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English Section

**Investigating the Effect of Dynamic Formative Assessment on Students'
Speaking Proficiency**

**The Case of 3rd Year Foreign Languages at Aflah Abd El
Wahab and Raid Si Zoubir Secondary Schools at Tiaret.**

A Dissertation Submitted in Partial Fulfillment of the Requirements

For a Master Degree in Didactics

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Dedication 1

"All that I am, or hope to be, I owe to my angel mother."

Abraham Lincoln.

To my dear mother

Fatiha

Whose support and sacrifices I could not repay

I could not have done it without your day and night prayers

to my grandmother

to my uncles

to Hadj

to my besties

Keltoum and Linda

Thank you for being the sisters I never had

I dedicate this work to you

Amina

Dedication

*Every challenging work needs efforts as well as guidance of elders especially
those who were very close to my heart.*

I would like to dedicate this work

*To my dearest mother "Mebaraka" for making me who I am and to my
father may Allah bless him*

To the soul of my brother "Mohamed El Habib" may you rest in peace

*To my older sister "Nessrin" and My brother "Rayan" and to my beautiful angel
"Ritedj khadidja "*

*To my dearest partner "Amina" for her endless support. Courage
and kindness And for sure her precious friendship.*

To my friend "Elaid" for his endless support

To my aunts

To all my friends Especially those who made the best memories in my life.

Linda

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Abstract

A plethora of studies substantiates the fact that learners' achievements potential is quite significant when integrating formative assessment strategies in (EFL) classes. Therefore, the study at hand seeks to investigate the effectiveness of formative assessment in enhancing students' speaking proficiency and to reveal its most effective strategies that are said to eliminate their speaking difficulties. To reach that aim, the study was conducted in Aflah Abd El Wahab and Raid Si Zoubir secondary schools at Tiaret. It adopted the mixed-method approach which made use of three distinct data collection instruments viz, a questionnaire addressed to (48) students and an interview conducted with (04) teachers to uncover their teaching practices concerning formative assessment; and a systematic classroom observation to scrutinize the classroom atmosphere and validate the data obtained by the other two instruments. The results revealed that formative assessment is a challenging undertaking for (EFL) teachers due to several factors such as time restrictions, more; the study revealed that formative assessment is advantageous in promoting students' speaking proficiency by constructive and intensive feedback.

Keywords: EFL teachers, Feedback, Formative Assessment, Speaking Proficiency.

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List of Abbreviations and Acronyms

AAAS: American Association for the Advancement of Science

CBA: Competency-Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: Native Language

L3: Second Foreign Language

NRC: National Research Council

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General Introduction

General Introduction

Formative assessment has proved its efficacy in raising learning achievements. It plays an essential role in diagnosing learners' weaknesses and strengths, and providing evidence on their learning; it is often referred to as assessment for learning.

Most experts' definitions concerning formative assessment highlight the idea of collecting data about students' learning then modifying instruction based on this evidence to reach optimal learning outcomes. For example, Black & William (1998) in their seminal work have come to the fact that "*There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement*".(p.12), therefore, (EFL) teachers may consider this practice in their daily teaching routine to sustain learners' language proficiency.

Compared to other skills, speaking is one of the important skills in language learning; yet it is a complex process given that it requires performing several actions at the time. It is considered a difficult skill to develop due to several other factors; however "*The ability to speak a language is synonymous with knowing that language*" (Lazaraton 2001, p.103), indeed the individuals' language proficiency manifests per se in their speaking. Accordingly, a huge number of studies have been conducted for the sake of helping students to ameliorate their oral skills; thence, there is an urgent need to place formative assessment practices at the heart of the practice of teaching the speaking skill correctly due to the deficiency of many students in demonstrating an acceptable level of speaking even in participating in the classroom.

Unfortunately, most if not all Algerian secondary school students manifest a poor speaking performance in the English language, although they have studied the subject for approximately four years starting from middle school, and even though the Algerian educational system has introduced radical reforms in the (EFL) syllabi, namely the adoption of the (CBA) which supports formative assessment as an integral part of the teaching-learning process.

General Introduction

The main concern of this study is to investigate the relationship between formative assessment, and speaking proficiency with reference to 3rd year pupils at Aflah Abd El Wahab and Raid Si Zoubir secondary schools. It explores the formative assessments' techniques and strategies that help in enhancing learners' speaking proficiency, as well as illustrating the extent to which dynamic formative assessment is useful in promoting learners' speaking proficiency.

Based on what has been stated above, this research seeks to answer the following research questions:

1. What are the advantages of formative assessment in (EFL) learning?
2. How can formative assessment develop learners' speaking proficiency?

To answer these questions, we hypothesize,

1. Formative assessment is an efficient process in developing learners' speaking proficiency.
2. Formative assessment develops learners' speaking proficiency through intensive and constructive feedback.

It is worth mentioning that this study is about exploring the possibility of integrating the practices of formative assessment in teaching and learning the speaking skill. Further, this research is going to investigate closely teachers', and learners' attitudes towards implementing formative assessment as an essential tool in teaching by relying on three data collection instruments: a questionnaire directed to the students of third-year secondary school languages stream; interviews with teachers; and systematic observation.

The utility of this research study lies in its efforts to underscore the effectiveness of formative assessment in enhancing speaking proficiency, as well as identifying the finest formative assessment strategies that promote the speaking skill, and to enable each learner to develop competency in the target area.

General Introduction

To meet the aims of the study, the current work is divided into three interrelated chapters; The first one reviews the literature about formative assessment within all its aspects; the second chapter mainly deals with the theoretical aspect of the speaking skill within its components, and types and so forth; the third chapter deals with data collection, and data analysis including the sampling, and the participants, in addition to the research instruments, also, this chapter seeks to answer the research questions by validating or nullifying the research hypotheses.

Chapter One

Formative Assessment

1.1 Introduction

The language teaching and Learning field are governed by a plethora of paradigms most indispensably that of assessment which is probably misconceived by most if not all teachers, and administrators; as they neglect the fact that assessment is a comprehensive process that envelops many methods, and tools that serve the teacher to gain insights about students' learning rather than just grading students, and ranking them. Indeed neither educators nor students are fully aware of the essence of the assessment concept.

This chapter reviews a theoretical framework concerning the assessment. First, it will tackle attempts to track its roots throughout history; then define assessment, and demystify its keytypes; it also lists some assessment tools; moreover, it will highlight the differences between assessment, and evaluation. Finally, it will incorporate insights about “test reliability” and “test validity”.

1.2 A Brief History of Assessment

Doubtlessly, assessment has existed throughout history. It can be visualized in the Socratic Method where the Greek philosopher Socrates went beyond merely transferring knowledge to passive learners. He used to teach his learners through questioning and probing as a means to get to his learners' understandings.

Then, during the medieval ages, Latin was the dominant language of instruction, and learning took place in monasteries under the supervision of monks who were supposed to transfer knowledge which consisted mainly in reciting religious texts. In this regard, Foden says,

“Question and answer was the dominant didactic form in teaching and learning. Knowing the right answers to questions about religious texts was extremely important. Out of this kind of questioning grew the catechism, and in its wake the catechetical method. These archetypes of

assessment were still dominant in education as late as the 19th century.”

(Foden, 1989, p. 12 as cited in Willbrink, 1997 p. 33)

That is to say, learners at the times were evaluated based on their answers to definite questions. In the same vein, Lewrey (1982) adds that questioning was also adopted as a standard examination tool in higher education in the medieval ages,

“Assessment under these circumstances of necessity took the form of having students recite, answer the questions as posed in the grammar that was used, or question each other. The arts examinations at the medieval universities consisted mainly of very simple questions and answers.”

(Lewry, 1982, p. 116 as cited in Wilbrink, 1997, p3- 33)

Nevertheless, assessment has been tackled by sundry modern practitioners, mainly Michael Scrivens (1967) who was first to coin the terms “*summative*” and “*formative*” assessment. Where he proposed in an article on the evaluation of educational programs (curricula, methods, instructional material) a dual function that evaluation possibly has “*it may have a role in the on-going improvement of the curriculum*” (p.41). That is to say that it contributes a great deal to enhance the curriculum. On the other hand, He says that “*the evaluation process may serve to enable administrators to decide whether the entire finished curriculum, refined by use of the evaluation process in its first role, represents a sufficiently significant advance on the available alternatives to justify the expense of adoption by a school system*” (pp. 41–42). Scrivens suggests another role that evaluation plays which is providing administrators evidence about the curriculum’s merit. Moreover, he proposed “*to use the terms formative and summative evaluation to qualify evaluation in these roles*” (p.43)

Two years later, Benjamin Bloom was amongst the first to come to grips with the same distinction of formative, and summative assessment applied to students’ learning. His model of mastery learning (Bloom, Hastings&Madaus, 1971) consists of mastering a learning objective before moving to the next objective. Benjamin Bloom and his

associates' work entitled *Handbook of Formative and Summative Evaluation of Student Learning*" (Bloom, Hastings, & Madaus, 1971) has enormously contributed in recognizing and giving popularity to the concept of formative assessment although this volume is considered merely as an elaboration of taxonomies of educational objectives introduced earlier by Bloom (1956). Its clarification of the distinction between formative and summative evaluation concepts is considered foundational.

Bloom et al (1971) initially delineated what they meant by summative evaluation:

"We have chosen the term "summative evaluation" to indicate the type of evaluation used at the end of a term, course, or program for purposes of grading, certification, evaluation of progress, or research on the effectiveness of a curriculum, course of study, or educational plan.... Perhaps the essential characteristic of summative evaluation is that a judgment is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction after [emphasis added] the learning or instruction has taken place..." as cited in Andrade & Cizek 2010 (p.5)

Indeed, this definition provided by bloom and his associates extended the term *summative evaluation* wider than Scriven's (1967) definition.

Afterward, the American Association for the Advancement of Science (AAAS) supported the idea that learners' learning is affected by their existing ideas and asserted that feedback is crucial for effective learning in *Science for All Americans* (1989)

"The mere repetition of tasks by students—whether manual or intellectual—is unlikely to lead to improved skills or keener insights.

Learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it” (p.199).

Another way to say that effective learning takes place when students communicate their ideas and receive constructive feedback.

The National Research Council (NRC) (1996) promoted the idea of performing continuous adjustments based on the analysis that of the data given by the process of informal assessment in the teaching process, besides giving learners a chance to assess themselves to promote self-directed learning.

Nevertheless, it was not until the publishment of *Assessment and Classroom Learning* in (1998) by Paul Black, and Dylan Wiliam that assessment gained recognition and popularity and completely changed the perceptions of assessment in teaching, and learning. Black and William proceeded by reviewing articles and journals from various countries in nine years; their interpretation of material provided them with evidence about the significance of formative assessment in enhancing learners’ attainments. According to Black and Wiliam “*The research reported here shows conclusively that formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, amongst the largest ever reported for educational interventions”* (1998, pp 46-47). Indeed they denoted the role assessment plays in promoting learning.

Further, (Bransford, Brown, & Cocking, 2000; National Research Council, 2005) highlight the role of assessment in the learning process by asserting that for effective learning to come into being learners must “*develop the ability to take control of their own learning, consciously define learning goals, and monitor their progress in achieving them.*” (National Research Council, 2005,p.4-10).

Overall, and throughout the succeeding years, extensive literature has been accumulated around assessment. This latter has gained outstanding recognition, and subsequently, it has been implemented through reforms in the educational systems as an integral part of the teaching-learning process.

1.3 Assessment Defined

Assessment is reckoned as a key element in the field of education. However, it is known that assessment is a process that involves gathering insights about learners' learning which will shape the basis of further instructional decisions.

Broadly speaking, assessment means *“any methods used to better understand the current knowledge that a student possesses”* (Collins & O'Brien, 2003, p. 29). In other words, it is a means through which the teacher is enlightened about his learners' present knowledge assessment entails *“[making] judgments about students' work, inferring from this what they have the capacity to do in the assessed domain, and thus what they know, value, or are capable of doing”* (Joughin, 2009, p. 16). As cited in (Contemporary Approaches to University Teaching 2020), in other words, the assessment provides perceptions about learners' work which will help estimate the learner's prior knowledge and readiness vis à vis a particular area.

Richards and Schmidt (2002) as cited in Usó-Juan & Ruiz-Madrid (2009) claim that assessment is *“a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence”*.(p.274) it means that assessment is an organized process which provides information upon which teachers make a judgment on the learners' abilities besides, the success of the instructional process.

Palomba and Banta (1999) as quoted in Madani (2012) define it as *“The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development”*(p.8), this indicates that assessment

focus on boosting the learning experience via the given information. McTighe & Willis (2019) write,

“For educators, the word assessment may conjure up thoughts of the annual period of high-stakes, accountability testing; or the term may cause them to focus on the classroom measures they will use to evaluate the learning of their students. For learners, the word assessment may lead them to think about how they will be graded or what will happen if their grades drop. For high school students, the word may evoke the stressful periods of college admissions tests or final exams”. (p.69)

To Ogan-Bekiroglu & Suzuk (2014) assessment literacy is mainly concerned with “*knowing what is being assessed ,why it is assessed, how best to assess it ,how to make a representative sample of the assessment what problems can occur within the assessment process ,and how to prevent them from occurring”* as cited in Stronge,2018,p.148), indeed, assessment implies an expansive range of ends viz, formative assessments, high stakes assessments, and summative assessment, and so forth; however, assessment within all its aspects seems appealing to the educational systems since it exerts a powerful influence on the teaching-learning dichotomy.

1.4 Types of Assessment

Assessment is vital for any teaching-learning process; however, it is divided into three main types:

1.4.1. Diagnostic Assessment

It is carried out at the beginning of the course, or the beginning of the unit for collecting data on learners’ knowledge, strengths, and weaknesses. It is mostly informal and it is realized through ungraded quizzes or questions which will permit the teacher to make sound decisions on many teaching practices such as the teaching method.

1.4.2 Formative Assessment

We use the term assessment to refer to all activities done by teachers to collect information about their students. “*Such assessment becomes formative when the evidence is used to adapt the teaching to meet student needs.*” (Black & Wiliam, 1998b, p.140); yet Popham (2008) reports that formative assessment does not bear one official definition that is universally accepted, however, he defines formative assessment from his perspective “*Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics*” as cited in (Heritage,2010,p.9)

Then Popham (2008) lists some characteristics of formative assessment,

- Again, formative assessment is not a test but a process—a planned process involving a number of different activities.
- One of those activities is the use of assessments, both formal and informal, to elicit evidence regarding students’ status: the degree to which a particular student has mastered a particular skill or body of knowledge.
- Based on this evidence, teachers adjust their ongoing instructional activities or students adjust the procedures they’re currently using to try to learn whatever they’re trying to learn. (p.06)

Similarly, Margaret Heritage (2007, p.140) defines formative assessment as “*a systematic process to continuously gather evidence about learning*”. This means that assessment is an ongoing dynamic process.

Formative assessment targets the achievements of goals rather than determining if these goals have been achieved or not. It can be done through activities such as homework, quizzes, and classroom discussions; furthermore, it is advisable by domain experts that formative assessment should not be graded.

