, 1984: and Ghour, 2003). What is more, the Algerians need English and French as LWC (Language for Wider Communication) to keep abreast with technology and science. Indeed**,** learning English as a FL can be considered as a means of communicating with those who speak the English language either as their mother tongue or as a second or foreign language. We all need to cope with people from other parts of the world whether for business or pleasure. Another point is that learning FL can help to the promotion of

intercultural understanding and peace. Then, the goals of language teaching are to foster negotiation in the society -outside the classroom.

2.4.2. The Finalities in EFL Teaching

The Algerian decision-makers see the TFL particularly French and English as clues to communicate with other people in the world. The study of the English language must imperatively be conceived with the objectives of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in raising the linguistic community of people who use English in all types of translations. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the others. In the same vein, it is claimed that teaching FLs may help pupils have access to sciences and technologies, encourage them to develop creativity in its universal dimensions and make them autonomous in exploring and exploiting materials having a relation with their field of study, and be prepared to successfully seat for examination.

2.4.3. Teaching EFL to the 3rd Year Secondary Pupils

Secondary schooling in Algeria lasts for three years, from the age of fifteen to eighteen. During these three years, the pupils' workload grows exceedingly intensive from three to four contact hours weekly with the English language depending on streams. Knowing that secondary education constitutes a thorough preparation to the Baccalaureate Examination (BAC) which is held at the end of the 3AS; human and pedagogical resources and energy are deployed to this aim, which is the main diploma required to pursue university studies. EFL is part of the curriculum for all the streams and at all levels. However both of the time allocated to ELT at secondary school and the weight (coefficient) vary according to the streams.

2.4.4. Teaching Speaking in the Middle School

Preceding the 2003 reform, English was given less importance than the French language in comparison to other developing countries. By the time, English has become a lingua franca i.e., used in intercultural communication. *'English as a Global Language'* (Crystal 2003), *'English as a World Language'* (2003), *'World Englishes'* (Brutt-Griffler 2002) and *'English as an International Language'* (EIL) have become influencing forces everywhere across the world. Before the reform, English was taught starting from the second year in the MS till the third year in Secondary Schools. Since 2003, the English language has been introduced to our curricula starting from the first year MS (1 AM). At this level, pupils have

already studied the French language for three years, have some knowledge of French words and for some of them they are able to express themselves in French in a correct way, which is supposed to be of a great help to them when learning the English language. .

The middle school consists of four years of study in which the English language is taught during this period and for each year, one textbook is designed. Each unit or file of study is divided into three sequences where the four skills are dealt with. First, Listen and speak in which the priority is given to vocabulary , followed by some expressions and phrases   At the end , pupils are asked to listen to short dialogues to perform them in pairs. Second, Produce, where in the pupils are asked to make short dialogues using the acquired vocabulary.

2.4.5. Teaching Speaking in the Secondary School

The secondary school consists of three years of studying in which the English language is taught during all this period and for each year one textbook is designed . One may say that secondary education aims at preparing pupils for the Baccalaureate examination which is the requirement for university entrance. It should be noted, however, that pupils learn English for at least seven years before entering university and their knowledge of the English language is in general inadequate due to many factors such as overloaded programmes, insufficient teaching time, and little systematic language practice, fewer speaking tasks and limited background knowledge as regards the foreign language culture.

Learners in the SE are supposed to have an acceptable command of the main functions and be able to express themselves with sufficient fluency in English. They are exposed to different types of discourse and are to move from skill getting to skill using. The focus will be on authentic communication than on individual functions. The language structures are to be studied, the rules drawn and then consolidated through different activities. In addition, the four language skills have to be taught in an integrated way to reach a suitable fluency.

2.4.6. Teaching speaking at Ibn Khaldoun University

When secondary school pupils go to university to Study English , they   find themselves in a large exposure of English .They basically cover a set a basic subjects as Grammar , Writing , Civilisations , Linguistics , Phonetics and Speaking .

In Ibn Khaldoun University of Tiaret and similar to all the Algerian universities, speaking is taught as a separate module of 2 in Coefficient. In the first and second year Licence , Students study Oral Comprehension and Production 3 hours per week which is

equal to 45 hours in a term and 90 hours in the whole academic year .A second year Licence student is exposed to study Oral Comprehension and Production for 180 hours , divided between TD sessions and lectures .However ,

In comparison with writing, more time is devoted to writing, 4.5 hours each week which is equal to 67 hours each term , it makes 136 hour each year .242 hours for both first and second License years .Writing has 6 credits and 2 in coefficient.

2.5. Research methodology

The study consists of both quantitative and qualitative data to better investigate and understand learners' attitudes with regard to the OS and the way they are assessed.   Deciding which method to use when carrying a research out depends on the research questions and the purpose of the research.

According to Creswell (2014) who stated that:

> Qualitative methods are most appropriate when the research questions attempt to explore a topic, and quantitative methods are most suited when the research questions attempt to explain a topic. It's quite possible to combine qualitative and quantitative methods and use a mixed-method approach. (pp.40 -90)

2.5.1. Case Study Research

According to Jordan (1997), case study is a way of obtaining in-depth information and insights. On the one hand, case study is defined in various ways. Adelman, Jenkins and Kemmis (1976) stated that:

> A case study should not be equated with observational studies as this would rule out historical case studies, that case studies are not simply pre-experimental, and that case study is not a term for a standard methodological package. Thus, case study is not only an observational study or pre-experimental, but it is rather a product of methodology. (As quoted in Nunan, 1992, p. 74)

On the other hand, Adelman et al (1976) suggested that:

> case study research may be initiated in one of two ways. In the first of these, an issue or hypothesis is proposed, and an instance drawn from that class and studied. In the second, a case is selected and studied in its own right (rather than an example of class). (as quoted in Nunan, 1992, p. 75)

2.5.2. Research Tools

In order to collect adequate and reliable data about the theme under investigation, we purposefully opted to undertake two different data collection instruments: a questionnaire and an interview. Since the research problem is primarily centred on students' attitudes and understanding of the oral skill assessment, we chose to conduct a questionnaire to elicit valid information from students and that would help answer the research questions. As far as teachers are concerned in the process of assessing learners' spoken language, we decided to conduct a face-to face semi- structured interview**s**; the knowledge they provided would again supply a more complete understanding of the research.

The research instruments or research tools are the different ways a researcher uses to collect data for his or her investigation such as: classroom observation, questionnaires, interviews and inventory, In this section, a detailed account of the research instruments and tools will be presented. The researcher**s** will present the advantages and the drawbacks of each research instrument used in the research, and justify it is choice for data collection methods and the objectives behind the use of each tool. In this study, two research tools were employed in order to answer the research questions set at the beginning of the study.

2.5.2.1. Questionnaire

One of the most popular methods of collecting data is the questionnaire. A questionnaire is a series of questions with spaces for their replies to be filled in by the respondents. The researcher does not go for the collection of information but through the help of a set of questions or items**,** the required information is collected (Schutt**,** 2001) Thus**,** the information is gathered directly from the respondents who are active participants in this case. The response quality depends on the trust the respondents feel for the research, the topic, and the manner in which the questions are worded and arranged (Laws: 2003).

The form of questions in a questionnaire may be either closed, i.e., 'Yes/No' or Multiple Choice Questions, or open-ended i.e. inviting free responses from the respondents. The closed-ended or closed format questions restrict the choice for the respondents among any of the given choice answers. One of the main advantages of including closed questions in the questionnaire design is the ease at performing preliminary analysis. Closed ended questions can also be asked to different groups at different time. (Mackey and Gass 2005)

On the other hand, the open ended questions give the participants an opportunity to express their opinions. These questions do not have predetermined set of responses and the respondent is free to answer whatever he/she feels right. By including open format questions

in the questionnaire, the investigator can get true, insightful and even unexpected suggestions. An ideal questionnaire would include an open-ended question at the end of the questionnaire that seeks feedback and/or suggestions for improvements from respondents. (ibid).

In fact, this method is thought to be the most commonly used technique to collect data. Indeed, the questionnaire research is popular among educational researchers in general and ELT researchers in particular. Mc Donough (1997) stated the advantages of questionnaires as follows:

D The knowledge needed is controlled by the questions; therefore it affords a good deal of precision and clarity;

D Questionnaires can be used on a small scale, in-house and on a large scale, requiring little more extra effort than photocopying and postage;

D Data can be gathered in several different times lots: all at once in a class, in the respondents' own time as long as it is easy to return, at convenience when a suitable respondent happens to come along, and in different locations at different times; but in all of these the data is comparable, the questions are the same and the format is identical

D They ensure the anonymity of the respondents and give them sufficient time to think, fill in it and send it back.

D Self-completion questionnaires allow access to outside contexts so information can be gathered from colleagues in other schools.

D It is less time consuming than the interview.

D It is a method that can be conducted at a low cost even when the number of respondents is large.

D Uniformity of questions - Each respondent receives the same set of questions phrased in exactly the same way. Questionnaires may, therefore, yield data more comparable than information obtained through an interview.

D It is free from the bias of the researchers.

D Respondents have adequate time to give well thought answers.

D Reluctant respondents can be easily approached.

D The result of this method is more dependable and reliable as the research is conducted in a large scale.

2.5.2.2. Interview

Interviews are used to collect the qualitative data; they are particularly useful for getting the story behind a participant's experiences. In addition, they can pursue in-depth information about the topic and are useful as follow-up to certain respondents to questionnaires, for example, to further investigate their responses Interviews, according to Harrell and Bradley (2009)   , interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics .Additionally, they can be conducted in person or over the phone, and may differ on the level of structure placed on the interaction. Interviews can be designed differently according to the researcher's intention and the information being collected. They can be designed upon three main types: structured, semi-structured and unstructured interview.

2.5.2.2.1. Types of Interviews

This study adopted the semi-structured interview guide. As, it provides a list of different questions to be explored during the interview process and remains open for the interviewer to enlighten some points that might be requisite with regard to the WTC .

2.5.2.2.1.1. Structured Interview

Mathers (1998 ,p.2) clarified " a set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer; this type is very similar to questionnaire." Nonetheless, the questions in a structured interview may be arranged in a way that provides a limited range of responses.

2.5.2.2.1.2. Semi - Structured Interview

It is a set of predetermined open-ended questions in which respondents have a certain freedom in their responses. It allows the interviewer and interviewee to develop thorough discussions of specific topic, for this, Mathers (1998) assumed that semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided.

2.5.2.2.1.3. Unstructured Interview

This type is sometimes referred to as "depth" or "in-depth" interviews because it does not possess a clear guideline and is considered as an ordinary conversation. Still, some broad questions are asked to the respondent for the purpose of initiating the conversation. In the view of Mathers (1998) ,the conversation can go in many directions, and will vary much by

the respondent. That is to say, here, the interviewee is likely to be in charge of the interview procedure.

2.5.3. Questionnaire Piloting

Practically, the questionnaire was handed out to a sample of five (5) students. We intentionally provided neither guidance nor clarification so as to figure out any potential problems and ambiguity. Actually, we ended up with reconstructing some questions to appear clear and simple. We also avoided some unfamiliar set of vocabulary such as rubric, holistic and criterion. The piloting stage also let us reconsider the types of the questions we formed; open - ended questions were minimised.

2.5.4. Questionnaire Administration

We handed the questionnaire printed copies out to forty (40) third year Licence students in different classrooms. As described previously, students are randomly selected ,but we insisted on not distributing the questionnaire copies in one single class so as to avoid potential biased data .The questionnaires were recuperated after about 20 minutes.

2.5.5. Population and Sampling

40 Students were given the questionnaire; they are between 20 and 25 years old. 32 of them are female and only 8 males. All of them are randomly chosen third (3rd) year License students at the level of the English Section at Ibn Khaldoun University of Tiaret . The respondents have learnt English at least for four (4) years at MS, three (3) years at SE and more two (2) years at university where the subject of speaking is being taught for all levels. We target 3rd year students for the simple reason that it is assumed that they had improved the SS and are rather familiar with the speaking activities and the assessments criteria.

Also, three (3) university teachers are set to be interviewed, two (2) of whom are females. They all teach speaking or have taught speaking at the aforesaid Department. These teachers have in common good teaching experience especially at the subject of speaking which is meant to investigate.

2.5.6. Data Analysis Approaches

Brown (2001) pointed out that collecting the necessary data is half the battle .Thus; researchers need to tackle the other half which encompasses the analysis of these collected data. In fact, the researcher needs to edit, simplify, analyse and summarize these data. In the current research, the data analysis can be broadly categorized as consisting of qualitative and

quantitative analysis since the chosen research instruments were carefully designed to obtain quantitative and qualitative information. According to Wiersma (1995), a qualitative research investigates the complex phenomena experienced by the participants by examining people's words and actions in descriptive ways.

In the same line of thought, McDonough (1997) said that "qualitative research usually gathers observations, interviews, field data records, questionnaires, transcripts, and so on". (p.53). On the other hand, a quantitative-oriented research is used to "exploit the potentialities of social observation**,**" (Reiss, 1968, p. 360).

There is a distinct tradition in the literature on social science research methods that advocates the use of multiple methods. This form of research strategy is called "triangulation" (Webb et al., 1966) These various notions share the conception that qualitative and quantitative methods should be viewed as complementary rather than rivals.

Quantitative and qualitative approaches are commonly considered to differ fundamentally. Yet, their objectives overlap in numerous ways. The Quantitative analysis is considered to have as its main purpose is to convert data to numerical forms and analyse them in a statistical way. It has been employed in this research in order to provide a clear and objective overview of the data. This may allow generalizations of results from a sample to an entire population.

However, the quantitative analysis in the present work relies on quantified data . The data are summarized in tables and graphs in which the numerical data are converted into percentages to allow comparison. Given (2008) claimed that the analysis of quantitative data is useful in enhancing the validity, and credibility of the research results. Yet, quantitative research is not infrequently followed by qualitative research which then aims to explore select findings further.

Qualitative analysis is considered to be particularly suitable for gaining an in-depth understanding of reasons and motivations. It provides insights into the setting of a problem. In highlighting the main characteristics of qualitative data analysis. Dörnyei (2007) stated that " it is a language based analysis because most of the qualitative findings are transformed into a textual form. It is defined by Dawson (2009) as "a very personal process, with few rigid rules and procedures." (p.116). In this research, the qualitative analysis is based on the researcher's analysis and interpretation

2.5.7. Limitations of the Study

This research is not without limitations, the very obvious problem confronted in conducting our research is that we could not implement the Triangulation Method .It was too late when we found out the findings obtained from the interviews were not adequate and seemed rather subjective and biased, therefore; we decided to enrich the research data through a classroom observation .But, at that time, Third year students were on strike and some in the examination period.

2.6. Conclusion

The educational background of   English teaching in Algeria is rather important to highlight so as to further facilitate understand the topic of the research In this chapter , teaching English and mainly SS in Algerian   are described. The next chapter is devoted to interpreting, analysing and discussing the main findings of the research.

Chapter Three

Data Analysis, Discussion and Recommendations

3.1. Introduction

This chapter deals with the full description**s** of the questionnaire and interview **.**Besides, it is devoted to the interpretation and the analysis of the gathered data from both the interview and the questionnaire which is then discussed if it confirms or refutes our research hypotheses. At the end, a set of recommendations are listed .

3.2. Questionnaire Description

In its introduction, the questionnaire gives the participants the title of the theme we are investigating and it clearly explains why the questionnaire is being used for. Then, third year students of English are kindly requested to answer all the questions as sincerely as possible. The questionnaire consists of fifteen (15) questions along with personal background questions about gender, age and level. The questions are definitely varied in terms of types and contents. As for the types of questions, five 'Yes/No' questions are given and more eight close-ended questions are asked where the respondents are given multiple choices to cross in the right box; more than one choice to cross is also possible. Three further open-ended questions are given (Cf., Appendix A).