Research has revealed that formative assessment is of paramount importance in the instructional process due to its effectiveness. Cizek (2010 as cited in Sessions, 2015) identified ten elements that represent features of formative assessment:

- Requires students to take responsibility for their learning.
- Communicates clear, specific learning goals.
- Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context.
- Identifies the student's current knowledge/skills and the necessary steps for reaching the desired goals.
- Requires development of plans for attaining the desired goals.
- Encourages students to self-monitor progress toward the learning goals.
- Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student's work.
- Provides frequent assessment, including peer and student self-assessment and assessment embedded within learning activities.
- Includes feedback that is non-evaluative, specific, timely, and related to the learning goals, and that provides opportunities for the student to revise and improve work products and deepen understandings.
- Promotes metacognition and reflection by students on their work.

1.4.3 Summative Assessment

It is often referred to as “assessment of learning”, it involves measuring learners' achievements by the end of the course, or a term, aiming at measuring what a student has grasped contrary to previous types of assessment, summative assessment is high-stakes where scores are officially recorded.

1.5 Assessment vs. Evaluation

Even though the terms assessment and evaluation are used interchangeably there is a clear distinction between them. According to Fenton (1996), assessment implies the collection of relevant information which is reliable for making decisions. Evaluation is the application to analyze data of a norm and a decision-making method to produce decisions on the quantity, and adequacy of the learning that has occurred. Indeed, assessment is concerned with providing a basis upon which instructional decisions are made, whereas evaluation is subjected to a standardized system that results in making judgments about the learning achievements.

Although they are different, assessment and evaluation complement each other. Assessment is concerned with the collection of learners' data and their learning to achieve a clear goal, in contrast, evaluation is set merely for determining whether the objectives were met or not. Also, assessment is carried out at the initial stages of the instructional process conversely to evaluation which is done at the end of the instruction.

Additionally, assessment is meant for improving and promoting the learning experience whereas evaluation is expected only to report learners' achievements. Apple & Krumsieg (1998) compares and contrasts assessment and evaluation against a set of dimensions

Dimension	Assessment	Evaluation
Timing	Formative	Summative
Focus of Measurement	Process-Oriented	Product-Oriented
Relationship Between Administrator and Recipient	Reflective	Prescriptive
Findings and Uses	Diagnostic	Judgmental
Modifiability of Criteria, Measures	Flexible	Fixed
Standards of Measurement	Absolute (Individual)	Comparative
Relation Between Objects of A/E	Cooperative	Competitive

Table1.1: Comparison between Assessment and Evaluation

From: Apple, D.K. & Krumsieg. K. (1998). Process education teaching institute handbook. Pacific Crest

This table depicts the multidimensional differences between assessment and evaluation

1.6 Self-Assessment

It is a process by which the students gather information about their learning and progress. *“If formative assessment is exclusively in the hands of teachers, then it is difficult to see how students can become empowered and develop the self-regulation skills needed to prepare them for learning outside university and throughout life.”* (Nicol & Macfarlane-Dick, 2006, p. 200). Indeed students are required to be actively engaged in their learning to become better learners.

1.7 Peer Assessment

It implies being rated by peers, in other words, learners make judgments about their peers' work. It is a good strategy for promoting both the learning process and collaborative work. Let's consider this *Rise Model*:

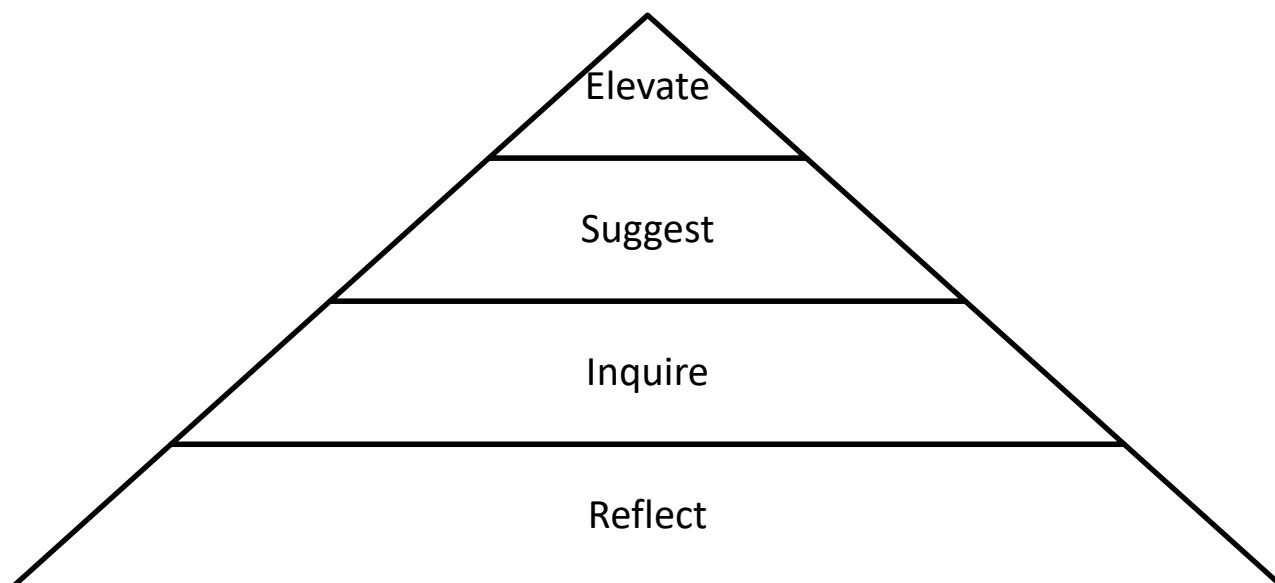


Figure1.1: RISE Model for Meaningful Feedback.

Retrieved January 14, 2021, from risemodel.com Wray, E. (n.d.).

The above figure illustrates a pragmatic model which can be used as a peer assessment strategy to get valid feedback on students' work. This model is brought by Emily Wray, and it is parallel to Bloom's thinking level taxonomy it sheds light on four levels that should be addressed while crafting responses which are as follows:

- Reflect (Recall, Ponder, and Communicate):
- Inquire (seek information and/or provide ideas through questioning)
- Suggest (introduce ideas for improvement of current iteration)
- Elevate (raise a higher degree or purpose in future iterations)

1.8 Informal vs. Formal Assessment

Informal assessment is an assessment that rates learners' performance, and their learning development to improve both teaching and learning. It is unplanned, and it can be done through anecdotal records, observation and, portfolio.

Formal assessment refers to the systematic tests that weigh the quantity and the quality of the learning through standardized tests, criterion-referenced tests, and aptitude tests.

These two forms of assessment are complementary to each other, yet they extremely vary in terms of function. Cohen, Manion, Morrison (2004) highlight: "*Informal assessment is a major contributor to formative assessment and day-to-day planning, whilst formal assessment is useful for summative and maybe diagnostic assessment, depending on how it is conducted.*" (p.438). Cohen et al ascribe informal assessment to formative assessment; on the other hand, they associate formal assessment with summative assessment.

Accordingly, Cohen, Manion & Morrison (2004) claim that informal assessment may be immediate, continuous, and direct. Moreover, it yields significant learning benefits whereas formal assessment requires more time and is generally delayed in providing feedback, it hardly affects the learners' learning and their improvement. Furthermore, Informal assessment is characterized by naturalism and subjectivity; it is realistic, even covert, while formal assessment is prearranged, objective and, overt.

1.9 Internal Assessment vs. External Assessment

It refers to the kind of assessment that is "curriculum-embedded" it is also a "teacher-made test" since teachers of the same institution are responsible for designing, administrating, and correcting tests they subsequently decide whether the learner passes or fails. Mangal & Mangal (2019) defines internal assessment as the process which:

“... is carried out in the very context of school situations or condition by the teachers and school personal associated with the learning and development of the student. It is carried out in a continuous way and regarded as an internal affair of the institution.” (Mangal & Mangal , 2019, P.22)

Indeed internal assessment is limited to the students' institution. It is worth mentioning that internal assessment does not only concern learners' progress, but it also provides the teacher with evidence on his teaching, therefore it impels teachers to reflect on their instructional practices.

External assessment is concerned with the implication of third parties in the process of evaluating learners. Mangal & Managal (2019) state that *“External assessment or evaluation is carried out by external agency or group of examiners other than belonging to the school.”*(p.22). That is to say, authorities rather than schools are responsible for planning tests and assessing learners.

1.10 Tools of Assessment

Assessment can be carried out through the following tools:

1.10.1 Portfolios

Hyland & Hyland (2006) defines a portfolio as *“...a collection of the writers' work over a period of time, usually a semester or a school year”* (p.140). Indeed, a portfolio is a goal-directed instrument that aims at collecting data about the progress throughout the accumulated work of the learner, this latter is indispensable within the process, subsequently, he should be actively engaged in his learning, moreover, this strategy sustains students' self-reflection and self-evaluation.

1.10.2 Exams

Exams are defined as a formal, high-stakes interrogation that encompasses a set of pre-arranged activities to examine learners' progress or knowledge in a particular area.

1.10.3 Observation

Smidth (2005) defined observation as “*taking careful note of everything said or done by a child or children over a defined period in a particular setting or context*” (p.18). In other terms, it refers to scrutinizing learners' behavior and gathering sound evidence about their learning, besides their strengths, and weaknesses.

1.10.4 Anecdotal Records

A set of objective narratives about a realistic incident or a person. It involves the documentation of observations about the learner's behaviors, performance, and learning progress. It is feasible and requires no extra effort.

1.11 Definitions of Feedback

Feedback is an integral part of the process of formative assessment. It is “*a key element in effective teaching and learning*” (Tang & Harrison, 2011, p.583). Feedback is concerned with information on the learners' performance wherein the former will benefit the latter by suggesting adjustments, and refinements to reach optimal performance. Hattie & Timperley (2007) write “*feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding response. Feedback thus is a "consequence" of performance.*” (p.49). Yet Frey & Fisher (2011) point out that feedback, “*when used as part of a formative assessment system, is a powerful way to improve student achievement. Feedback by itself, though, is less useful*” (p.2). to Hattie & Timperly (2007)

“Effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), How am

I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?) These questions correspond to notions of feed up, feed back, and feed forward.”(p.86)

Indeed effective feedback is goal-directed, systematic, and it suggests relevant activities to make improvements.

1.12 Feedbacks' Criteria

Frey and Fisher (2011) suggest four criteria to be taken into consideration while giving feedback:

- a) **Timely:** For effective feedback to take place it should be given immediately, and whenever possible. Susan Brookhart says, *“Feedback needs to come while students are still mindful of the topic, assignment, or performance in question”* (2008, p. 10).

Delayed feedback will create some troubles such as getting the students to focus on *“evaluative comment and a grade”*, rather than information that serves their learning. Frey & Fisher (2011) also add that the learner will question his teacher's commitment, as well as the importance of the learning task.

- b) **Specific:** The teacher needs to be precise in giving feedback on his learners' performance i.e. what area the student is adept at and what he needs to focus on to improve. Broad and undetailed feedback will confuse the learner, unlike specific feedback. Frey & Fisher (2011, p.72) note: *“When feedback is generic, superficial, or cursory, students are often unable to decide what to do with it and may not even see the relationship between the effort and the outcome. When feedback is specific, students understand what they did well and where they still need to focus.”*
- c) **Understandable:** Feedback cannot emanate significant outcomes unless it is comprehensible to the learners.

- d) **Actionable:** Feedback should give the learner a chance to take action on the information he received Frey & Fisher (2011) note that, “*Students should be able to self-adjust— review, revise, practice, improve, and retry—based on the feedback they get.*” (P.76). Indeed feedback should enable the students to make adjustments to their performance.

1.13 Testing

It is a tool which is used to assess the individual’s proficiency in a specific area Brown (2004) writes “*it is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker (and sometimes on the part of the tester as well)*” (P.384-385).

1.13.1 Test Validity

Test validity is an essential criterion concerning the quality of the test; the term validity refers to whether the test measures what is set out to measure or not, that is to say, that a high validity test manifests a strong link between its items and the intended focus. Additionally, validity gives meaning to tests’ scores. According to Gronlund (1998), it is “*the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment*” (p. 226).

Brown (2004) states that there is no definite measurement of validity; however, it can be determined by a variety of types of evidence which are as follows:

- Content-Related Evidence
- Criterion-Related Evidence
- Construct-Related Evidence
- Consequential Validity
- Face Validity

1.13.2 Test Reliability

It is a key element of the test's quality it encompasses all the attributes related to the test such as time restriction, length, writing, and all factors that may affect reliability. Moreover, it is a precursor to test validity, that is to say, if a test tends to be inconsistently scored, then these scores are insignificant in terms of its measurement. Accordingly, the test is reliable when it accurately measures students' comprehension of the subject to be tested. It is also concerned with the consistency, as well as the reproducibility of the results, for instance, if you test an examinee with a high-reliability test twice and without any additional learning between the tests, the outcomes will be identical, and vice versa. Furthermore, test reliability is determined by a set of statistical methods. According to Brown (2004:20)

“A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.”

Brown explains reliability and asserts that this latter is influenced by a set of factors that may result in the test's unreliability which are as follows:

1.13.3 Student-Related Reliability

Unreliability may stem from the test taker for sundry psychological and physical reasons:

“The most common learner-related issue in reliability is caused by temporary illness, fatigue, a "bad day," anxiety, and other physical or psychological factors, which may make an "observed" score deviate from one's "true" score. Also included in this category are such factors as a test-taker's "test-wiseness" or strategies for efficient test taking.”

(Mousavi, 2002, p. 804)

Indeed ill, anxious learner or a learner who had a rough day will perhaps manifest an anomaly in his scoring contrary to his accurate capacities.

1.13.4 Rater Reliability

It refers to the examiner's intervention in the reliability of the test due to

“Human error, subjectivity, and bias may enter into the scoring process. Inter-rater reliability occurs when two or more scorers yield inconsistent scores of the test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases”.(Brown 2004,p.21)

That is to say that raters are human beings so errors are likely to occur. Moreover, the absence of objectivity and neutrality may impact the scoring process. Brown denotes that the inter-rater reliability can be influenced by a set of unfavorable traits, and behaviors among two scorers.

1.13.5 Test Administration Reliability

The unreliability can also stem from sundry circumstances within which the test was conducted such as lightning, noise. Etc

1.13.6 Practicality

Bachman & Palmer (1996) write that *“Practicality is matter of the extent to which the demands of the particular test specifications can be met within the limit of existing resources”* (p.36). Surely there must be adequacy between tests' parameters, and the present resources to assure practicality; this latter is a quality which is concerned with conducting a test with no extra efforts, time, and financial resources a practical test is easy and feasible in terms of design, administration as well as its scoring, for instance, in

practical test the examinee manages to complete the test within the time allotted for this latter with ease and comfort. Brown (2004) states:

“A test that is prohibitively expensive is impractical. A test of language proficiency that takes a student ten hours to complete is impractical. A test that requires individual one-to-one proctoring is impractical for a group of 500 people and only a handful of examiner to evaluate is impractical for most classroom situations. A test that can be scored only by computer is impractical if the test takes place a thousand miles away from the nearest computer. The value and quality of a test are dependent upon such nitty-gritty, practical considerations.” Brown (2004, p386)

In the same context, Rehman (2007) has elaborated on five practical aspects of a test.

Ease of Administration

It refers to the effortlessness of the process of test administrations; the tester should not encounter any kind of troubles or complications for that reason the instructions ought to be clear, and as plain as possible, together with the adequacy of the time administration of the test.