3.3. Interview Description

Three (03) University teachers were invited to be interviewed ,a male(1) and two females(2) The interview is a semi-structured one where most of the questions were predetermined and arranged in such an order so that we do not lose direction and obtain irrelevant data. We did not stick very closely to the predetermined questions, we were quite flexible. The interview consists of 12 basic questions along with a few follow- up questions for more clarity. We asked the same standardized questions to every interviewee. Each takes no more than 25 minutes where all questions were interestingly answered in unlimited amount of time. The interviews were being recorded after having asked for the teacher's permission in the introductory phase. (Cf., Appendix B).

3.4. Data   Interpretation and Analysis

This section is home to the findings collected from both instruments; numbers and percentages are presented in tables, analyzed, and then interpreted in relation to the questions and the hypotheses of the research.

3.4.1. Questionnaire Data

The data obtained from the questionnaire is presented and illustrated in tables and graphs. They are interpreted and analysed in relevance to the research questions and hypotheses.

Gander	Number	Percentage
Male	**08**	**20%**
Female	**32**	**80%**
Total	40	100%

Table 3.1. Students' Gender and Age

As shown in Table 3.1, the great majority of informants 80% (32) are females. However, unsurprisingly, the rest of them 20% (08) are males.

We can conclude that gender can possibly have direct effect on language oral performance among students and their attitudes towards the teaching and the assessing of speaking skills. As mentioned previously, the sample of participants   was randomly selected. We did not intend to target any specific gender even though it is without doubt that the number of girls who enrol at University is higher; evidently, the Department of English has 570 fresh student**s** for the academic year 2018 - 2019 most of them are girls.

- **Question 1: What is your favourite English class?**
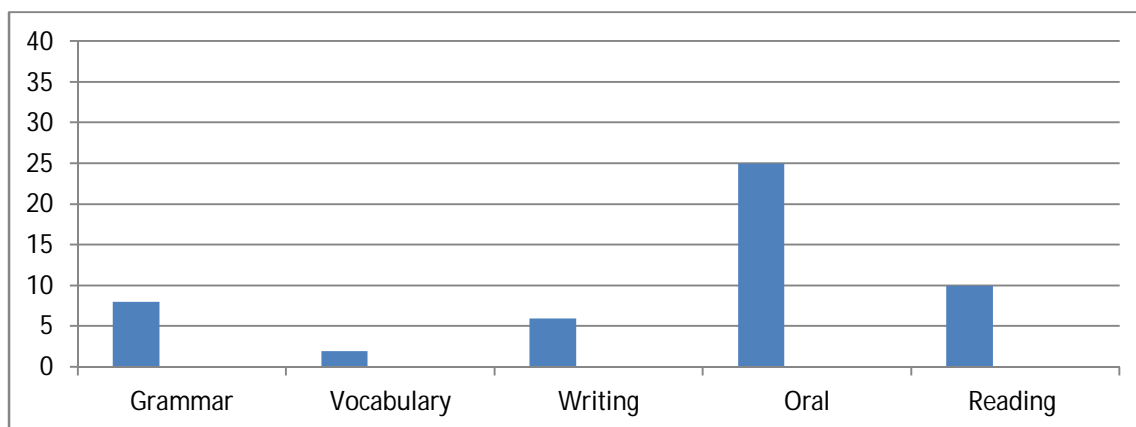
Graph 3.1.Students'Most Favourite English Class

Table 3.2 indicates that most of the respondents 62 %(25) see that oral is their favourite English class above all the language courses mentioned. Quarter of the informants representing 20%(10) reply that they prefer reading classes. Rather few of them seem to enjoy grammar lessons. Meanwhile, writing sounds to interest only very few of the respondents 0.5 %(2).None has mentioned other subjects in the space provided.

It is definitely obvious that learners are very aware of how much valuable to learn to speak a second language. Regarding the findings, however, it is worth demonstrating that they seem less conscious that the oral skill can necessarily be improved in parallel with other language communicative competence. Students may not be aware that their oral performance will be assessed on a certain quality of diversified knowledge of grammar, vocabulary, culture, pragmatics and phonology.

Question 2: Which language skill do you practise more?
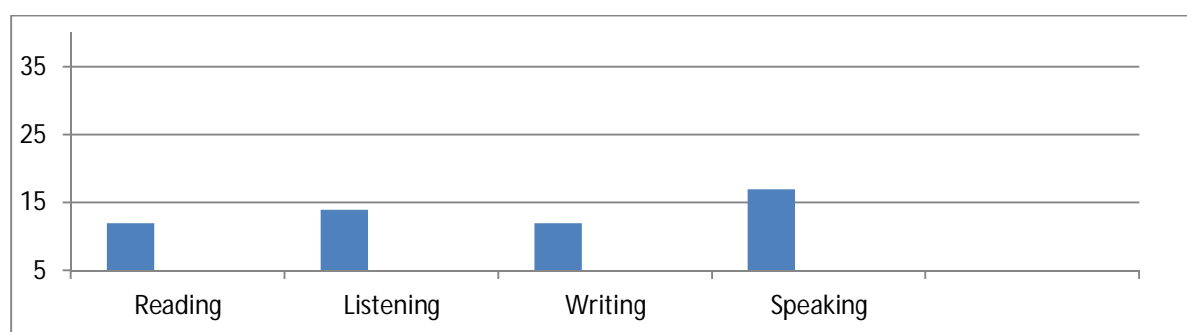
Graph 3.2. The Language Skills Students Practise More

The findings in Graph.3.2 reveal that most of the respondents 42.5% (17) state that they do practise speaking in the target language more than any other skill. Less than **t**he half 35% (14) answer that listening is more practised. Some of the informants 30% (12) say that reading is the skill they practise most of the time. Equally, students 30% (12) do not write very often in comparison with speaking or listening.

As clear as it appears, speaking stands as a prominent skill in terms of practising, and there exists a slight difference between the other three skills left. This can be explained that speaking itself is an intuitive skill; everyone needs to say something or at least articulating utterances to   meet particular needs. As for listening, it can be interpreted that whenever someone is speaking, naturally, there must be someone listening to him or her .Additionally, the flow of communication between individuals is enhanced through technology and social media to a very high extent. Students or EFL speakers are but very addicted followers and listeners to YouTube and TV channels , movies and singers in a second language , besides to their teachers and classmates. Reading and writing may well occur, not very much but most of the time in academic settings.

Because the findings look very close to one another**,** **t**hey also provide strong evidence to the ones who argue that language should not be taught separately and that all language skills are one single block; no language skill should be singled out.

- **Question 03: How much do you speak at class?**

	Number	**Percentage**
Very much	**15**	**37.5%**
A bit	**17**	**42.5%**
Silent	**08**	**20%**
Total	**40**	**100%**

Table *3.2.*The Amount of Speaking in Class

Table 3.2. demonstrates that more students 42% (17) speak just a bit in class. Whereas, quite less 37% (15) admit they very much do speak .As earlier expected, some informants 20% (8) confess that they are unwilling to speak in class i.e., they keep silent.

When asked why and why not, remarkably, 16 students can not explain why and reveal no reason. A few respondents commonly show that they feel confident and want to improve

through speaking in class in the language they like most**;** **w**hilst**,** others show very negative attitudes towards the subject demonstrating to shyness, fear, stress and anxiety as being a major obstacle to speaking in class. Very few inform us that insufficient set of vocabulary make them choose silence. A single student reckon**s** that he is not often given the opportunity to speak.

To my knowledge, silence in a speaking class is very frustrating to teachers. The fact that some students choose to be silent in class is mainly due to social, cultural, psychological, linguistic and certain pedagogical factors. For teachers, it is neither easy to maintain confident learners go on speaking in class; nor to motive silent learners and engage them in oral activities. This proves those very comfortable supportive atmospheres are not created to positively encourage EFL learners to verbally   interact in class.

- **Question 04: Does your teacher pre-test your oral skills abilities before setting in a class?**

	Number	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table 3.3. Pretesting Students' Oral Skill

The results in **t**able 3.5 denote that the great number of informants 75% (30) confirm that their speaking abilities is pretested at the beginning of the course. One four of them 25% (10) answer that no pretesting is taken.

Students often come with different previous learning backgrounds, abilities and experiences; that is one motive why diagnostic assessment is important to run in order to measure learners' previous knowledge and to examine their weakness and strengths. . Surprisingly, diagnostic assessment is not always conducted by teachers, this makes teachers struggle in the next forms of assessments of oral skills and even problems and difficulties will raise in the teaching of subjects in general.

- **Question 05: How often does your teacher give feedback about your speaking?**

	Number	Percentage
Always	**04**	**10%**
Often	**06**	**15%**
Sometimes	**26**	**65%**
Never	**04**	**10%**
Total	**40**	**100%**

Table 3.4. Feedback Frequency about Oral Performance

The displayed findings in table 3.4 clearly signify that the largest part of population 65% (26) enormously recite that their teachers '*sometimes*' give feedback about their speaking productions. Rather few of them 15% (6) point out that this '*often*' happens; **w**hereas, the smallest part 10% (04) respond that feedback is always provided, likewise; other 10% (04) of them address that teachers have '*never*' hinted feedback .

Teachers' feedback, either positive or negative, is a building block of the language learning process; it is recognised as road signs that direct learners and tell them whether they are on the right path to meet their learning goals. According to the '*majority*' of students, teachers do not regularly give feedback; it is the fact that ensures the assessment of OS lack some efficiency.

- **Question 06: How often does your teacher correct your mistakes when speaking?**

	Number	Percentage
Always	21	52.5 %
Never	05	12.5 %
Sometimes	*07*	*17.5 %*
Often	*07*	*17.5 %*
Total	**40**	**100%**

Table 3.5. Correcting of learners' Spoken Language Mistakes

Table 3.7. presents that about half of the informants 52%5 (21) address that their speaking mistakes are '*always*' corrected. Some of them 17% (07) say that teachers '*often*'

correct students' speaking mistakes .Some 17% (07) respond with '*sometimes*', the remaining part declare that oral mistakes are never corrected.

- **Question 7: Does correcting speaking mistakes affect your oral performance?**

	Number	Percentage
Yes	12	30%
No	28	70%
Total	40	100 %

Table 3.6. The Effect of Correction on Learners' Oral Performance

As illustrated in **table 3.6.**, the largest majority of the respondents 70% (28) convey that correcting their mistakes while speaking have effect**s** on their oral production .The remaining part of them 30% (12) say that it has no effect.

Question 08: What does your teacher focus on when assessing your oral skill?
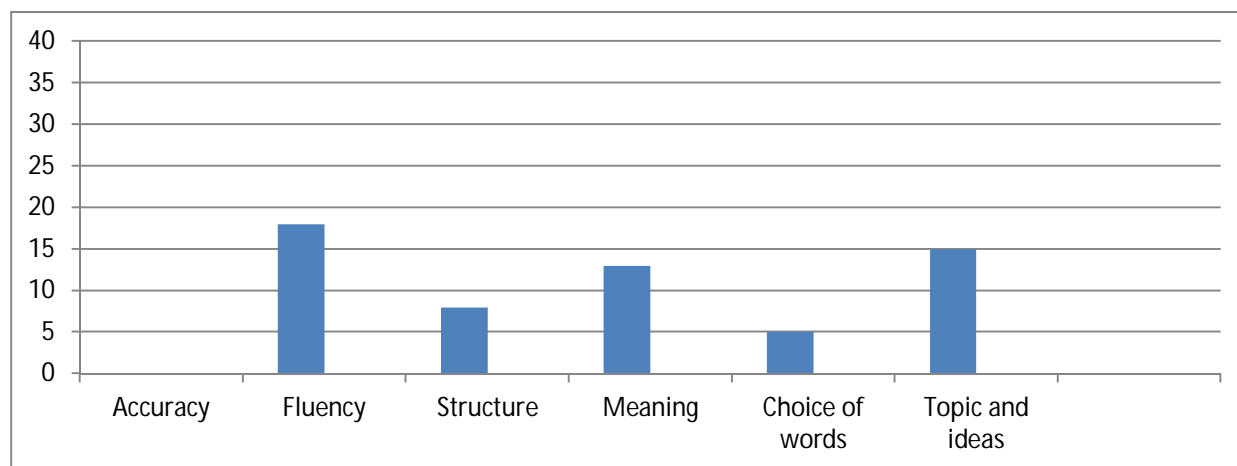
Graph 3.3. Basic Criteria for the Assessment of Speaking

The Graph dictates that a lot of informants 54% (18) report that their teachers focus on '*fluency*' as a prior criterion to see how well students speak. More students 32% (13) say that teacher prioritise '*meaning*' .Less than half of them cite that teachers assess you on the richness of your '*ideas*'. Few 20 %(08) state that assessors look at how well '*structured* 'your English is .However, very few students 12% (5) highlight '*the choice of words* 'as being a good speaking parameter. Surprisingly, no respondent opt to mention accuracy.

- **Question 09: Are you often given enough time to plan and rehearse what to say?**

	Number	Percentage
Never	04	10%
Sometimes	24	60%
Often	08	20%
Always	04	10%
Total	40	100%

Table 3.7. Time Devoted to Rehearse What to Say

 It is shown in **table 3.7** that the vast majority of the informants 60% (24) are '*sometimes'* given time to prepare for their talk. While some 20%(08) ensure   that teachers '*often'* leave enough time for rehearsing. Very few 10% (04) reveal that time is always given. Similarly, 10% (04) inform us that teachers never give them time to prepare to speak.

Question 10: Does your teacher set a scoring scale for a speaking test?

	Number	Percentage
Yes	11	27.5%
No	29	72.5%
Total	40	100%

Table 3.8. Setting Scoring Scales for Speaking Tests

. **Table 3.8.** illustrates that the largest number of students 72% (29) who claim that teachers do' *n*ot' set any scoring scale to assess their oral performance, and the smallest group 27% (11) who admit that their oral tests are based on scales

Question 11: Are you satisfied with your scores of oral test and why ?

	Number	Percentage
Very satisfied	12	30%
Rather satisfied	13	32.5%
Less satisfied	09	22.5%
Unsatisfied	06	15%
Total	40	100%

Table 3.9. Students' Satisfaction with Oral Tests Scores

As **table 3.9.** indicates, less than half of the informants 23% (13) express that they are '*rather* 'satisfied with speaking scores**.** Nearly the same number of respondents i.e. 30% (12) feel that they are '*very'* satisfied .Still, some 22.5% (09) seem to be less**; w**hereas, others representing 15% (06) see the marks of the speaking test definitely '*unsatisfactory'*.

A number of the informants that corresponds to 35% (14) give no answer when asked to explain why they are satisfied or not with the scores. A few students i.e. of about   22% (09) state that they are worth high scores because they are fluent speakers. Few of them 15% (06) defend their choice by just stating that the scores are not fair. Others give varied explanations as being incapable of expressing themselves in front of others and are very bad at speaking and pronunciation.

Question 12: Do your oral test scores adequately reflect your speaking skill?

	Number	Percentage
Yes	22	55%
No	18	45%
Total	40	100%

Table 3.10. Scores Reflection of Speaking Abilities

The findings in table 2.13 point out that a great number of students 55% (22); a bit more than the half of them ensure that the score given '*does reflect'* their speaking abilities**; w**hilst, slightly less than the half of them 45%(18) feel that the score are unfair and do not reflect their real oral abilities.