Time Required for Administration:

Reliability also depends on the time allotted for the test to a great extent, as far as reliability is concerned, tests should be allotted an adequate sum of time to the test's requirements.

Ease of Interpretation and Application:

Any misinterpretation of tests' results may be detrimental to learners. Moreover, any misapplication may cause the test to be useless.

Availability of Equivalent Forms:

The process of test construction should consider the availability of equivalent forms of the tests, due to their great importance in assisting in verifying test scores.

Cost of Testing:

The test should be carried out inexpensively. It may be not practical to devote more than the necessary budget for a simple test.

1.14 Type of Tests

Tests are tools that provide teachers with sound evidence on their students' learning and reveal any gaps, more it allows to check the accomplishment of the target objectives. However, it is essential to note that tests do not bear the same functionality and they vary in terms of the nature of their results. Brown (2004) advocates five types of tests:

- a) Language Aptitude Tests
- b) Proficiency Tests
- c) Placement Tests
- d) Diagnostic Tests
- e) Achievement Tests

1.15 Conclusion

This chapter has dealt with the history of assessment, its definition, its key types, and tools. It made also the distinction between assessment, and evaluation followed by a brief explanation of feedback and testing within its aspects.

Formative assessment is a dynamic process-oriented strategy to track the learning progress. This chapter aims at providing a theoretical background about formative assessment.

This latter is indispensable in (EFL) classrooms, where it should address all the four skills namely speaking therefore the next chapter will cover this latter in detail.

Chapter Two

The Speaking Skill

2.1 Introduction

The emergence of the Competency-Based approach as a modern approach that is recognized, and adopted by most educational systems all around the world lead the former to reconsider the position of the speaking skill in the realm of language teaching and learning. (CBA) views a language from a communicative angle, that is to say, that the main focus in (EFL) classrooms is the actual use of the language in authentic communicative situations rather than merely acknowledging the grammatical rules, and structures.

Subsequently, the speaking skill has occupied an influential position in the field of language learning thus, Ur (1996) as cited in Guettal (2008) Claims that "*Many if not most foreign language learners are interested in learning to speak*"(P.4) another way of saying that speaking is the focal point of the majority of the language learning courses. Moreover, "*For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication*" (Lazaraton, 2001, p. 103). Indeed speaking a language is considered a significant criterion in determining the individuals' proficiency in the target language.

This chapter provides a variety of definitions of speaking. Then, it enumerates its key types, as well as its components followed by a discussion of the importance of speaking in (EFL) teaching and learning. It also discusses teaching the oral skills giving some instances of the speaking activities. Moreover, this chapter will review the learners ' oral difficulties in (EFL) classrooms; finally, it elaborates the assessment of the speaking skills, and assessment tasks.

2.2 Definitions of Speaking

Speaking is defined as "*the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts*" (Chaney, 1998, p. 13). That is to say that speaking involves being communicatively competent in a way that allows the individual to express himself accurately within the target language. As far as the definition of speaking is concerned, far too many definitions are available from various sources. For instance, to Florez (1999), speaking is "*an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking.*" (p.1). She explained that the speaker is supposed to use the language that fits its social context to interact accurately. Bygate(1987) quoted that:

"Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps,then, the teaching of speaking merits more thought". (Bygate, 1987, p.1)

That is to say that the speaking skill is worth teaching since it promotes the individuals socially, professionally, and educationally.

2.3 Types of Speaking

Brown (2004) lists three types of speaking explained below

- a) **Imitative:** Based on imitation where learners are required to emulate a word or a phrase, moreover, the only focus is on pronunciation rather than learners' comprehension or communication abilities.
- b) **Intensive:** consists of the production of short stretches of oral language aiming at manifesting competence in any target area of language.

- c) **Responsive:** It implies interaction and comprehension, yet it is restricted to short conversations, standard greetings, and small talks initiated with prompts.
- d) **Interactive:** It is much longer and more complex than responsive speaking, yet it comprises two forms viz, transactional language, and interpersonal language.
- e) **Extensive (monologue):** it implies speeches, oral presentations, and storytelling, where the audience interactional role is restricted besides that language style, is formal, and deliberative.

2.4 Components of the Speaking Skill

Syakur in mora (2010) set forth four components of the speaking skill viz, pronunciation, grammar, fluency, and vocabulary yet Harris (1974) adds on another component which is comprehension.

2.4.1 Grammar

“Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey” (Thornbury, 1999, p.13). That is to say that grammar is not only the rules that permit the generation of sentences but, also their meaning. Larsen-Freeman (2001) defines it as *“a system of meaningful structures and patterns that are governed by particular pragmatic constraints”* (p. 518). Thus grammar is the production of sentences with a reference to their meaning.

In the light of this, we come to understand that an accurate and meaningful oral production stipulates grammar as a critical aspect to avoid misunderstanding, and confusion by the communicator.

2.4.2 Vocabulary

“Vocabulary is a total number of words which (with roles for combining them) make up a language” (S. Hornby 1987: 959) that is to say that the sum of the words that constitute a language is referred to as vocabulary Bromley (2007) writes

“Vocabulary is a principal contributor to comprehension, fluency and achievement. Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension.” (p.528)

Any act of language learning requires knowledge of its vocabulary. Deficiency in this area represents a huge barrier to proper expression and communication in that language.

2.4.3 Pronunciation

Pronunciation refers to the ability to create intelligible and comprehensible input while speaking Brown (1994) writes that *“it became clear that pronunciation was a key to gaining a full communicative competence.”* (p.283). Indeed communicative competence depends enormously on pronunciation as well as does the speaking process.

2.4.4 Fluency

Wolfe-Quinter in Koizumi (2005) defined fluency as the rate of speaking without making mistakes in coping with real-time processing. Fluency is the ability to speak without hesitation; it refers to smoothness, and spontaneity in speaking. Stovall (2007:19) also defines fluency *“as the ability to converse with others much more than the ability to read, write or comprehend oral language.”* Indeed fluency is referred to as the competency in carrying out a conversation.

2.4.5 Comprehension

Richards (1990) defines comprehension as a process that is initiated by a received message to be analyzed at successive levels of organization sounds, words, clauses, and sentences till the arrival to the intended meaning, hence comprehension is a process of decoding. Moreover, Rivers (1966) stated, *“Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the*

communication aim is to be reached”(p.196). Hence, speaking without comprehension is dysfunctional in communication.

2.5 Aspect of the Speaking Skill

Aspects represent the source from where the instructor extracts the learning objectives it also represents the benchmark for speaking assessment. Brown (2004, p. 221) introduces a set of aspects linked to speaking grouping them into micro and macro skills of speaking:

2.5.1 Micro Skills

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.
- Produce English stress patterns, word is stressed and unstressed position, rhythmic, structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
- Produce fluent speech at different rate delivery.
- Monitor one's own oral production and use various strategic devices, pauses, fillers, self-correction, backtracking, to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc) systems (e.g. tense, agreement, pluralization) word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents; inappropriate phrases, pause, groups, breath groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

2.5.2 Macro Skills

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification.
- Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.6 The Importance of Speaking in EFL Learning

Formerly teaching rules and structures of the language to the detriment of the speaking was the ultimate purpose in the foreign language courses. Accordingly, Brown & Yule (1983, p. 2) claimed “*The serious consideration of the spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of the Second World War*”. It was not until World War II that speaking started to gain recognition. Nevertheless, globalization resulted in the emergence of the competency-based approach speaking received a considerable amount of attention because this approach aims at fostering learners’ communicative competence.

Putting another way the individuals’ success in learning a language is determined by his success to use that language communicatively as Richards (2006) stated

“The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.” (p.1).

Also being a lingua franca English has dominated all areas worldwide to Richards and Renandya (2002), the majority of the students study English to become proficient speakers briefly people value the speaking skill for their social or professional success depends on it.

According to Cotter (2007), learning the speaking skills which permit students to communicate in a meaningful way (for example exchanging information, negotiating meaning, supporting ideas, facing oral defenses) encourages them to use English for social interaction. Indeed learning speaking skills is of paramount importance in maintaining social relationships.

Cotter (2007) also contends that for students to perform a productive interaction with their peers, to speak with confidence in class, read with comprehension and, compose a consistent written product they should have good speaking skills indeed the four skills are interdependent.

2.6.1 Teaching Oral Skills

Teaching oral skills is challenging for (EFL) teachers who are burdened with many difficulties that obstruct their attempts to develop in their learners the needed speaking skills. To (Nunan 1993 in Murcia 2001) lack of motivation prevailing upon students to speak, and the use of the first language, in addition to larger classrooms, are all factors which represent a key challenge in (EFL) classrooms, yet the teacher should be aware of the paramountcy of this skill as it complements the other skills.

The teacher should exhibit readiness, and competency to prioritize oral production, and fine-tune his learners' through an adequate syllabus design, methods of teaching, and enough materials and tasks (Bailey, 2005; Songsiri, 2007)

Richards (1998) points out that providing feedback on students' performance should also be on the agenda of teachers, howbeit he underscores the fact that feedback should not restrain students from communicating with each other.

According to Celce Murcia (2001) teaching oral skills implies a set of features that teachers are supposed to adopt:

- For the teacher to maintain a balance between fluency and accuracy
- To teach multiple skills in addition to oral skills whenever possible
- To train learners to use strategies
- Organizing authentic motivating and varied class activities the rationale behind using authentic materials such as movies or audiotapes is that it exposes the learner to an authentic learner in an enjoyable atmosphere which will subsequently make them actively engaged
- Assigning non-classroom activities for instance watching an English documentary or listening to an English radio channel
- Encouraging students to have direct contact with native speakers for observation or interaction
- Encouraging learners to start an English club or find an English speaking conversation partner
- Soliciting a native speaker to give speeches talks or presentations in class followed by questions from learners this latter can be assigned to interact or interview the former.

She adds: *“In the oral skills classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions. and to evaluate their own production and learning progress”*. (P.104). Learners are supposed to act as active agents in oral sessions to develop an awareness of their learning development.

Moreover, to Brown (2007) teaching speaking implies the focus on fluency, and accuracy, to provide intrinsically motivating techniques, to encourage the use of authentic language in its meaningful context, to provide proper feedback and correction, finally associating the speaking skill with the listening skill.

Nevertheless, Canale and Swain's (1980) propose four dimensions attributed to the communication ability adapting Hymes's theory of communicative competence:

- Grammatical competence (including rules of phonology, orthography, vocabulary, word formation, and sentence formation),
- Sociolinguistic competence rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts),
- Discourse competence rules of both cohesion — how sentence elements are tied together via reference, repetition, synonymy, etc. — and coherence — how texts are constructed
- Strategic competence, (a repertoire of compensatory strategies that help with a variety of communication difficulties).

2.6.2 The Teaching-Speaking Cycle

A pedagogical model which focuses on reinforcing the speaking skill via speaking-oriented lessons, and activities accompanied with feedback:

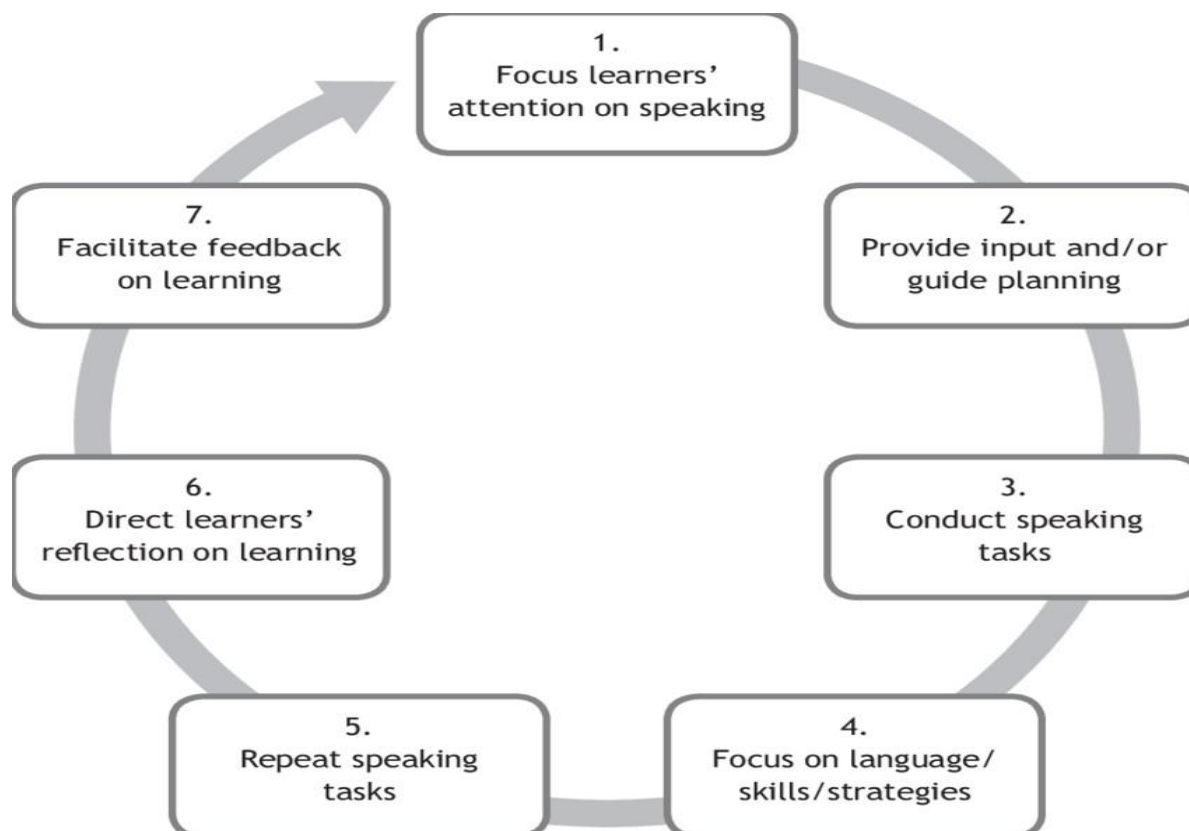


Figure 2.1: The Speaking Cycle (Goh & Burns 2012:153)

First Stage: The first stage focuses on increasing students' metacognitive awareness, either in terms of second language speaking, and overall language development, or in terms of preparing for a specific assignment or material.

Second Stage: The next stage offers feedback while also guiding, and scaffolding the learners' progress toward the task. Scaffolding entails providing “*assistance that will allow [learners] to complete a task that they would not have been able to complete on their own*” under the professional guidance of others with more experience or expertise (Maybin, Mercer & Steirer, 1992, p.188). Scaffolding is an essential form of construction.

Third Stage: The teacher now organizes the students to complete the task using whatever linguistic resources, cognitive strategies, and discourse knowledge they have. In other words, because of Stage 2's training, this stage promotes and rewards fluency, which should

now be much simpler for learners. Typically, learners will speak in pairs or small groups at this point. Teacher observation is critical to the cycle because it lays the groundwork for Stage 4.

Fourth Stage: After students have had the opportunity to practice the task in Stage 3, the emphasis shifts to paying close attention to the students' vocabulary, pronunciation, and discourse management skills and strategies. Since the emphasis is on language development in many speaking classes, this stage is often overlooked. As a result, learners receive little scaffolding to help them develop their speaking abilities further. Stage 4 switches the focus from fluency to accuracy. The instructor may also play a recording of qualified speakers having a similar conversation. Some teachers have also made good use of technology. After noticing errors in performance; learners can practice parts of the text again. They can also focus on using particular expressions, or discourse strategies.