- **Question 13: Which of the following activities are mostly used by your teacher**?
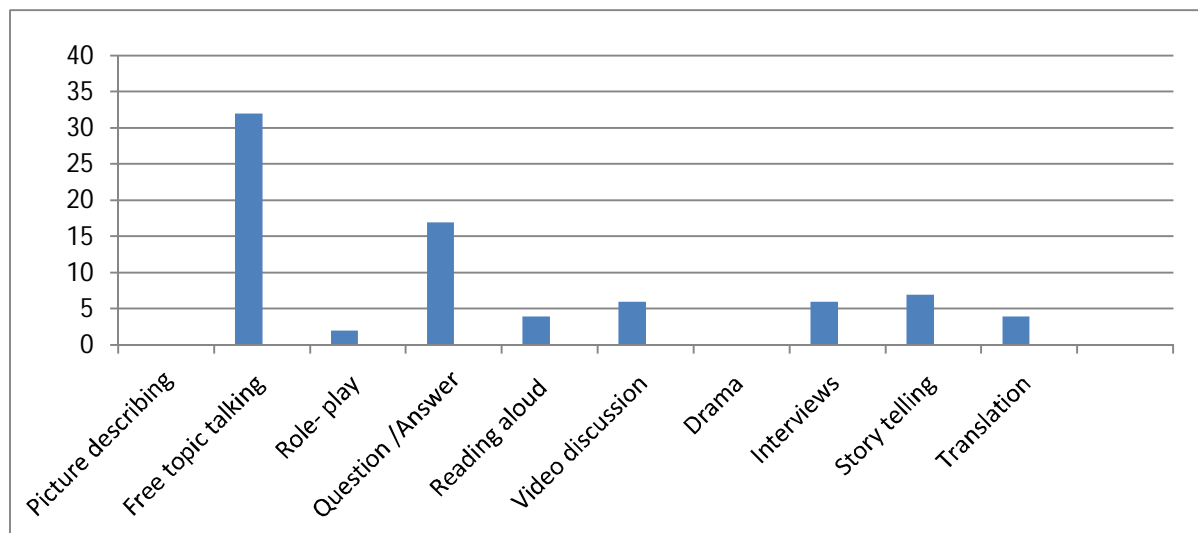
Graph 3.4 Speaking Activities Mostly Used by Teachers

A great number of informants declare as obviously displayed in **graph 3.4** that the speaking activity their teachers mostly adopt at class is a '*free topic talking*'. '*Question – Answer*' is also a common speaking activity teachers use as stated by more students .Between 5 to 10 respondents tell us that teachers use the following activities: '*role- playing*', '*reading*' aloud, video discussion, interviews and '*storytelling*'. Surprisingly, '*picture description*' is never adopted in EFL speaking classes.

It is assumed that teachers undertake a variety of rich activities that encourage students to speak and improve their SS. However, Free Topic Talking and Question- Answer activities may seem to be mechanic and less enjoyable. They are also easy to prepare and may lead to meet no speaking objectives by the end of the course. Other activities as Video Discussion and Picture are neglected although they are likely to improve students' speaking skill at more levels and which may raise classroom interactional patterns.

Question 14: To what extent do you think that the teachers' way of assessment has improved your speaking skill ?

Around half of the informants choose did not to answer this question. However, the obtained data show that very few students improve their speaking skill because of their teachers' way**s** of handling the assessment process. On the contrary, a few students say that teachers' assessment procedure is not helping to enhance their oral skill.

Question 15: How would you prefer to be assessed in oral tests?

It must be first demonstrated that some informants 22% (09) do not opt to answer. Many students 30 % (12) prefer free topics to talk about. However, some see that teachers should focus on pronunciation not on any other aspects .A very limited number think that ideas must be taken into account in evaluating speaking. Few claim that they want not to be assessed in front of others. Other answers are centred around the speaking activities students enjoy in speaking classes like dialogue, free discussion, and video discussion.

3.4.2. Interview Data

The data obtained from the interview is presented and illustrated in ten (10) tables . They are interpreted and analysed in relevance to the research questions and hypotheses.

Question 1. How long have you been teaching speaking?

	Answers
Interviewee A	Has taught speaking for three years
Interviewee B	Has long teaching experience ; he has taught English as a foreign language for five(5) years
Interviewee C	Has taught speaking for four years at the Department of English in Tiaret University for more than three decades in different educational stages; in middle and secondary schools where speaking is planned to teach as a main skill, and eventually at the university where speaking is an outstanding subject

Table 3.11. Interviewees' Teaching Experience

One teacher has long experience in teaching speaking with other language skills and items the others seem to have enough teaching experience at least not beginners. It is assumed that all of them are very familiar with the assessment tools and criteria of the speaking skill. Yet, it is not always true that experienced teachers are better than novice in teaching particularly that aspect of language

Question 2. In comparison with other language skills, speaking is more difficult? Isn't it? Why or Why not?

	Answers
Interviewee A	states that the teaching of the SS is not really difficult as some may see, and all language skills are a bit equally challenging and interesting to teach. But, she agrees to a large extent that speaking is rather difficult than writing because it is a direct faster process which is affected by both linguistic and psychological factors
Interviewee B	thinks that writing is the most challenging to teach since it takes more time.
Interviewee C	says that speaking is very challenging to teach since there are many things to consider single aspect of language

Table 3.12. Comparison between the Teaching of Language Skills

Teachers disagree on one point; they have very different perspectives ***about*** **or on** the teaching of language skills. One states that they are equally challenging. Assessing speaking may seem very easy to handle because they probably think that to teach speaking is just to let learners speak based upon no objectives or lesson plans.

Question 3. Why do you think some students tend to keep silent at class?

	Answers
Interviewee A	some students choose not **to** speak in class because they possess mixed abilities and are less aware; some are lazy and less interested
Interviewee B	students come with poor level from secondary schools; some of them are obliged to learn English and others lack knowledge
Interviewee C	students who do not enjoy group works and interaction, can be naturally introvert or silent. Introvert students are very hard to integrate in speaking activities.

Table 3.13. The Reasons Students often keep Silent

Our informants give different interpretations to why learners tend to keep silent. According to them silence is due to insufficient linguistic ability and some psychological factors as well . However, the tendency to speak and express one's thoughts in the target language is early teachers should develop in their learners.

Question 4. How do you motivate your learners to be active and to speak at class?

	Answers
Interviewee A	always motivates them through diversifying tasks so that each and every has to say something
Interviewee B	Students are motivated specifically through guided activities and dialogues.
Interviewee C	uses of a variety of speaking activities as: Question and answer, situational dialogues, role plays , interviewing , storytelling , games, pair groups and free topic discussions

Table3.14. Motivating Students to speak in Class

All the informants respond that they motivate learners to speak through a very careful selection of speaking activities. Motivation is a key element to teach speak teachers ignorance of motivational techniques can stand a hand black in front of learners' OS improvement even though speaking lessons are well planned and speaking tasks are well selected

Question 5. What are the types of speaking activities do you implement in teaching OS?

	Answers
Interviewee A	has no specific speaking lesson plan to follow, she never hesitates to consult students to choose topics to talk about . adopts appropriate speaking tasks often depends on students' levels and potentials , switching from description tasks to role play and situations.
Interviewee B	plans his activities on the basis of students' level starting by simple short utterances to situational dialogues and conversations. He adds that free topic talking suits better good level students who has already got rid of grammar and pronunciation mistakes

Interviewee C	uses of a variety of speaking activities as: Question and answer, situational dialogues, role plays , interviewing , storytelling , games, pair groups and free topic discussions. But, she never sticks to only what students prefer or suggest

Table 3.15. Tasks Used to Teach or Assess the Speaking Skill

our informants share the same idea that selecting the speaking activities is based on students' overall abilities . Free topic talking and role-play tasks are the most common tasks they adopt in their classroom.

Two teachers give opposite answers as to whether students are involved in selecting what to speak about. It may be very boring and misleading if teachers do not plan speaking lessons .They rely on free topics to discuss or answering questions which can be very far of their personal needs and interests. More activities with the didactic knowledge of how to conduct them would enrich their students' oral performance.

Question 6.When testing oral skills, do you give learners enough time to prepare and rehearse what they will be saying?

	Answers
Interviewee A	the test setting is scheduled weeks before and students slightly know what they will be talking about
Interviewee B	gives them time to prepare and rehearse ; some students express themselves freely , whereas others memorise what they will be saying. He sometimes set a scoring rubric
Interviewee C	does often give time to students to prepare for what they will say in the test,

Table 3.16. Time Devoted to Prepare for an Oral Test

Surprisingly, in oral tests, the three teachers confirm that students are often given the time to rehearse of what they choose what to say to look more confidently and naturally spontaneous. But, it sounds that giving time and sometimes topics to prepare is a poor tradition of assessment because speaking is a spontaneous skill. This may not reflect the true learners' speaking abilities and then the scores will be very misleading.

Question 7. What are the language components you focus on when testing oral skill? Fluency , accuracy or both? Any others?