Fifth Stage: Addresses the need to provide learners with further practice, which is an essential part of the systematic process. Teachers could continue with similar work, but change the topic or ask students to choose their topics. Students should now be better able to plan for the production of a spoken task as well as accomplish it more fluently and accurately. Furthermore, the cognitive difficulties of completing such a task should be decreased. This type of repetition also boosts student confidence and lowers anxiety. Another alternative for further scaffolding learning is to cut the work down so that they just do. the learners have had sufficient opportunities to practice the same task, the teacher can direct their attention back to reflect on their learning. By analyzing the phases, this stage allows them to self-regulate their learning. The tasks at this stage can be completed independently.

Sixth stage: The teacher can redirect the learners' focus back to reflect on their learning. They are encouraged to self-assess their learning by assessing the previous steps. The tasks at this stage can be completed independently or in peers or small groups.

Seventh stage: The teacher receives input on the learners' overall success at the end of the cycle. This stage is aided by the learners' reflections in Stage 6, which can assist the instructor in monitoring how they interpret and feel about their development. Peer

feedback, rather than teacher feedback, may be used at this point. The teaching speaking cycle is a framework that seeks to provide a principled approach to speaking based on several aspects. It provides a methodical approach.

2.6.3 Speaking Activities

“classroom activities that develop learners ability to express themselves through speech would therefore seem important component of language course” Ur (1996, p. 120). Therefore, activities are substantial in (EFL) classrooms yet *“each speaking task needs to be productive, purposeful, interactive, challenging, safe and authentic.”* (Thornbury 2007, p.90). The teacher needs to select the speaking activity carefully.

Harmer,(1998:87-88) support the worthiness of using speaking tasks that incite learners to use the language providing the following reasons:

- a) **Rehearsal:** By involving students in free discussions enables them to rehearse by carrying out discussions outside the classroom.
- b) **Feedback:** It provides the teacher an outlook about his learners’ performance by revealing the students’ speaking defects, and shortcomings through their speaking production.
- c) **Engagement:** Speaking activities should trigger learners; howbeit the former will naturally become motivating when accompanied with constructive feedback.

There are a variety of activities that can be implemented to develop learners’ speaking skills bellows are three of them:

2.6.3.1 Discussion:

Whether in pairs or groups, learners communicate and express themselves towards a topic; discussions can be formal, or informal. Celce Murcia (2001) suggests a set of questions to take into consideration when doing a discussion

- What they are to discuss?

- Why they are discussing it?
- What outcome is expected?

Informal discussions refer to the unpredictable discussions that may occur all of the sudden during the class. According to Harmer (2007) unplanned discussion results in enjoyable and productive speaking in a language class if encouraged by teachers. Another way of saying that the teacher ought to embrace unplanned discussions for better speaking outcomes in (EFL) learner's speaking ability, further discussions can be implemented only under certain conditions (Dakowska 2005: 245), specifically that:

- The topic is controversial enough to open different perspectives and interpretations,
- Learners participate in the choice of the topic and are given enough communicative autonomy to be able to express their personal opinions and ideas.
- Students are interested in the topic, and their general knowledge is sufficient enough to discuss it (this may require appropriate preparation –studying relevant sources, and processing the teacher's or peers' input)
- Discussion is planned as a complex activity that combines working in pairs, or groups, and open-class or panel forms of interaction.

2.6.3.2 Role Plays:

It implies ascribing the learners' roles or providing them with an imaginary situation with sufficient background information, and asks them to express themselves accordingly.

As cited in Rajagukguk (2019) in a different kind of role-playing activity, students write the kind of questions they might ask someone when they meet them for the first time. They are then given postcards or copies of paintings by famous artists, such as Goya, and are asked to answer those questions as if they were characters from the painting (Cranmer in Harmer 1996: 68-72) Role plays are very beneficial, to Harmer (2007) "*role-play can be used to encourage general oral fluency or to train students for specific situations.*" (p.352) he also adds that roles plays are:

- Fun, and hence motivating.

- Discards hesitation in the students and permits them to express themselves directly because they are not speaking for themselves and thus no responsibility is to be taken.
- Grant students a comprehensive language since the use of the language exceeds the classroom to the outside world.

2.6.3.3 Conversations:

Conversation refers to a talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information are exchanged. Conversations are double-barreled activities scilicet they can be used to sustain both listening and speaking skills. Richards (1990) suggests a set of dimensions to conversation viz, the purposes of the conversation, turn-taking, topics, repair, formal features of conversation, and the notion of fluency. Richards says that each conversation has a purpose it can be either to exchange information, or to make, and maintain social relationships, then he claims that conversations are cooperative, then he adds “repair” which is a sort of negotiating the meaning between the interlocutors to avoid misunderstanding, finally fluency which entails comprehensible input.

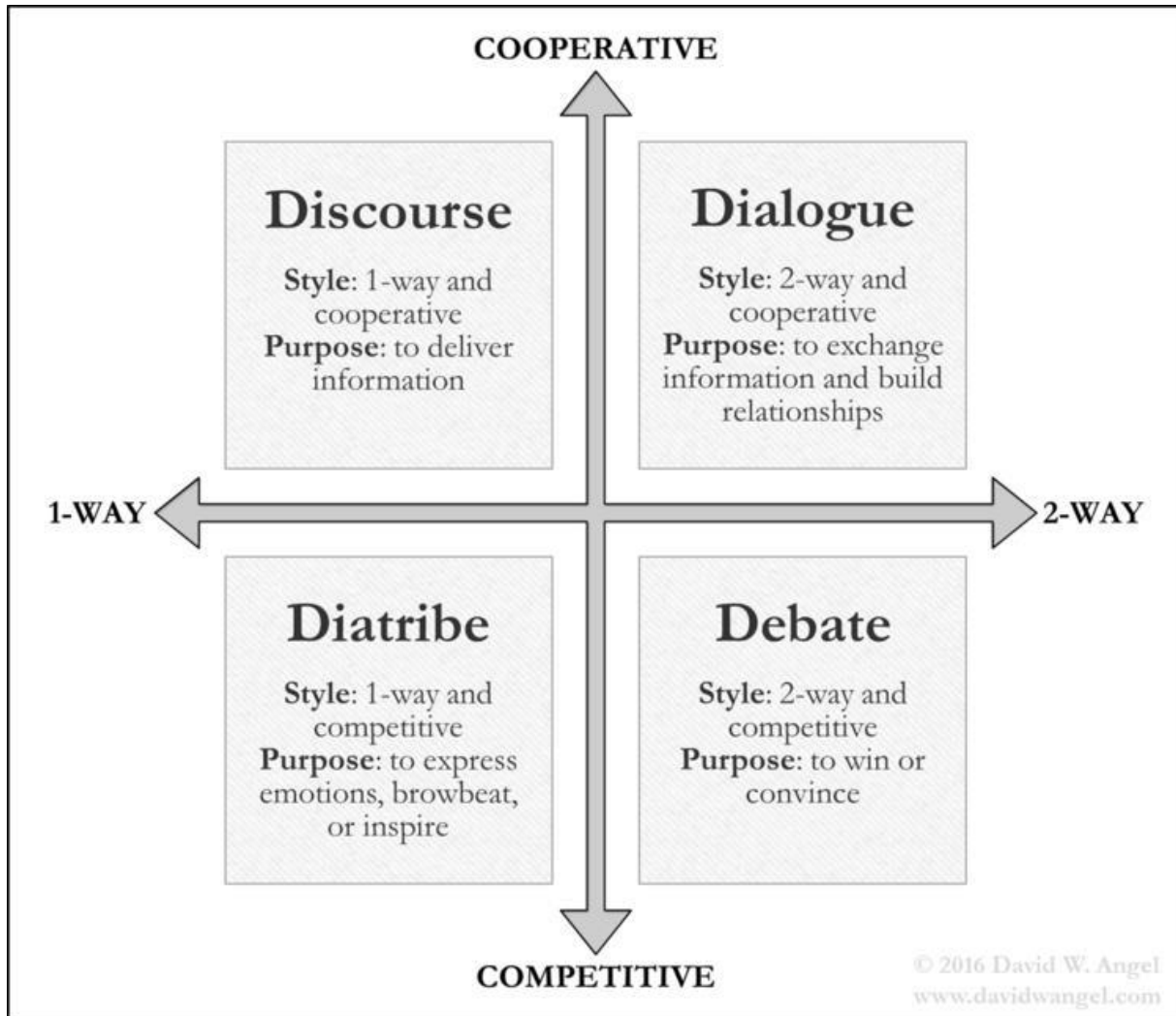


Figure 2.2: The Four Types of Conversations (David W. Angel, 2017, retrieved from <https://davidwangel.com/the-opportune-conflict/2016/12/28/the-four-types-of-conversations-debate-dialogue-discourse-and-diatribes>)

Angel categorized conversations into four distinct types:

- a) **Debate:** is a competitive, two-way conversation. The goal is to win an argument or convince someone, such as the other participant or third-party observers.
- b) **Dialogue:** is a cooperative, two-way conversation. The goal is for participants to exchange information and build relationships with one another.

- c) **Discourse:** is a cooperative, one-way conversation. The goal to deliver information from the speaker/writer to the listeners/readers.
- d) **Diatribic:** is a competitive, one-way conversation. The goal is to express emotions, browbeat those that disagree with you, and/or inspire those that share the same perspective.

2.7 Learners' Oral Difficulties

Most if not all studies conducted in the realm of language teaching and learning have focused on the speaking skill, yet the former may be burdensome to some (EFL) learners due to its complex nature.

Celce Murcia (2001) wrote that speaking is difficult because it is realized through interaction, that is to say, that speaking requires simultaneous actions viz, monitoring, and understanding the other speaker(s), thinking about one's contribution, producing that contribution, monitoring its effect, and so on, yet the human's mind is a "*limited-capacity processor*" (McLaughlin & Heredia, 1996, p. 214)

She claims that this is one reason why many of us were shocked, and disappointed when we used our second, or foreign language for the first time in real interaction, she related that to the lack of preparation for such interaction as well as the ineptitude to cope with all the simultaneous demands that of speaking. In other words, speaking is an "*activity requiring the integration of many subsystems...all these factors combine to make speaking a second or foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill.*" (Bailey and Savage quoted in Murcia, 2001, p.103).

Indeed speaking a second or foreign language envelops many procedures. In addition, Hughes attributes speaking troubles to «*hesitations, false-starts, grammatical inaccuracies and limited vocabulary* » (2002, p. 77). Anxiety may also influence the learning process it is "*the affective factor that most pervasively obstructs the learning process*" (Arnold & Brown, 1999, p. 8). Learners may be "*tongue-tied or lost for words*"

(Shumin, 2002, p. 206). Hence, it may be an obstacle that prevents (EFL) learners' from moving forward in their speaking performance; additionally, Ur (1996) lists many factors that impede learners from speaking mentioned below:

- To inhibition, students are inhibited by various reasons such as shyness, being subject to criticism, and making errors.
- Nothing to say, students seem to struggle to find anything to say.
- Low, or uneven participant, students may not have the opportunity to speak enough or not speak at all.
- Mother-tongue use, students may feel awkward talking in a language other than their mother tongue, they also use it because it is much easier.

Meanwhile, Brown (2004) imparted learners' difficulties in speaking to eight characteristics of the spoken language:

- a) **Clustering:** Fluent speech is phrasal, not word by word. The students can organize their output both cognitively and physically through such clustering.
- b) **Redundancy:** The speaker has an opportunity to make meaning clearer through the redundancy of language.
- c) **Reduced Forms:** Contractions, elisions, reduced vowels, etc. All form special problems in teaching speaking.
- d) **Performance Variables:** the process of thinking and speaking simultaneously generates a certain number of performance hesitations pauses backtracking, and corrections. The teacher can teach his learners how to pause, and hesitate appropriately by using « fillers » such as uh, um, well, etc.
- e) **Colloquial Language:** It is important to familiarize learners with the words, idioms, phrases of colloquial language followed by practice.

- f) **Rate of Delivery:** Fluency implies a delivery rate; teachers ought to help learners achieve an acceptable speed along with other attributes of fluency.
- g) **Stress, Rhythm, and Intonation:** It refers to the most important characteristic of English pronunciation, the stress-timed rhythm of spoken English, and its intonation patterns convey important messages.
- h) **Interaction:** Learning with interaction would reinforce the speaking skill through the creativity of conversational negotiation such as asking for an explanation.

2.8 Assessment of Speaking

According to Fan & Yan (2020) assessing (EFL) learners' speaking proficiency is not an easy task, it is challenging to perform validly, and reliably because speaking is not a tangible construct (In'nami 2020) besides a variety of factors may intervene in the speaking proficiency assessment which will influence the test taker's performance, consequently their test scores. In'nami (2020, as cited in Mcnamara, 1996; Fulsher2015a) Furthermore, Brown (2004) argues that assessment of the speaking skill is challenging because of the design of the elicitation techniques.

Yet, Ur (1995:134) suggests some advantages for oral testing:

- Each general language test should include all aspects, and areas of the language, therefore it should include speaking.
- Speaking is generally considered to be the most important language skill that is why it should take priority in any language testing.
- An oral proficiency test at the end of the course will guarantee that teachers and students devote more time to speaking practice during the course, the (washback effect), otherwise a tendency to neglect extensive speaking practice or not to give it enough time, and effort can be observed.

- Many students speak well but write badly, a test based on writing may discriminate against such learners, and their overall assessment will not reflect their actual skills, and abilities.

On the other hand, Ur (1995:134) contends against oral assessment for the following reasons:

- Designing valid and reliable tests that make learners improvise speech in the target language is very difficult.
- Speech is very difficult to assess quickly, and objectively, recordings can be made but this form of evaluation is extremely time-consuming, and it does not guarantee objectivity.
- There is a problem with finding the right balance between accuracy, and fluency testing. It is often not clear what criteria should be selected for assessment of the speaking skill, or which should be given priority and why.
- Even a well-balanced selection of a set of criteria does not mean that testers will identically apply them, consistent, and effective assessment may be extremely difficult to reach.
- Oral testing is a very time-consuming procedure, students are tested individually or in pairs in real-time, educational institutions have problems with ensuring the adequate amount of time for every student to be tested appropriately.

2.8.1 Assessment Tasks

Designing speaking assessment tasks is challenging, yet Brown (2004) maintains that designing assessment tasks requires deciding upon the objective first this latter can be elicited from micro and macro skills. However, Brown (2004) group assessment tasks according to the five types of speaking.

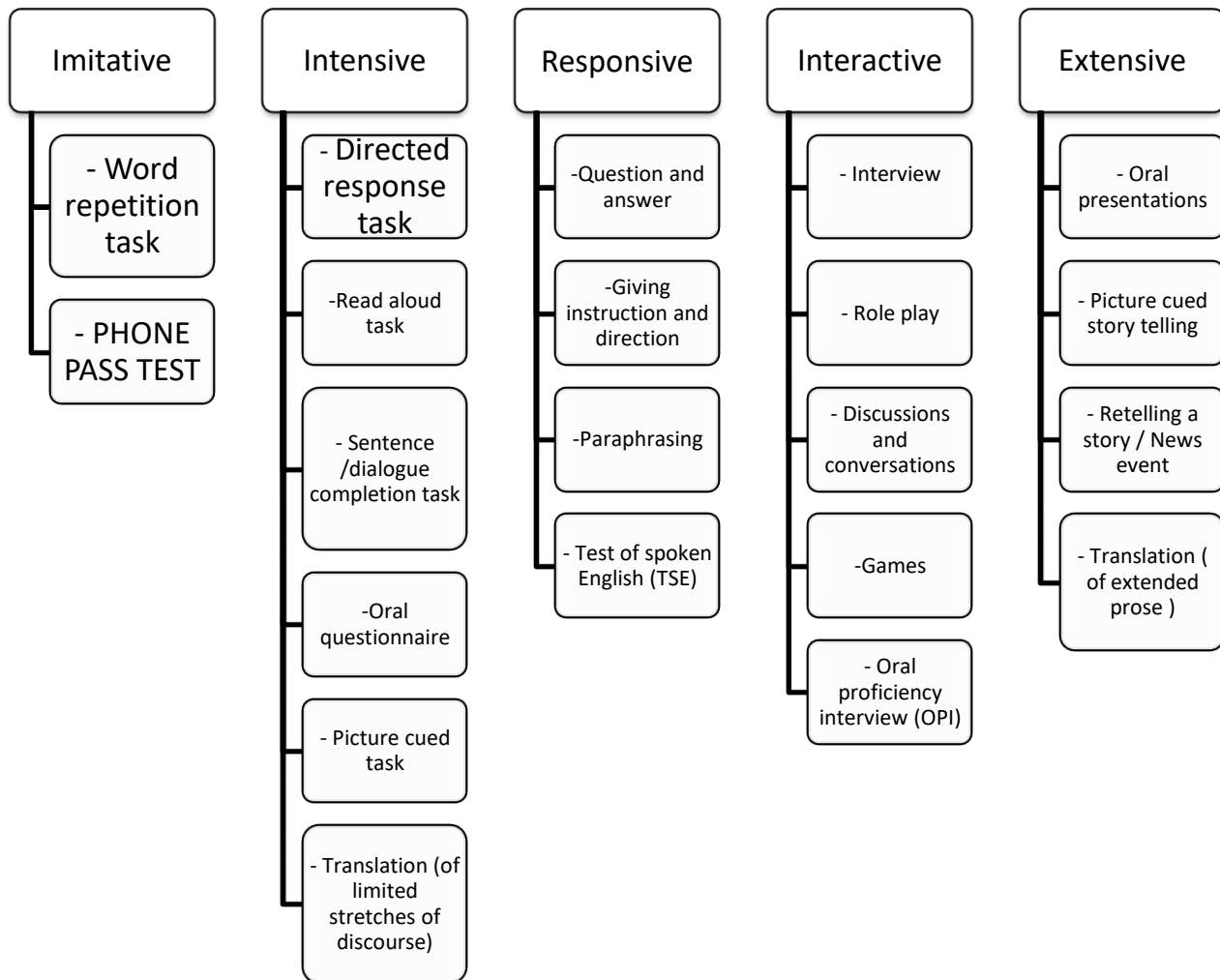


Figure 2.3: Assessment Tasks Brown (2004: 144-182)

This figure illustrates the taxonomy of assessment tasks where it is grouped into five distinct categories that are said to represent the speaking types; each category has its principles that are relevant to the nature of each task.

2.9 Conclusion

This chapter attempt to define the speaking skill, it demystifies its key types, components, and aspects. It also tries to shed light on the importance of speaking skills and teaching oral skills, and then it lists some speaking activities and discusses the speaking difficulties. Finally, it reviews the issue of assessment of speaking in addition to assessment tasks

**Chapter
Three**

**Research Methodology
and Data
Analysis**

3.1 Introduction

This chapter is devoted to the empirical facet of this study where the researcher investigates the relationship between the two variables of formative assessment, and the speaking proficiency in third-year foreign languages' stream at Aflah Abd El Wahab, and Raid Si Zoubir secondary schools, in an attempt to test our hypothesis, and answer the research questions.

This section is divided into five parts; the first part provides a brief description of the sample which is composed of learners, and teachers; the second part touch on the research instruments viz, students questionnaire, teachers' interview, and classroom observation. Following this, it presents the analysis of data; then the penultimate part entails a discussion of the findings with some recommendations. Finally, the last part includes a general conclusion.

3.2 Research Aim

The success of the instructional process is heavily based on teachers, their strategies, and their techniques used in the classroom. Therefore, this study aims to explore and investigate to what extent formative assessment is effective to promote students' speaking proficiency in Algerian secondary schools. Moreover, this study aims at eliciting the most used techniques, and strategies of formative assessment that help in enhancing students' speaking proficiency, as well as eliminating their speaking difficulties.

3.3 Research Methodology

Research methodology is a method for solving a problem by explaining, describing, or systematically predicting a phenomenon. It implies the methods that the researcher uses to collect and analyze data to answer the research questions, and without neglecting the research approach (quantitative and qualitative).

This study was conducted with students in both Aflah Abd El Wahab and Raid Si Zoubir secondary schools. Also, with teachers from different secondary schools of Tiaret (Dahmouni, Mechra Elsf) who took part in this study with their different teaching experiences.

The researchers opt for a questionnaire, an interview, and a classroom observation, as data collection instruments, the first one was designed for forty-eight (48) students from both secondary schools (28) students from Aflah Abd El Wahab, and (20) students from Raid Si Zoubir; while the second was administered to four (04) (EFL) teachers of different secondary schools of Tiaret. However, the observation was carried out through continuous sessions.

3.4 Research Design

The present study adopted a descriptive mixed-Methods approach. According to Creswell & Clark (2011), as cited in Creswell (2012) “*A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem*”.(p.535). Creswell (2002) stated that one of the reasons behind using mixed methods is that answering research questions requires the integration of both types of qualitative and quantitative research because using just one of them is not sufficient for that purpose.

The researchers’ rationale behind selecting this approach is the likelihood of gathering rich, and comprehensive data about the research problem; Denzin (2009: 26) concludes that “*no single method will ever permit an investigator to develop causal propositions free of rival interpretations*”

3.5 Sample Population

Lodico et al. (2010) define the sample as “*a smaller version of the population, the group to which the researcher would ultimately like to generalize or apply the results of*

the study” (p. 25). Indeed, sampling plays a central role in a research project to Cohen et al. (2007) “*the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted*” (p. 100). Indeed the quality of the research depends on the quality of sampling this latter is divided into two categories.

- **Probability Sampling:**

It is a sampling technique where individuals are selected from a larger group on a random basis, it envelopes four types:

- a) **Simple Random Sampling:** Each member has an equal chance of being selected.
- b) **Systematic Sampling:** The individuals are selected based on a sampling interval, yet the starting point is random.
- c) **Stratified Sampling:** The population is divided into subpopulations, each subpopulation shares a common trait, and differs from the other subpopulations.
- d) **Clustered Sampling:** It involves dividing the population into groups, and then individuals are selected randomly from these groups or “clusters”.

- **Non Probability Sampling:**

Individuals are selected based on subjective criteria. Yet it is said to represent four distinct types.

- a) **Convenience:** Selection of individuals who are available, and accessible to the researcher. It is the easiest, and the cheapest sampling technique, however, it may yield non-generalizable data.
- b) **Quota:** Consists of participants who are selected upon peculiar criteria, and who are representative of a population.
- c) **Judgment (or Purposive) Sampling:** Selection of the participants who happens to be the most suitable for the aim of the research project.
- d) **Snowball Sampling:** It implies the recruitment of other participants via participants.

The present study opted for probability sampling, however, due to time restrictions, and difficulties to reach the respondents the researcher was obliged to switch to a non-probability convenience sampling approach, considering the availability of the subjects to the researcher. Creswell (2012, p. 45), says "*in non-probability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study*". Although this sampling technique comprises a set of weaknesses such as selection bias, sample's unrepresentativeness, not recommended by descriptive or casual research, convenience sampling seems to be the least expensive, least time-consuming, and the most convenient (Malhotra & Birks, 2006)

3.5.1 Students' Profile

The pupils are the core of any teaching-learning situation, and their interaction is the main concern of any investigative study. Accordingly "*Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated*" (All Wright & Bailey, 1996, p.73). Hence, the researcher has chosen third-year foreign languages' stream students at Aflah Abd El Wahab, and Raid Si Zoubir secondary schools during the academic year 2020/ 2021, the sample consists of (48) students (28) students from Aflah Abd El Wahab and (20) from Raid Si Zoubir secondary schools.

The rationale for choosing secondary school learners instead of middle school or university students is that high school students have been learning English for seven years, besides that secondary school is compulsory where students are obliged to attend, unlike university students who choose whether to attend or not. Therefore, assessment procedures are likely to be implemented decently. In addition, the choice of foreign languages' stream is particularly founded on the basis that the subject of English is a fundamental module for the third year and the majority of them may choose to study English in university after succeeding in their baccalaureate exam. Furthermore, they were chosen to see how much the English language and the speaking skill is important for them.

3.5.2 Teachers' Profile

The sample chosen in this study is composed of (04) secondary school teachers of English from different areas of Tiaret. The reason behind choosing these teachers is to provide us with valuable information about our research problem.

3.6 Research Instruments

The researchers opt for a questionnaire addressed to students and an interview for teachers, and a classroom observation.

3.6.1 Students' Questionnaire

A questionnaire is a research instrument that comprises a set of predetermined questions, this latter can be closed-ended that limits the respondents' responses to a set of items, and it is usually concerned with quantitative data. While it can be open-ended which enables the respondents to answer in his words to generate qualitative data. It could also be a mixture of both. Moreover, it is very important to note that its questions must relate to the research questions.

“Questionnaires allow researchers to gather the information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone.” (Mackey and Gass, 2005; p. 93)

The questionnaire is used in this study because it is seen as the most suitable tool to elicit sound information, and opinions from the students about formative assessment, and its role in fostering their speaking proficiency.

This questionnaire is directed to third-year secondary school foreign languages stream (28) Students from Aflah, and (20) students from Raid Si Zoubir Secondary Schools. Clarifications were given to students to avoid errors. This questionnaire consists of nine

(09) questions, the questions are logically organized, they are a combination of both closed-ended where learners are invited to select the suitable answer from a set of options; and open-ended questions where the students are free to answer in their words. These questions are linked to our research questions and hypothesis.

At the inception of the questionnaire, the researcher provided a brief introduction to solicit the students for their answers, and inform them about the confidentiality of their answers, and finally expressing his gratitude.

Initially, students are asked to specify their gender, then in the first question (01), students are asked about their attitude towards the subject of English. In the second question (02), students are asked about their attitudes towards speaking sessions, and the kind of activities that they prefer. In the third (03) question, students are asked about how they find English speaking. In the fourth (04) question, students are asked to describe their English speaking. In the fifth question (05) students are asked about the feedback that they receive from their teachers concerning their English speaking. In the sixth question (06) students are asked about their teachers' correction of their speaking mistakes. In question seven (07), students are asked about their speaking difficulties and in the eighth question(08) students are asked whether continuous assessment helps to overcome the previously mentioned difficulties they are also asked to explain why in case they answered by yes. In the ninth question (09) students are given a scale to pick from it see (appendices I) it aims at eliciting views and opinions from students about feedback.

3.6.2 Teachers' Interview

Maccoby and Maccoby (1954) define an interview as an “*interchange in which one person... attempts to elicit information or expressions of opinion or belief from another person or persons.*” (p. 449). The interview is a flexible research tool that enables us to collect valid, and reliable data, it implies exchanging ideas between two, or more people for the sake of discussing different issues, and various topics of common interests. This

research tool focuses on the interaction to generate ideas, and it allows participants to express their ideas freely, and share their points of view.

There are three types which are said to represent interview:

- a) **Unstructured Interview:** or informal interview, in this situation the researcher has slight control over the conversation. It is a kind of a free discussion.
- b) **Semi-structured Interview:** it is a combination of open-ended and close-ended questions.
- c) **Structured Interview:** it is also called a formal interview in which the researcher has a list of predetermined questions in a fixed order.

Additionally, Kajornboon (2005:4) as cited in Hasda et al (2019) suggested six steps to devise an interview guide, which include:

- Identify appropriate topics and questions;
- Decide on the level of detail;
- Draft the questions
- Order the questions;
- List any probes or prompts; and
- Pilot the questions. Have the informant identify the problems during the pilot (p.431-432)

Four teachers of English module from different secondary schools of Tiaret were interviewed; Moreover, each interview took from 20 to 25 minutes.

- The first teacher is referred to as T1
- The second teacher is referred to as T2
- The third teacher is referred to as T3
- The fourth teacher is referred to as T4

Our interview includes the following questions:

1. What are the language learning benefits of classroom assessment?
2. What kind of formative assessment strategies do you use in your classroom?
3. How would you explain the integration of formative assessment practices in the curriculum of the speaking sessions?
4. In your opinion, what are the advantages of formative assessment in enhancing and improving your students' speaking proficiency?
5. As an EFL teacher, what are the techniques you generally use in assessing students' speaking?
6. What are the speaking elements and components that you target when you assess speaking?
7. What are the speaking difficulties and obstacles that your learners generally have?
8. Do use the assessment results to overcome these obstacles? If yes, how?
9. What are the formative assessment tools that help in eliminating speaking difficulties?
10. As a secondary school EFL teacher, are you ready to support learners Pronunciation, Grammar, Vocabulary, and accuracy by the use of formative assessment?

3.6.3 The Systematic Observation

Kumar (2010) “*Observation is one way to collect primary data. Observation is a purposeful, systematic and selective*” (p140). Observation is known as the research instrument that implies collecting data through scrutinizing a behavior or phenomena systematically. There are several types of observation

- a) **Participants Observation:** the researcher takes place in the group being observed as a member of them and participates in the activities as an active member, to examine their reactions and their life.
- b) **Non- Participants Observation:** It is when the researcher does not integrate, or get involved in the group members being observed. He takes a passive role.
- c) **Disguised Observation:** The researcher mingles with the subject of the observation and acts like one of them. He collects data without informing them about the research.
- d) **Undisguised Observation:** Done when the subject of the observation is informed about the presence of the researcher.

3.6.3.1 The Observation Checklist

An Observational Checklist is necessary for effective observation. It includes a set of observational targets that the researcher is going to focus on during his observational process, it seems useful to systemize and organize the latter in a framework.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.¹ (*learnalberta.ca, 2008*)

The researcher opts for classroom observation as a complementary tool to obtain rich, and comprehensive information which was gathered neither by the questionnaires nor by the interview. Also to validate the collected information via the questionnaire, and the interview. After discussing with the supervisor, and soliciting the secondary school teacher's approval for that undertaking, and ensuring the consent of the administration. Undisguised non-participant observation was administrated in Aflah Abdelwahab secondary school capturing “ real life” teaching and learning situations.