	Answers
Interviewee A	evaluates her students (speakers) firstly, on the basis of how understandable they are ; the way they put words together; how much accurate they are , and lastly how clear and meaningful their thinking is. She concludes that combining more criteria makes an oral test valid enough; both fluency and accuracy are highlighted.
Interviewee B	evaluates his learners on the basis of grammar; vocabulary and mostly pronunciation because he also teaches phonetics and often wants to refer back to the phonetics items students have covered.
Interviewee C	evaluates her learners on the bases of how easily they express themselves(fluency), proper pronunciation, correct grammar, appropriate words and body language .The teacher tells us that she does not impose what kind of English they must use as long as they do not mix between American and British Englishes and do not use slang language.

Table 3.17. Criteria of Assessing Oral Skill

Grammar mistakes, fluency, vocabulary are the very common criteria teachers set when when testing the oral skill. However, one interviewee singles out that thought is important to consider among the list of speaking skill criteria, arguing that if someone speaks fluent and accurate English, he should convey ideas as well.

Most EFL teachers of speaking regularly stick to certain speaking criterion, they do not often set pen-paper detailed criteria like (a checklist or a rubric), yet they evaluate learners through building overall impressions of their oral performance without referring back to concrete pen -paper criteria.

Question 8. When scoring/marking, do you previously set a scoring scale? Or you just give scores based on your overall impression?

	Answers
Interviewee A	does not regularly set or give a detailed scoring scale and criteria.
Interviewee B	sometimes sets a scoring rubric. He confesses that it is not easy to give students feedback each for the reason that classes are overcrowded.
Interviewee C	Students get used to complain even if the score is highly fair, the scores base on the set of criterion mentioned previously. The teacher argues that judging students' oral performance on an overall general impression is unfair; more detailed scores should lead to the final score.

Table 3.18 Setting a Scoring Scale for an Oral Test

Teachers do not regularly set scoring scale to measure their learners' speaking skill. It can be clearly understood that the given oral test score is unfair most of the time and that the teachers follow a traditional holistic approaches of assessment in which only one single score is given to evaluate the whole oral performance. Thus, the score is or can be misleading.

Question 9. To what extent do you feel your students are satisfied with their oral marks?

	Answers
Interviewee A	the scores she gives to her students are less and less negotiable; arguing that they fairly reflect students' oral performance and the way students handle themselves
Interviewee B	not all students are satisfied with the marks set for their speaking tests But, they never complain or inquire about a scoring scale
Interviewee C	students get used to complain even if the score is highly fair,

Table 3.19. Students Satisfaction with the Oral Scores

As stated by the informants ,of course, students often complain about the scores of their speaking tests even if the score are sometimes high. This may, not necessarily, be interpreted that students are not quite aware of the set of criteria and tools of the assessment of speaking. It can also be interpreted that teachers' approaches of assessing learners' OS is very disadvantageous.

Question 10. What advice would you give to teachers of speaking?

	Answers
Interviewee A	teachers of oral skills should broaden aspects of assessment and do not stick to one single linguistic element only. Teachers of speaking should be calm and patient, she closes up
Interviewee B	English should be taught in its cultural context; the time devoted for the teaching of speaking is insufficient and the whole social environment is less supportive. English speakers should create their own speaking environments, he suggests that they, as beginners, should get exposure to very short dialogues in English as those in New Headway Program; and as advanced, they should listen to upper English as that in BBC and MBC3. He finishes saying that English is taught with its cultural context and there should be no mixture between English's, British and English.
Interviewee C	learners should be engaged to speak in a comfortable environment created by teachers. She sees speaking different from other skills , so all students should given chance to talk and should not be interrupted ; remarks and feedback comes later .The most important of all , teachers should not talk too much; students do instead.

Table 3.20. Interviewee's Advice to Teachers of the Speaking Skill

One informant reckons that teachers of SS should broaden aspects of assessment; which means they do not have to stick to one single tool or task only. Another informant sees that to improve the speaking skill in learners, very comfortable atmosphere should be created.

3.4.3 .The Main Results

The findings obtained from both tools reveal generally that teachers do not regularly follow a certain assessment approach. They, most of the time, adopt the holistic approach through which learners receive very insufficient feedback about their oral performance and get unfair misleading scores. Besides, the finding show that a very limited number of speaking activities is used in speaking classes the fact that is unlikely to motivate learners to speak in class. Based on the data, students seem not to have clear idea of the whole assessment process, they are less aware of the criteria and the scoring scales if set of course .That is why a number of students keep complaining that the scores do not reflect their true or real speaking abilities .

It is worth mentioning that responses provided by students are quite contrary to what the teacher has stated .Yet, it is definitely concluded that the assessment of OS has much influence on improving the SS**.**

3.4.4. Discussion.

The data gathered shows that students develop certain negative attitudes about oral assessment because of the teachers who are undecided about the assessment tools, approaches and criteria .it is also concluded that poor oral performance is due to the lack of knowledge and awareness of the assessment of OS. Thus, to a very large extent, the research finding validates what has been hypothesized.

3.5.Conclusion

In short, the analysed data illustrate that a large gap in the assessment of OS is to be bridged .The following part addresses a set of valuable general recommendations for both teachers and students concerning the whole process of teaching and assessing of OS.

Recommendations

The EFL leaners whom we have questioned, developed negative attitudes about the assessment of OS; it is the fact that may not help improve SS because assessment makes the whole portion of the teaching process. Teachers will not be capable of reaching specific learning objectives if they are poor at the assessment tools and approaches. Thus, regarding the main findings of the research, we ought to recommend the following:

Students are expected to perform better when they feel comfortable .Thus; teachers have to try to create very friendly and comfortable environments. They speak where they feel they are at ease. Yet, authoritarian teachers may well fail to make students speak .Flexible teachers often find it easy to enhance WTC among students. Games, anecdotes, entertainment, storytelling etc. all serve as basic tools for a speaking class to finally break silence which is a frightening challenge in oral classes.

Teachers should be very clear from the beginning and set clear criteria in the form of rubrics, checklists and descriptions .These criteria guide both teachers and students to know what the assessment significantly focuses on. In other terms, students, we think , have the right to know what they will be assessed about and their level of oral proficiency should be determined through clearly-selected criteria.

Teaching is a systematically organized process; Teachers of OS often come with no or poor lesson plans , they drive students to nowhere, a speaking lesson, like any other language lessons, should be guided by very clear objectives with a carefully set plan that consists of timing ,tasks ,criteria, tools and feedback.

As far as assessment criteria are concerned, teachers should not evaluate learners' oral performance on the basis of an overall impression with a total single score. We recommend that teachers should adopt an Analytic Approach to assess speaking .The Analytic Approach has already been tackled in the literature review, it implies that teachers should set detailed criteria that match every single SS with more sub scores that eventually lead to a final fair credible score .It is true that it requires double hard efforts especially in overcrowded class.

One of the core elements in teaching and assessing SS is the types of tasks teachers select. Teachers who tend not to diversify supporting tasks and stick only to a one mechanic traditional task, are poor and cannot reach the targeted objectives. Most EFL learners are very familiar with free topic discussion or question-answer activities; it is the fact that may disappoint learners and cause boredom at class. Teachers need to think of other alternative assessment tools like: Video discussion, storytelling, role-play, picture description…etc.

The tasks teachers ought to select should correspond with students' level and interest. They should also cover real life authentic content.

We see it is very important to remind teachers to undertake diagnostic oral tests before sitting for the course , this contributes in examining students' weaknesses and strengths and helps them set definite objectives and select appropriate materials for his or her oral classes as well.

Teachers should be careful to the way they correct mistakes when speaking .S/he should decide what, how, when and why s/he intends to correct. Inappropriate mistake- correction may well be very offensive and make things even worse to students. In a fluency practice, for instance, teachers should let student feel that they can communicate and should not interrupt them so that they lose confidence then the flow of ideas and utterances as well.