The classroom observation was carried out during the second-semester secondary starting from the 27th April 2021 till 29th April 2021 in quite normal conditions. These observation sessions were meant to scrutinize the assessment's routine in speaking sessions. Moreover, the observations operated through a mutual observational checklist

¹<https://www.learnalberta.ca/content/mewa/html/assessment/observation.html>
accessed in 29/05/2021 at 01:58 AM

The inception of the checklist included details about the class viz,

- The school
- The class
- The stream
- The lesson Objective
- The time
- The number of students

Then, the first part is concerned with quantitative data, it presented eight observational targets divided into two distinct categories,

The first category envelops speaking mistakes scilicet,

- Accuracy
- Fluency
- Vocabulary

The second category implies teachers' feedback on speaking namely,

- Correction of speaking mistakes
- Direct correction and without feedback
- Correction accompanied with feedback
- Correction with negative feedback
- Correction with positive feedback

However, these two categories are presented against four frequent adverbs,

- Never
- Rarely
- Sometimes

- Always

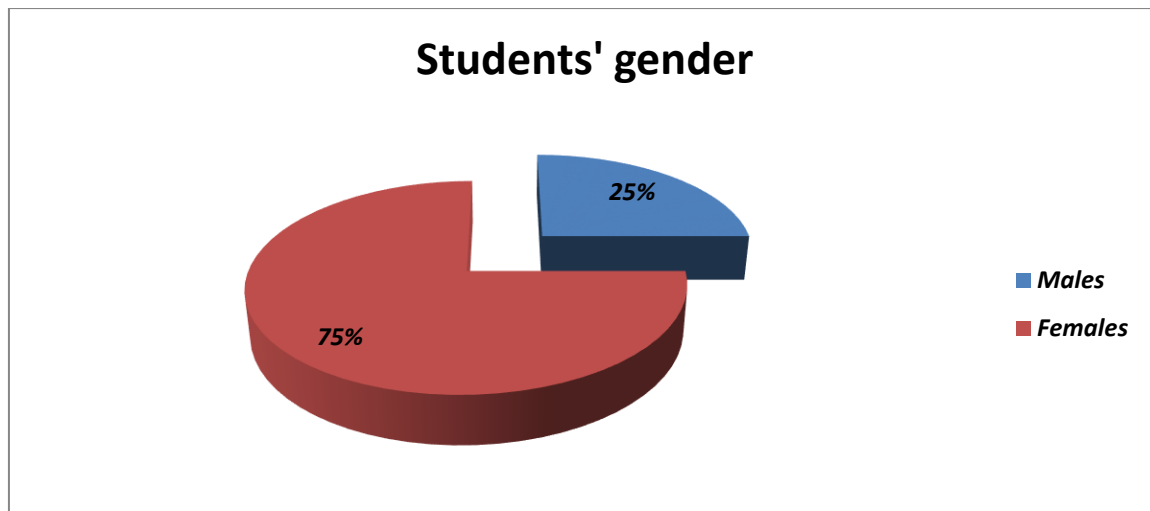
The second part deals with qualitative data, hence it is made up of five observational targets left to be commented on freely by the observer.

- Students reaction to feedback
- Activity form
- The balance between students' speaking and teacher's speaking
- Speaking activities
- Corrective strategies of the teacher

Finally, the researcher left a blank space devoted to other remarks related to the present research that might not manifest in the observational targets.

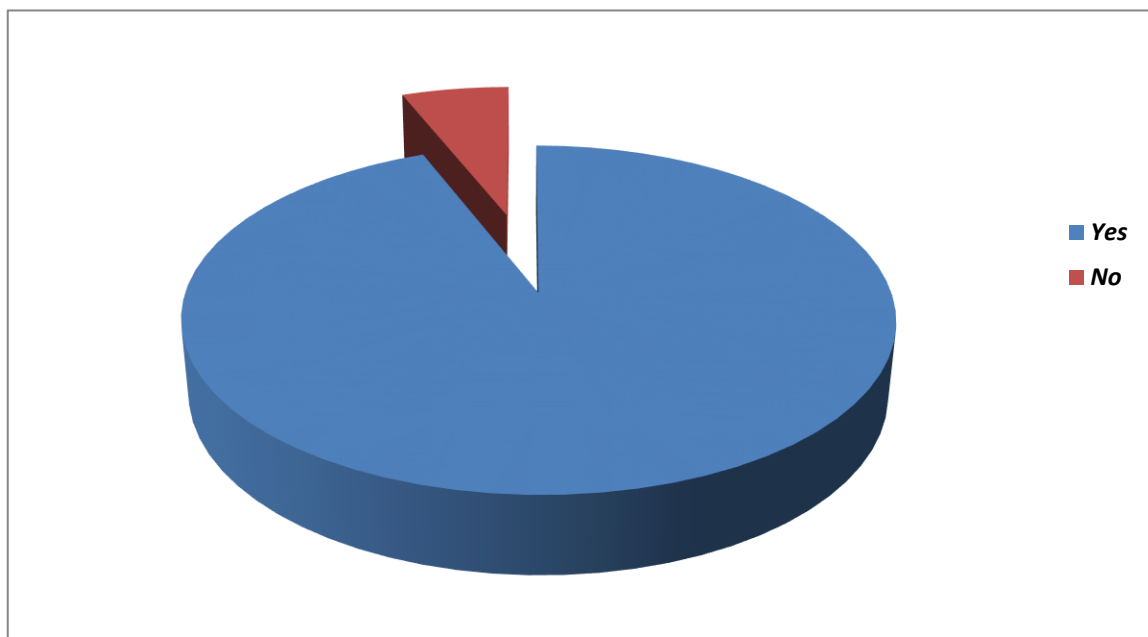
3.7 Students' Questionnaire Analysis

Item 01: Gender



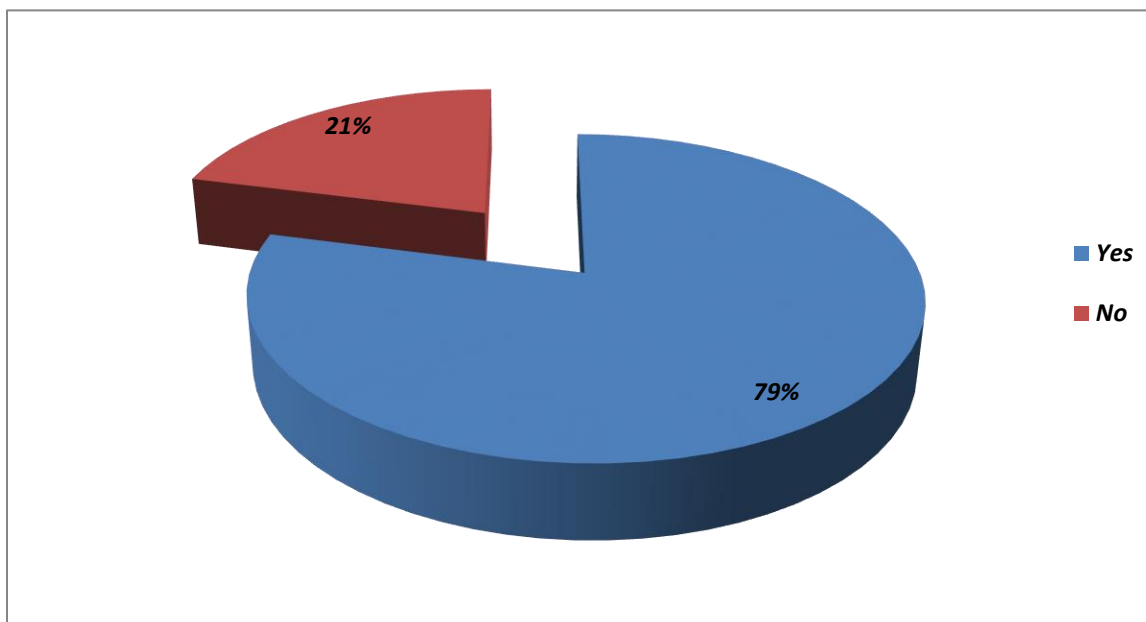
Graph 3.1: Students' Gender

According to the graph, females outnumber males with 75 % against 25% probably because females are more interested in learning languages or simply because females' schooling rate surpasses males'.

Item 02: Do you like the subject of English?

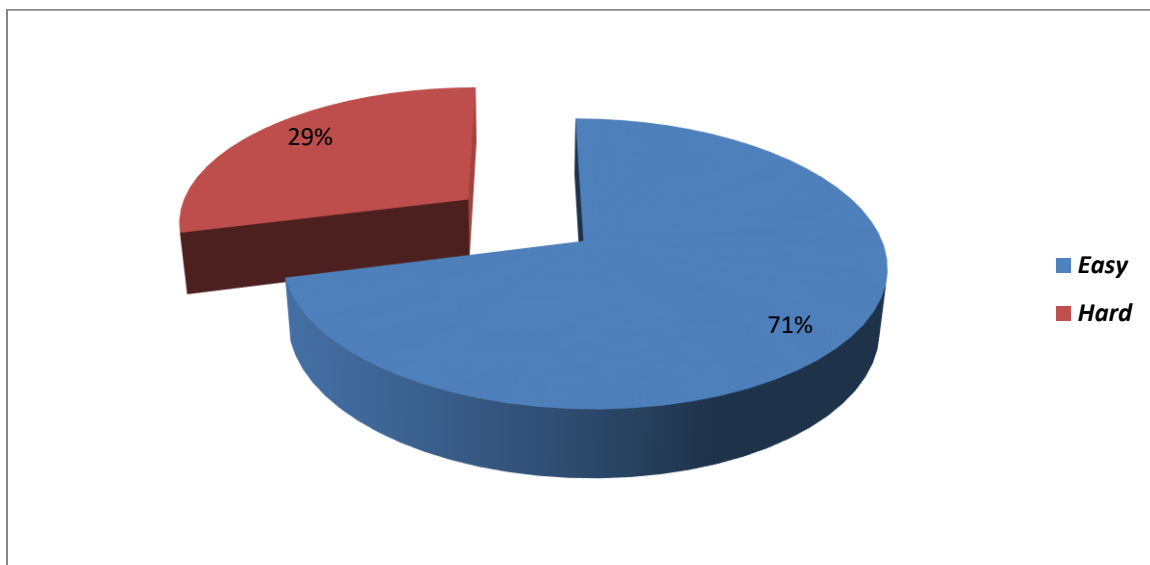
Graph 3.2: Students Attitudes towards the Subject of English.

It is clear from the graph above that the majority of students like the subject of English since 94% of learners (45 students) like English. Whereas 06% of the students dislike it, (03 students). It can be said that the majority admire the subject of English because they belong to a foreign languages' stream to which they choose to adhere to.

Item 03: Do you like speaking sessions?

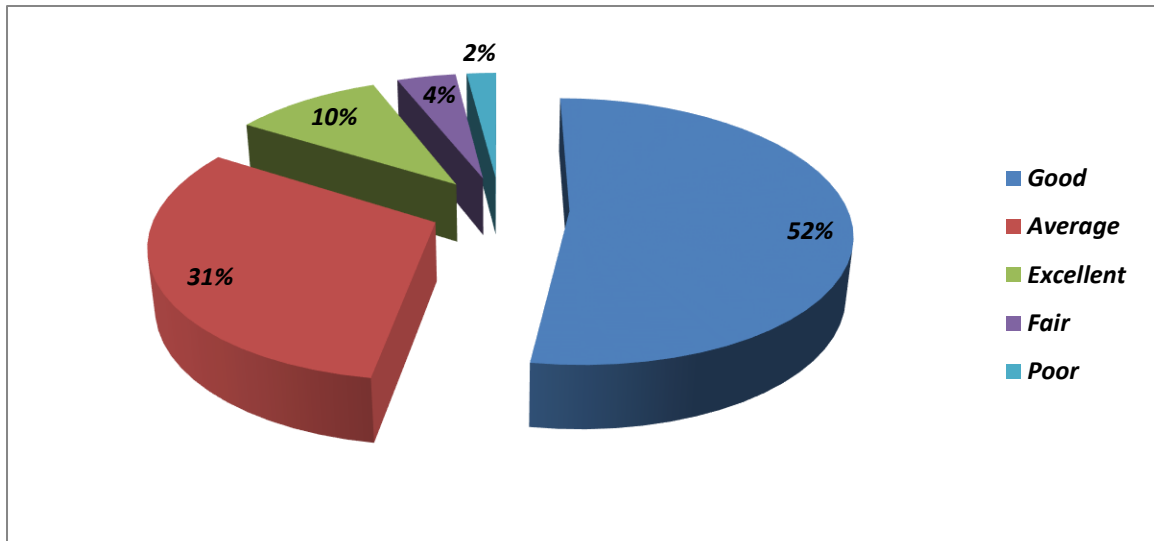
Graph 3.3: Students Attitudes towards Speaking Sessions

The results presented in the above pie-chart indicate that 79% of students (38 students) prefer the speaking sessions, especially reading texts out loud, and discussing different topics. However, 21% of them do not favor speaking sessions. (10 students) It can be concluded that the majority of the students prefer speaking sessions.

Item 04: How do you find English speaking?

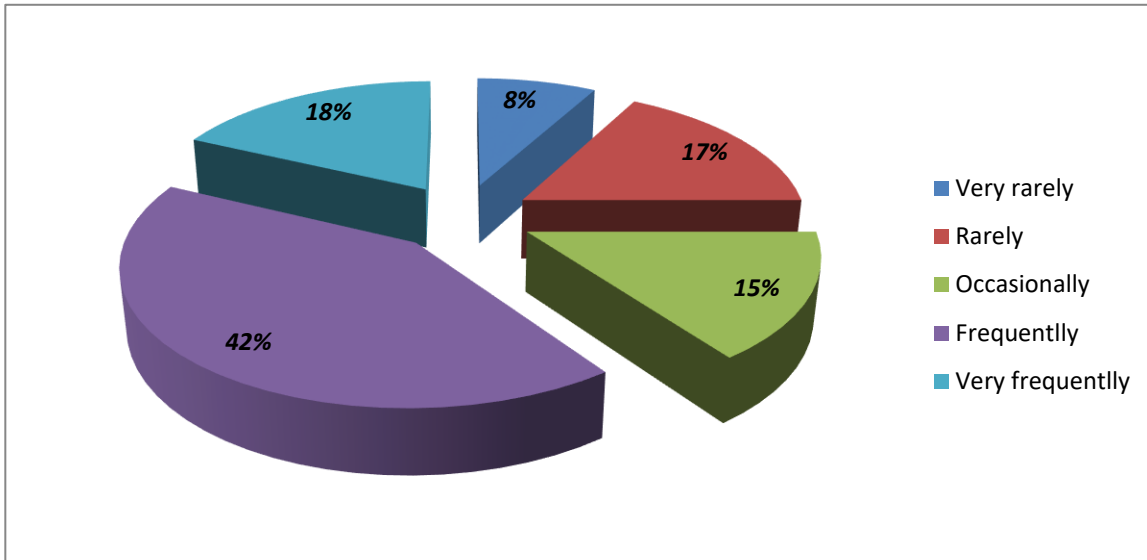
Graph 3.4: Students Attitudes towards Speaking English

The graph clarifies that 71 % of learners (37 students) find speaking English easy, whilst 29 % face difficulties (11 students) when they speak. It can be inferred that most of the students consider that speaking English is approachable, unlike the rest which may be attributed to various reasons such as, deficiency in vocabulary, problems with pronunciations, and so on.

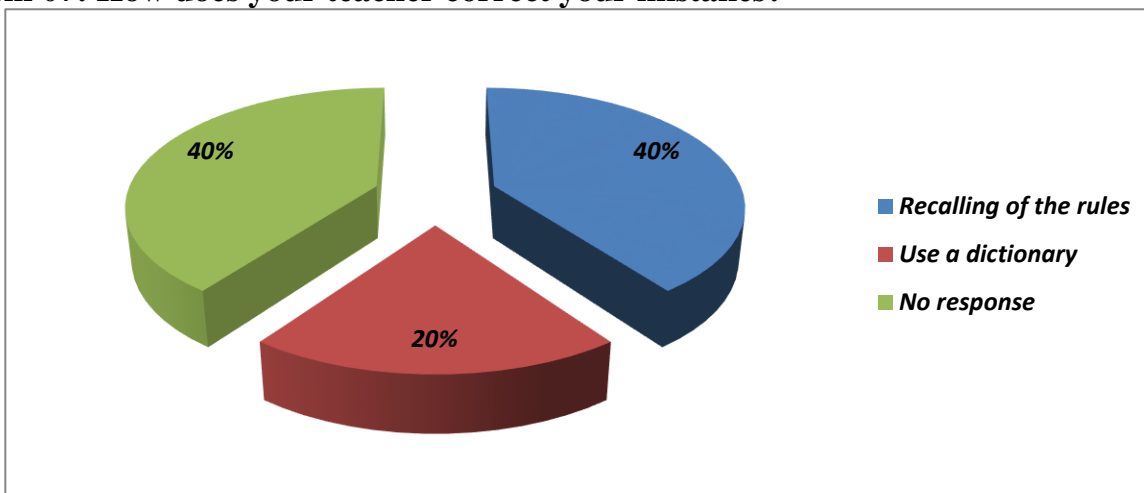
Item 05: How can you describe your English speaking?

Graph 3.5: Students Attitudes towards Their Level of Speaking

The graph denotes that 52% of learners judged their speaking level as a good level (25 students), and 31% of learners believe that they have an average level in speaking English (15 students). However, those who think that they have an excellent level in speaking (05 students) represent 10% of the total number of students. Additionally, we can see that 4% believe that they have a fair level (02 students) whereas 2% judge their level as poor a level in speaking (01 student). The best part of the students assumes that they are good speakers of English it is maybe due to their teacher's instruction, or more precisely their assessment strategies it may be also because they belong to languages' stream.

Item 06: How much feedback do you get from your teachers concerning your English speaking?**Graph 3.6: Teachers' Amount of Feedback Concerning Students' English Speaking**

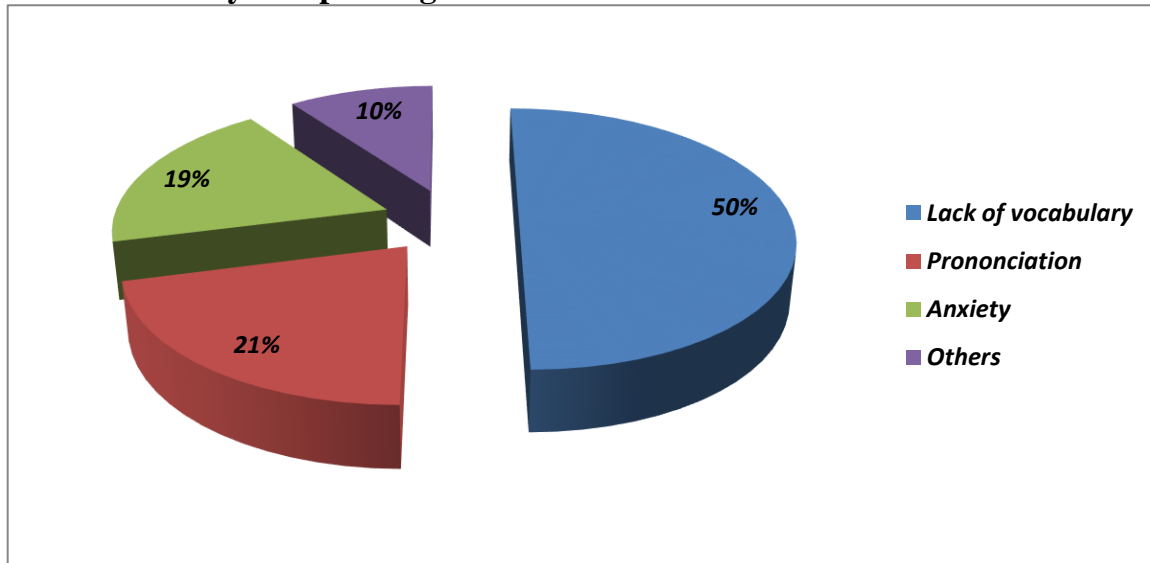
From the above graph, we see that 42% of students get feedback frequently from their teacher (20 students) whilst 18% said that they receive feedback from their teacher very frequently (9 students) and 15% claim that they receive feedback occasionally (7 students), However, 17% of students (8 students) said that they rarely receive feedback finally 8% state that they get feedback very rarely (4 students). It is evident that the teacher relies on assessment in his instruction hence he is aware of the formers' value and he is thinking about his learners' speaking performance. This also explains why the majority of the students think that they have a good level of speaking English.

Item 07: How does your teacher correct your mistakes?

Graph 3.7: Teachers' Corrective Strategies

From the analysis of the questionnaire, we found that 40% of students said that their teachers correct their mistakes by reminding them of the rules (19 students). In contrast, 20% of respondents (10 students) stated that their teacher asks them to use a dictionary, and the remaining (19 students) which represent 40% gave no response.

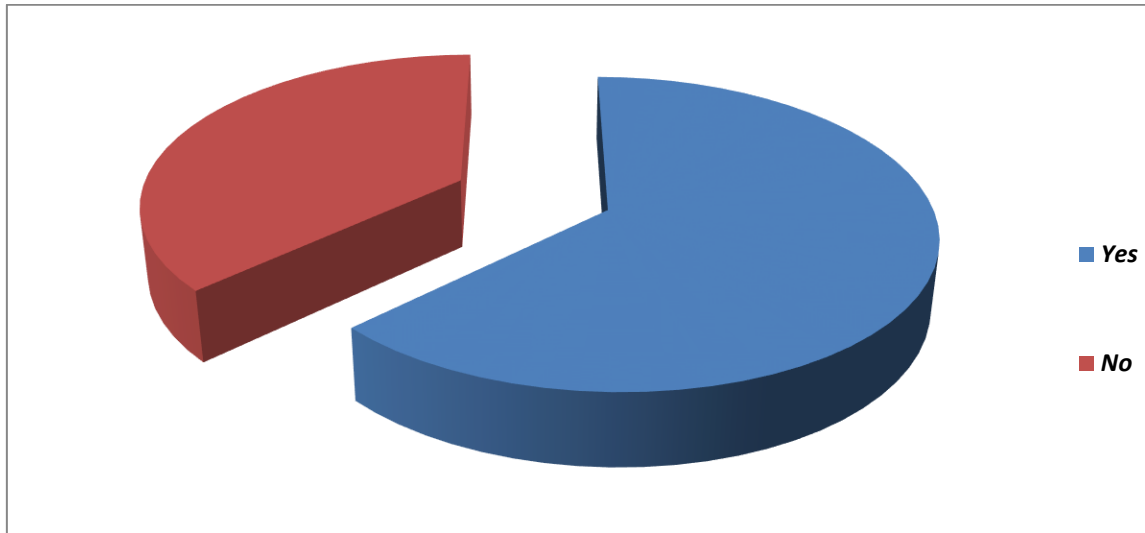
This means that the teacher counts mostly on evoking the rules as a correction strategy, maybe because it is cognitively efficient to foster learners' linguistic skills. A considerable amount of the students did not respond it could be either that they do not make mistakes that are worth correction or they do not speak in class.

Item 08: What are your speaking difficulties?

Graph 3.8: Students' Speaking Difficulties

The results appeared in the above pie chart reveal that the dominant area they encounter difficulties with regarding their speaking is that of vocabulary 50% that is half of the respondents (24 students), whereas 21% encounter difficulties with pronunciation (10 students), then 19% face problems with anxiety because of shyness, and stress (9 students). Finally, 10% of them have other speaking difficulties (5 students). It can be deduced that vocabulary is a great obstacle in speaking English, and this may be due to the complexity of the English language's lexis.

Item 09: Do you think that continuous assessment helps you to overcome speaking difficulties?



Graph 3.9: Students' Attitudes towards Continuous Assessment

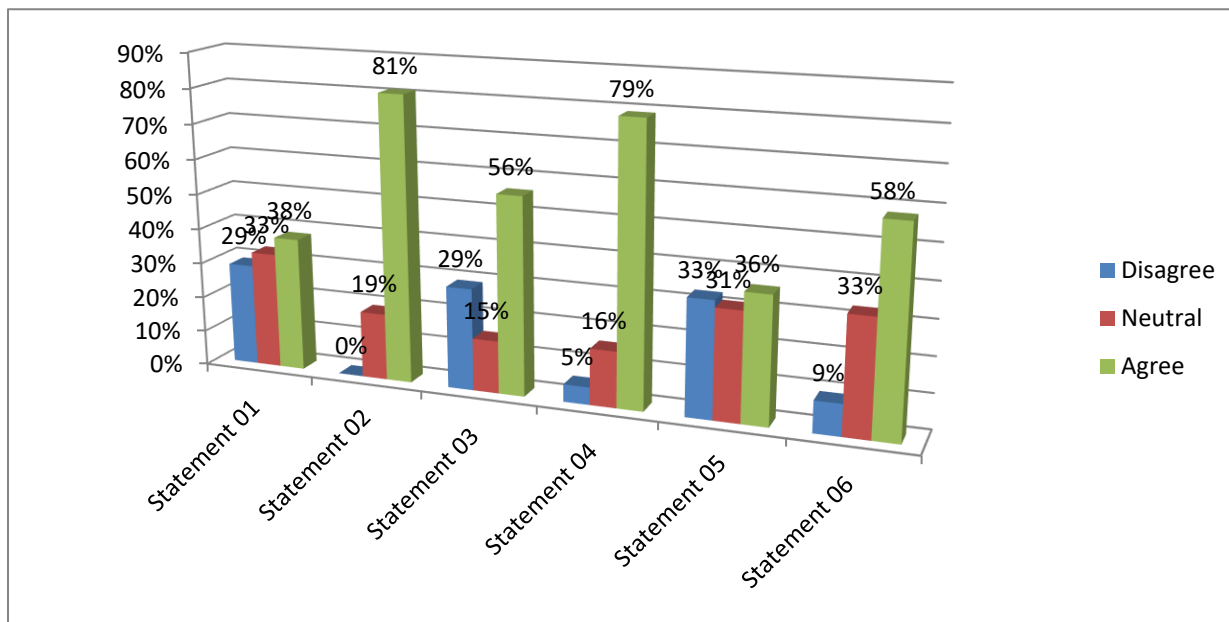
From the given results above most of the students (63 %) think that continuous assessment is beneficial in overcoming the previously mentioned difficulties, and promoting their speaking skills while the others (37%) think the opposite. It can be said that the majority of the students are aware of the importance of the continuous assessment in eliminating their speaking difficulties; this is maybe because it already served their speaking somehow.

Item 10: Students' Opinions about Feedback

	Disagree	Neutral	Agree
Statement 01	29%	33%	38%
Statement 02	0%	19%	81%
Statement 03	29%	15%	56

Statement 04	4%	16%	79%
Statement 05	31%	33	36%
Statement 06	9%	33%	58%

Table 3. 1: The Percentage of Students’ Responses



Graph 3.10: Students’ Opinions about Feedback

According to the above results, 38% of students said they agree with the first statement (The lack of teachers' feedback influence students' speaking negatively.). However, 33% of them were neutral in contrast 29 % of students said that they disagree with the statement. It can be surmised that students are aware of the fact that teachers’ feedback influences their speaking positively.

Concerning the second statement (Teachers' assessment and feedback are good for students' speaking.) the majority of the respondents 81% agree. Moreover, 19% are neutral. Not to mention that no one 00% expressed his disagreement with the statement. Similar to the previous statement students value teachers' assessment and feedback.

Within the third statement that says (Negative feedback is bad for students' speaking.) more than half, 56 % expressed their agreement, whilst 15 % of them were neutral, and 29 % demonstrate their disagreement. It can be deduced that the majority of the students agree on the fact that negative feedback is unfavorable maybe because it is intimidating.

Statement number four which stands for (Positive feedback is good for students' speaking.) earned 79% of agreement amongst respondents whereas 16% of students on the other hand remained neutral yet, 5% of them disagree. It can be inferred that students support positive feedback maybe because it is motivating and engaging.

The fifth statement that says (Giving students feedback once in a while is ineffective for developing their speaking.) scored 36% of students' agreement and 31% of their disagreement, however, 33% of them preferred to be neutral. The greater number of the students assumes that giving the students feedback once in a while is ineffective for developing their speaking. Maybe because it is not sufficient for them to reinforce their speaking skill. 58% of students said that they agree with the statement which says that (Giving students feedback all the time is good for their speaking) and only of the 9% said that they disagree, however, similarly to the previous one 33% preferred to be neutral. It can be deduced that the best part believes that constant feedback benefits their speaking skill this may be because recurrent feedback sustains the speaking skill.

3.8 The Analysis and Interpretation of Teachers' Interview

Almost all the interviews shed light on the fact of the importance of the use of formative assessment in developing students speaking proficiency, and the necessary

Strategies that can be used to implement formative assessment in speaking sessions, and making students active agents rather than passive recipients of knowledge.

Question 01: What are the language learning benefits of classroom assessment?

This question was asked to elicit information about the most important language learning benefits of classroom assessment.

- **T1** The first interviewee said that classroom assessment keeps them in touch with their student's abilities, strengths, and weaknesses. Also, it is an effective tool to assess and reflect on their teaching.
- **T2** The second teacher insisted on the fact that classroom assessment plays an important role in the teaching context since it is vital to inform learners about their progress, and determine their strengths, and weaknesses. Also, it shows them the spots that they should focus on, and provides some feedback for them to foster their students' skills as well as their learning strategies. Moreover, it benefits the teachers to develop their teaching methods.
- **T3** The third teacher admitted that classroom assessment is beneficial because it improves academic achievement since it provides teachers with regular feedback on the progress made by their students, and increases learners' engagement.
- **T4** The fourth teacher said that classroom assessment gives information about the language strength, and weaknesses also it helps in planning the lessons during the whole academic year .i.e. the type of tasks, and type of language according to level. Also, planning the remedy.

All teachers agreed on the importance of classroom assessment.

Question 02: What kind of formative assessment strategies do you use in your classroom?

This question was intended to investigate the most appropriate formative strategies used by teachers in their classrooms.

- **T1** The first interviewee claimed about the suggested time and said it is not sufficient, and does not allow her to use formative assessment strategies but rather than that she uses the first five minutes.
- **T2, T3, T4:** The rest three teachers said that they use the “think pair, and share” strategy as an effective tool of formative assessment. Thus, they suggested the following strategies:

a. Observation:

The teacher should observe his /her students during the whole academic year to guarantee their success.

b. Checklist:

Teachers should prepare a checklist at the end of each unit to get rid of missing parts.

c. Think Pair and Share:

The teacher should ask questions and simplify the meaning, then students are asked to work individually or in pairs and the teacher moves and listens to various discussions then the entire class discusses.