Teachers need to reduce their TTT (Teaching Time Talking) in the classroom by giving simple clear instructions. In speaking classes, they should avoid lecturing and increase STT (Students Time Talking). Here, we should point out that yes/no questions do not help create interactional environment

Teachers should not hesitate to give more reward and praise while his or her learners perform. This could highly motivate learners and throw more confidence in them .

In any sort of performance , feedback , either positive or negative, is necessarily required .It is the building block of the assessment process ; it is true that grades locate where learners are , but feedback shows where learners are going .Teachers should reflect on their students' performance and they had better start with positive feedback then the negative one . Too much negative feedback can be destructive.

As mentioned earlier, speaking is a natural skill; communicating with L2 in real life situations is probably the ultimate objective behind every speaking class. Thus, it is highly recommended that oral tests should also be natural; pen-paper tests to evaluate oral skills are less effective, these tests often focus on phonetic items like stress, intonation, transcription, final/S/and /ed / pronunciation, words that rhyme and silent letters .These pen- paper activities seem far away of enriching students' oral natural production; students can mark stressed syllables in a given word but, cannot pronounce that word properly.

Surprisingly, most EFL teachers give their learners time to prepare and rehearse what they will say on the day of the oral test. In fact, if our objective was to prepare leaners to communicate in the target language in real – life situations, then why we give them chance to memorize utterances or speeches .If in a real conversation in the airport , are students going to ask for little time to think of what to say? We strongly recommend that oral tests should naturally be taken . Teachers need to be equipped with ICTs .Speaking is significantly based on listening; learners should listen to learn to speak and teachers should listen to learners as they speak. In short, ICTs should be integrated in assessing OS.

The ability to speak is the facet of the whole mastery of language; therefore, the higher education authority should give more importance to the speaking subject in terms of timing and equipment. One hour and a half devoted to teach speaking per week is very insufficient; in that shorter time, more students cannot be given enough chance to talk in class.

All in all , these pieces of recommendations are the fruits of our understanding of the topic under investigation. The Assessment of OS, in general at the level of Ibn Khaldoun University of Tiaret, requires some sort of remedy .Thus, we see that the tips we recommend are likely to help improve the process of assessing OS.

We synthesized that more related studies can further be conducted to cover topics like :

- Managing EFL learners' silence in class
- Motivational techniques in oral classes
- Using ICTs to assess learners' OS
- Training teachers to teach and assess SS

General Conclusion

Learning a FL has become a prominent educational issue all over the world, basically for communicative purposes. To be able to communicate in L2 is a strong weapon that helps lead a facile life in all of its walks. English language now becomes the target of a great majority of learners , not very surprisingly; it is the language of world trade, tourism, researches and social media.

Most EFL learners seek to be very good speakers of the language, hence; speaking is probably the most important skill learners tend to acquire. The teaching of English in general is an outstanding matter in almost all world schools and universities, and what matters more is the teaching of OS to EFL learners .The good quality of teaching of Speaking implies clear tools and procedures of assessing learners' OS.

This research paper tried to unveil the assessment process in language learning and teaching, not as a whole, but particularly the assessment of EFL learners' OS as perceived by learners themselves.

This research certainly seeks to solve such a problem; Learners may develop some kind of ambiguity and unawareness about how their speaking is evaluated; they ignore the set of assessment criteria, tools and approaches that are or will be used by their teachers and whether they can help improve their oral performance .That is why this study is significant to spot the light on EFL learners' attitudes regarding the way OSl are assessed.

The research is also an attempt to reinvest in learner' attitudes to enlighten the path to clear assessment tools that fairly weigh learners' oral abilities and help them improve the language in its spoken form. These attitudes ,either positive or negative ,

are very constructive in terms they contribute to decide what teaching and assessing tools and materials should be selected.

The main findings of the research confirmed the hypotheses of the research; the research proved that EFL learners are unaware of what criteria that are adopted to test their OS , Learners can sit for a test to produce the language orally, but they do not know what aspects of spoken language they are tested on.

The study also confirmed that learners have negative attitudes about the testing of SS, which is based on unclear approaches and tools. The research also revealed that oral test scores can negatively be influenced by such a method of assessment that oral performance can also be unsatisfactory.

The research is important for both EFL learners and teachers. As for learners, it can enrich their understanding of speaking as a language skill and the way it should be evaluated .Concerning teachers, the literature review of the research ,its findings and the recommendations provided can all serve to enlarge teachers' the knowledge of teaching the SS ; and also serves particularly to broaden their aspect of OS assessment.

The research is distinctively important as it calls indirectly to involve learners' to participate in the assessment of their SS.

When investigating the topic, more information gaps were synthesized; a number of very related questions rise .First , it is highly recommended that this research should cover large population all over the whole country and not only in Tiaret University .Further studies should be conducted about the management of silence in oral classes and investigating the major factors that let students choose not to speak in classes; Learners' psychological factors , their needs and interests are also very likely to explore .

In speaking classes ,very motivated learners often speak more naturally and accurately , so we think there must be a further comparative study that sheds the light on motivational techniques in EFL speaking classes We also suggest using ICT's to assess speaking skill and at last ,training teachers to practically assess learners performance as rich scopes of future research .

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Appendices

Appendix A

Students' Questionnaire

Investigating EFL Learners' Attitudes towards Assessing Speaking Skill

> We are two students of English at the Section of English at Ibn khaldoun University of Tiaret. As a part of Master's thesis, we are conducting a questionnaire so as to investigate students' attitudes towards the assessment of their speaking skill.
>
> Dear third year students,
>
> We will appreciate if you answer the following questions sincerely. Honesty would help us collect reliable data .Thank you for you kind help!

A- Background Information :

Gender: Male ☐   Female ☐

Age: ☐ years old

Level: _____

B- Questions: Please, cross (x) in the appropriate box.
More than one option is possible.

1- **What is your favourite English class**?
Grammar ☐   Writing ☐
Vocabulary ☐   Oral ☐
Reading ☐

Others: _____

2- **Which language skill do you practise more?**
Reading ☐   Writing ☐
Listening ☐   Speaking ☐

3- How much do you speak at class?

Very much ☐   Silent ☐

A bit ☐

  Why? _____

_____

4- Does your teacher pre-test your oral skill abilities at the beginning of the year?

    Yes ☐   No ☐

5- How often does your teacher give feedback about your speaking?

Always ☐   Sometimes ☐

Often ☐   Never ☐

6- How often does your teacher correct your mistakes when speaking?

always ☐   Never ☐

Often ☐   Sometimes ☐

7- Do you think that teachers correction affect your speaking performance? How?

_____

_____

8- What does your teacher focus on when assessing your oral skill?

Accuracy ☐   Meaning ☐

Fluency ☐   Choice of words ☐

Structure ☐   Topic and ideas ☐

Others _____

9- Are you often given enough time to plan what to say and rehearse?

Never ☐   Often ☐

Sometimes ☐   always ☐

10- Does your teacher set a scoring scale in a speaking test ?

    Yes ☐   No ☐

11- Are you often satisfied with your scores of oral tests?

Very satisfied ☐   less ☐

Rather satisfied ☐   Unsatisfied ☐

Why? _____

_____

12- Do you think that your oral test score adequately reflects your speaking skill?

Yes ☐   No ☐

13- Which of the following speaking activities are mostly used by your teacher?

Picture description ☐   Video discussion ☐

Free topic ☐   Drama ☐

Role- play ☐   Interviews ☐

Question/answer ☐   Story telling ☐

Reading aloud ☐   Translation ☐

Others _____

14- To what extent do you think the teachers' assessment tools have improved your speaking skills?

_____

_____

15 - How would you prefer to be assessed in the oral classes?

_____

_____

Appendix B

Interview

This interview has been designed for collecting information related to our topic.

These are the questions discussed in the interview:

o How long have you been teaching speaking?

o In comparison with other languages skills, speaking is more difficult? Isn't it ? Why or Why not?

o Why do you think students tend to keep silent at class?

o How do you motivate your learners to be active and to speak at class?

o What are the types of speaking activities do you implement in teaching oral skills?

o What are the language components you focus on when testing oral skills? Fluency or accuracy or both? Any others?

o When scoring/marking, do you previously set a scoring scale? Or you just give scores based on your overall impression?

o What are the major criteria the scoring scale often highlights?

o To what extent do you feel your students are satisfied with their oral marks?

o What advice would you give to teachers of speaking?

Appendix C

Informants 'Answers

- **Interviewee A:**

IA has taught speaking for three years, she thinks that the teaching of speaking skill is not really difficult as some may see, and all language skills are a bit equally challenging and interesting to teach. But, she agrees to a large extent that speaking is rather difficult than writing because it is a direct and a faster process which is affected by both linguistic and psychological factors. According to her, some students choose to not speak in class because they possess mixed abilities and are less aware; some are lazy and less interested .She always motivates them through diversifying tasks so that each and every have to say something .The teacher admits that she has no specific speaking lesson plan to follow, she never hesitates to consult students to choose topics to talk about .

As far as testing is much more concerned; IA informs us that the test setting is scheduled weeks before and students slightly know what they will be talking about. She prefers the strategy of a one-to one oral test along with avoiding eye contact for more comfort. She also provides real- life situations to perform or play roles. IA does not interrupt speakers to correct any potential mistakes, she leaves this to the end of speech so as not to pause the flow of ideas despite the fact that some mates correct one another. She adds that feedback is always provided and she always has something to say to students.

IA evaluates her students (speakers) firstly, on the basis of how understandable they are ; the way they put words together; how much accurate they are , and lastly how clear and meaningful their thinking is. She concludes that combining more criteria makes an oral test valid enough ; both fluency and accuracy are highlighted .

The teacher seems to defend that the scores she gives to her students are less and less negotiable; arguing that they fairly reflect students' oral performance and the way students handle themselves. She does not regularly set or give a detailed scoring scale and criteria .The teacher feels excited with her students' decent improvement especially as they come to overcome psychological discomfort. Our interviewee states that adopting the appropriate speaking tasks often depends on students' levels and potentials , switching from description tasks to role play and situations.

Eventually, the advice the teacher gives is that teachers of OS should broaden aspects of assessment and do not stick to one single linguistic element only. Teachers of speaking should be calm and patient .

- **Interviewee B:**

IB has great teaching experience ; he has taught EFL for more than three decades in different educational stages; in middle and secondary schools where speaking is planned to teach as a main skill.Then he teaches at the university where speaking is an outstanding subject. He thinks that writing is more challenging to teach which takes more time . According to him, students keep silent in class for some reasons , he mentions that students come with poor level from secondary schools; some of them are obliged to learn English and others lack knowledge. IB often motivates his learners specifically through guided activities and dialogues. He plans his activities on the basis of students' level starting by simple short utterances to situational dialogues and conversations. He adds that free topic talking suits better good level students who has already got rid of grammar and pronunciation mistakes.

Our interviewee says that , in tests , he gives them time to prepare and rehearse ; some students express themselves freely , whereas others memorise what they will be saying. He sometimes set a scoring rubric . He confesses that it is not easy to give students feedback each for the reason that classes are overcrowded.

The teacher evaluates his learners on the basis of grammar , vocabulary and mostly pronunciation because he also teaches phonetics and often wants to refer back to the phonetics items students have covered .

He claims that not all students are satisfied with the marks set for their speaking tests But, they never complain or inquire about a scoring scale .

At last , IB gives pieces of advice on how to improve speaking , he states that English should be taught in its cultural context ; he moves on to demonstrate to the time devoted for the teaching of speaking being insufficient and the whole social environment being less supportive. Thus, according to him , English speakers should create their own speaking environments, he suggests that they, as beginners, should get exposure to very short dialogues in English as those in New Headway Program ; and as advanced , they should listen to upper English as that in BBC and MBC3. He finishes saying that English is taught with its cultural context and there should be no mixture between both Englishes , British and English

- **Interviewee C**

Our interviewee has taught speaking for four years at the Section of English at Tiaret University, she thinks that speaking is very challenging to teach since there are many things to consider ,but she does not focus on a single aspect of language. According to her, students who don't enjoy group works and interaction, can be naturally introvert or silent. Introvert students are very hard to integrate in speaking activities.

IC often makes use of a variety of speaking activities as: Question and answer, situational dialogues, role playing , interviewing , story telling , games, pair groups and free topic discussions. But, she never sticks to only what students prefer or suggest.

As regards mainly to tests, she answers that she does often give time to students to prepare for what they will say in the test, she often prepares a set of simple questions to be discussed . She claims that students memorise for their oral test and this seems very disappointing especially when they don't understand what they are saying .

IC evaluates her learners on the bases of how easily they express themselves(fluency), proper pronunciation, correct grammar, appropriate words and body language .The teacher tells us that she does not impose what kind of English they must use as long as they don't mix between American and British Englishes and don't use slang language.

As for scoring, she confirms that students get used to complain even if the score is highly fair, the scores base on the set of criterion mentioned previously. The teacher argues that judging students' oral performance on an overall general impression is unfair; more detailed scores should lead to the final score .

IC advises that all learners should be engaged to speak in a comfortable environment created by teachers. She sees that speaking is different from other skills , so all students should be given chance to talk and should not be interrupted ; remarks and feedback comes later .The most important of all is that teachers should not talk too much; students do instead.

ملخص

الهدف من هذا البحث هو دراسة وتقييم مواقف المتعلم فيما يتعلق بالإجراءات التي يتخذها المعلمون لتقييم مهارات التحدث عند المتعلمين و يسعى البحث ايضا الإجابة عما إذا كان المتعلمون على دراية بالمعايير الأساسية التي يتم وضعها لتقييم أدائهم الشفهي، وكان المقصود منه أيضًا تشخيص وتقييم نظرة المتعلمين عمومًا إلى تقييم المهارات الشفوية. للإجابة على أسئلة البحث وإيجاد حل لمشكلة البحث، تم استخدام أداتين رئيسيتين لجمع البيانات ؛ استبيان موجه إلى عينة من طلاب اللغة الإنجليزية ومقابلة مع بعض الاساتذة . هذا البحث عبارة عن دراسة حالة أجريت على مستوى قسم اللغة الإنجليزية بجامعة ابن خلدون بتيارت. ساعدت أدوات البحث في جمع بيانات نوعية وكمية التي تم تفسيرها وتحليلها بعد ذلك. كشفت النتائج الرئيسية للبحث أن الأساليب المختلفة التي يتبعها المعلمون في التدريس وخاصة في تقييم التحدث أثبتت أنها غير كافية وأقل فعالية لتحسين مهارات التحدث ؛ كما اشارت النتائج إلى أن المتعلمين اظهروا مواقف سلبية حول تقييم مهارتهم الشفوية هذا التقييم يبدوا تقليدي ويعطي وصفًا مضللاً   غير صحيح للأداء الشفهي للمتعلمين

الكلمات المفتاحية : مهارات التحدث ـ التقييم ـ المواقف ـ الأداء ـالمتعلمون

Résumé

Le but de cette recherche était d'étudier et d'évaluer les attitudes des apprenants en ce qui concerne les procédures suivies par les enseignants pour évaluer leurs aptitudes à l' orale ,examiner et évaluer comment les apprenants perçoivent généralement l'évaluation des compétences orales. Afin de répondre aux questions de recherche et de trouver une solution au problème de recherche, deux principaux outils de collecte de données ont été utilisés; un questionnaire adressé à un échantillon d'étudiants d'anglais et un entretien semi-structuré avec des enseignants. La recherche est une étude de cas menée au niveau du département d'anglais de l'Université Ibn Khaldoun de Tiaret. Les outils de recherche ont permis de recueillir des données qualitatives et quantitatives qui ont été interprétées et analysées. Les conclusions principales de la recherche ont révélé que les différentes approches adoptées par les enseignants pour enseigner et particulièrement pour évaluer l'orale prouvés d'être   inadéquates et moins efficaces pour améliorer leurs compétences en expression orale. Ils sont également indiqué que les apprenants avaient développé des attitudes négatives à l'égard de l'évaluation des compétences orales, qui est traditionnelle et fournit une description trompeuse et non valide de la performance orale des apprenants.

Mots-clés: Compétences Orales- Évaluation - Attitudes -Performance – Les Apprenants.