Question 03: How would you explain the integration of formative assessment practices in the curriculum of the speaking sessions?

This question aimed to explain the integration of formative assessment practices in the curriculum of speaking sessions. Description

- **T1** The first interviewee stated that formative assessment is necessary for speaking sessions since they are following the (CBA), so the focus is on the communicative skills rather than the linguistic one to guarantee the effectiveness of communication formative assessment should be integrated into speaking sessions.
- **T2, T3, T4** The other three teachers marked that being able to speak English correctly is the ultimate goal of learning English so integrating formative assessment is beneficial to give students feedback about their pronunciation.

Question 04: In your opinion, what are the advantages of formative assessment in enhancing and improving your students' speaking proficiency?

This question investigated the advantages of formative assessment in enhancing and improving speaking proficiency.

- **T1, T2, T3, T4** According to all teachers, the main advantage of formative assessment is providing useful feedback, and developing critical thinking. Also, helps in adjusting instructions to improve continuous progress, and a chance for students to practice speaking.

Question 05: As an EFL teacher, what are the techniques you generally use in assessing students' speaking?

This question was meant to find whether teachers use specific techniques to assess students speaking.

T1 The first participant said that she uses always the first five minutes to ask questions

T2 while the second teacher uses oral exams, and gives equal time to speak

T3 the third teacher said that she asks students to describe pictures and rubrics

T4 Moreover, the fourth teacher focused on classroom discussions and role-plays.

Question 06: What are the speaking elements and components that you target when you assess speaking?

This question was intended to identify speaking elements and components that teachers target when they assess speaking.

T1, T2, T3, T4 All the interviewees agreed on the fact that assessing speaking should target pronunciation, vocabulary, accuracy, and fluency, the main focus is on these points not on grammar mistakes, unless it does not affect the meaning.

Question 07: What are the speaking difficulties and obstacles that your learners generally have?

This question detected students' difficulties and obstacles that they generally have.

T1, T2, T3, T4 According to teachers' observation students always face difficulties because of a lack of vocabulary, and sometimes they use their L1. Not to mention the influence of (L2) that is the French language in our context besides, low self-esteem, and shyness, and finally. Insufficient time and overcrowded classes represent the biggest challenge.

Question 08: Do use the assessment results to overcome these obstacles? If yes, how?

This question investigated the use of assessment results to overcome the previously mentioned obstacles,

T1 the first interviewee said that she does not use it due to lack of time.

T2, T3, T4 However, the other teachers said that the main goal of assessment is to overcome speaking difficulties. So, they use it to fix what they lack, for instance, remedial activities.

Question 09: What are the formative assessment tools that help in eliminating speaking difficulties?

This question was directed to teachers to reveal the most used tools to eliminate speaking difficulties.

T1, T2, T3, and T4 Teachers said that they use oral questions, questioning, and casual chats to overcome speaking difficulties.

Question 10: As a secondary school EFL teacher, are you ready to support learners Pronunciation, Grammar, Vocabulary, and accuracy by the use of formative assessment?

The question was to get answers about teachers' readiness to support students' pronunciation, grammar, vocabulary, and accuracy by the use of formative assessment.

T1, T2, T3, T4 All teachers confirmed their readiness to support students by giving them feedback and, making them more motivated and less stressed.

The analysis of the collected data from teachers' interviews revealed that the majority of teachers do use formative assessment practices in speaking sessions and, they are aware of its importance in enhancing students' speaking proficiency. First of all, their point of view highlighted, and confirmed the interchangeable relationship between formative assessment, and speaking proficiency. Moreover, they claimed that there are various strategies that a teacher uses to assess their students and to overcome speaking difficulties. In addition, they stressed pronunciation, vocabulary, fluency, and accuracy.

3.9 The Analysis of the Classroom Observation Results

The Checklist of classroom observations contains seven items.

Item 01: Speaking Mistakes and Difficulties.

The first item targets three sub-skills viz, accuracy, fluency, and vocabulary. This session was an opportunity for the observer to detect the speaking mistakes associated with these areas. Indeed, the researcher has noticed that the majority of students have problems with vocabulary it seems that this latter inhibit their speaking process since they want to express things, but they cannot find the right words. Moreover, the researcher has noted that students' made pronunciation mistakes frequently, for instance during the lesson of reported speech all students couldn't pronounce the words orally. This is maybe due to the complexity of the English language lexis also this can be due to the fact that they are not familiarized with English especially when it is a foreign language (L3) because its usage is limited only to the classroom.

Item 02: Teachers' Assessment and Feedback on Speaking

This item was decided into five sub-items, it has been observed through the session that teachers in the classroom always correct students' mistakes, and provide positive feedback as an instance when a student made a mistake the teacher corrects immediately by providing the rules on the blackboard, similarly to what the students have reported in the questionnaire in item (07) he also gives the students a continuous, positive, and constructive feedback. It can be inferred that the teacher is conscious about the significance of classroom assessment where he relies mostly on reminding his students of the rule on the blackboard, perhaps it could be a fruitful strategy for the teacher to sustain his learners' speaking skills.

Item03: Students' Reactions to Feedback

Students' reactions to feedback appear whenever the teacher corrects each mistake, it has been noted that when the teacher positively corrects the learners the students tend to participate more thus, speaking more, and vice versa. It can be surmised that giving the students positive feedback on their work may raise their motivation, and engage them in the learning process.

Item04: The Activities Form

During most of the speaking sessions, students' worked individually where the interaction was teacher-learners interaction, and sometimes students worked in pairs where the interaction was mostly learner-learner interaction and teacher-learner from time to time. This could mean that pair, and group work is not convenient for the teacher maybe because he tries to maintain discipline in the classroom.

Item05: The Balance between Students' Speaking and Teachers' speaking

The teachers' speaking time is different from that of students. The teacher dominates the speaking sessions mostly because he corrects mistakes. It is a teacher-centered classroom perhaps because learners' are not prepared to be autonomous learners at this stage.

Item06: Speaking Activities

The activities were varied from session to session the teacher used either table, or oral discussions to explain, and assess his students' speaking, as well as commenting on sentences, reading out loud, and paraphrasing orally. Speaking activities afford variety perhaps to keep the learners actively engaged, and motivated in the learning process.

Item 07: Corrective Strategies of the Teacher

During the sessions, it has been remarked that the teacher uses the blackboard to correct oral mistakes through recalling the rule or writing down the words. Also, the teacher resorts to auto-correction most of the time, as he incites his learners to make up for their mistakes per se, then he opts for peer correction that is asking students to correct each others' mistakes, and most importantly by giving positive constructive feedback. We can say that teacher uses writing to draw his learners' attention to the structure even in speaking class this may be because the two skills i.e. speaking, and writing are interconnected.

However, it is worth mentioning that during all the observation sessions, the observes speak in (L1). It seems indispensable for students; this is perhaps because they fail to find the words in the target language. Therefore they resort to the simplest way which is using the (L1). Additionally, the researcher has remarked that some learners do not make the same speaking mistake after being corrected by the teacher, perhaps the teachers' feedback has raised the students' awareness, and eradicated any misconceptions.

To conclude, the observation sessions were a reliable clue to show how teachers respond to students' speaking mistakes and difficulties, also students' positive reactions towards feedback.

To sum up these results, we can say that although we had only three sessions. The results were fascinating and confirmed the research hypothesis, based on what has been observed the researcher noticed some difficulties in students' speaking such as lack of vocabulary, and weak pronunciation. The researcher also noticed teachers' integration of formative assessment practices to assess their pupils' speaking.

Moreover, students' interactions towards teachers' feedback asserted that students are more comfortable, and motivated in classrooms when their teachers are providing them with positive feedback.

In the sessions, it was observed that the teacher gave his students the freedom to talk. Although some of them used their (L1) at the same time the teacher knew how to deal with this problem more softly and respectfully. In addition, the teacher in each mistake he provided valuable, constructive feedback.

The presentation of different activities, oral answers and, positive feedback made the students more confident in expressing their ideas. The teacher was able to encourage his students to speak and to assess them formatively.

3.10 Discussion of the Main Findings

The present study aimed at investigating the use of formative assessment in (EFL) classrooms to improve speaking proficiency. However, the tried of the research instruments yielded overlapping results around the research questions, and hypothesis to begin with learners encounter lexical problems and affective issues which obstruct their speaking.

Both students and teachers agree that most speaking difficulties stem from both deficiency in vocabulary, and anxiety; on the other hand teachers face problems that impede them from implementing formative assessment strategies properly namely, time restrictions, most importantly their ultimate focus is summative assessments, the giving of marks and, the grading function are overemphasized.

Teachers reported that students' use (L1) that was validated through scrutinizing the classroom. As Nunan (1993) revealed that the biggest challenge concerning speaking in (EFL) classrooms, is the use of the first language. Drawing on the data analysis formative assessment seems to have several advantages in (EFL) learning namely, it gives the teachers evidence about their learners' strengths and weaknesses. It also provides them with clues on their instruction to reflect on and, upon which they may make adjustments. Subsequently, that will refine, and enhance learners' speaking proficiency, and academic achievements.

Furthermore, from learners' standpoint speaking proficiency may be promoted only by regular, constant, and positive feedback, yet this latter seems to have great leverage in raising students' motivation and engaging them in the learning process. From teachers' perspective, feedback must target fluency instead of accuracy unless it intervenes with the meaning.

There are a set of strategies which are said to eradicate speaking difficulties of speaking videlicet, having casual chats with students on a topic they choose, remedial work accompanied with feedback, the integration of activities, such as, think pair, and share; admit ticket; oral presentations; discussions;30 seconds share.

In the light of this, all the given results support our hypothesis, given that formative assessment is ascertained to be an efficient tool in developing learners' speaking proficiency through intensive and constructive feedback.

3.11 Recommendation and Suggestions

Speaking is the core of any language. Teachers must select, and decide about the appropriate ways to teach speaking by enabling students to communicate, and express their ideas freely, and fostering their productive abilities to master speaking skills.

The major aim of this research study was to investigate the best ways to promote speaking skills in secondary schools by making a connection between it and formative assessment practices. Moreover, the present study revealed significant results after the analysis of the three research instruments: the questionnaire directed to students, teachers' interviews, and systematic observation. The obtained results stood as support for our hypothesis about the role, and the extent of effectiveness of the formative assessment practices in enhancing pupils speaking proficiency.

In this study, we have raised some individual problems, and we are going to set some suggestions to help teachers to implement formative assessment effectively within the speaking session's curriculum.

First of all, English Teachers' in secondary schools ought to

- Detect their students' speaking difficulties, and prepare a map or a checklist to help them eliminate these difficulties.
- Making the speaking sessions more enjoyable, and less stressful.
- Invite pupils to engage, and participate in classroom speaking activities by bringing vivid examples, and interesting topics that attract their students' attention.
- Providing valuable positive feedback whenever it is necessary.

Moreover, Teachers can use different strategies, and types of activities to assess their students formatively , and help them enhance their speaking proficiency.

3.11.1 Specific Techniques Needed

Teachers may assist their learners to eliminate their speaking difficulties using a set of techniques;

- Roleplays.

- Positive feedback.
- Using oral dictionaries to check the right pronunciation.
- Instructional error- correction techniques.
- Developing communicative competencies throughout commenting on pictures or videos.
- Critical debates.
- Constant Feedback.
- Diary or journal for note keeping.
- Listening to students.
- Allow oral exams rather than the written ones.

Moreover, the teacher has to focus on another point which is classroom interaction.

3.11.2 Classroom Interaction

The success of teaching and learning practices depends on effective communication between the teacher, and his / her students as well as between the students. So, building bridges between students depends heavily on teachers' awareness. In this regard, the teacher should:

- Ask his / her students about their needs especially what concerns speaking.
- The teacher has to remind the students about the importance of learning the English language as well as, speaking skills.

In the process of integrating the practices of formative assessment in teaching speaking skills, there is another important skill that should be encouraged by teachers which is self-assessment. According to Black and William (1998)

“Self-assessment by pupils...is in fact an essential component of formative assessment. If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve”.
(P.10)

Indeed self-assessment is a vital skill in the process of assessing students' speaking proficiency formatively. However, it should be organized by both teachers and learners. So the teacher should:

- Select the appropriate strategies that he can adapt to fit his learners' needs. These strategies may include open-ended questions, or think pair and share activities to allow students to assess their pronunciation, fluency, grammar, and vocabulary.
- Using a checklist may be very effective to analyze their ideas.
- Whenever learners are at assessing their speaking level the teacher should provide valuable and positive feedback, to help them detect their errors, and recognize their strengths, and weaknesses.

3.12 Conclusion

This chapter was mainly about the practical side which is the core of this research study, in which we have analyzed the data collected throughout the three research instruments, which are students' questionnaires; teachers' interviews; and classroom observation. In an attempt to investigate the effect of implementing dynamic formative assessment practices in teaching, and improving students speaking proficiency.

The aim was to testify our research hypothesis and to answer our research questions. In this part, we have described students' questionnaires; teachers' Interviews; and classroom observation. Followed by some suggestions, and recommendations to reinforce the use of formative assessment practices in speaking sessions.

To sum up, we have found that it is important to implement formative assessment in classrooms by selecting the appropriate strategies and providing useful feedback to reach better learning outcomes.

**General
conclusion**

General conclusion

This current study was intended to shed the light on the importance of the use of formative assessment practices, and procedures to improve students' speaking proficiency in Algeria's secondary schools, and it has opted for third-year foreign languages students as a subject.

This work was divided into three main chapters, the first chapter was a theoretical review of formative assessment; the second chapter is devoted to the theoretical framework of the speaking skill. Whereas, the third chapter is about the research methodology, and the data analysis which entails the description of the sample, and the research instruments.

The findings of the study which were obtained from students' questionnaires, teachers' interviews, and classroom observation suggest that teachers make use of formative assessment strategies, and they are fully aware of their importance in improving students' speaking skills. Despite the difficulties that (EFL) teachers encounter in implementing formative assessment strategies namely time restrictions, the majority of the interviewed teachers stated that they always assess their students formatively. Also, students said that they appreciate their teachers' way of correcting their mistakes; especially if accompanied with intensive and positive feedback.

The present study has some limitations. First, the sample of the study was limited due to the small number of third-year foreign languages students, because the majority of students are either scientific or mathematics. In addition, the interview was conducted only with four teachers because of the lack of time, and the difficulty of getting in touch with them.

General conclusion

To sum up, formative assessment is a very important and effective strategy that a teacher can use to help their students to promote, and enhance their speaking skills as well as other skills.

Hopefully, this research is only the beginning to open the gate for other studies and allow the coming generation to investigate more tools, and strategies that support teachers, and their use of formative assessment to improve students speaking skills and eliminate their learning difficulties to serve the Algerian educational system.

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Appendices

Appendix I: Students' Questionnaire

Dear students, you are kindly invited to answer the following questionnaire, your answers will remain confidential. Thank you in advance for your collaboration.

- Please tick (✓) the corresponding box, and answer whenever necessary.

1. Gender

Male

Female

2. Do you like the subject of English?

Yes

No

3. Do you like speaking sessions?

Yes

No

If yes, what kind of activities do you like?

.....

4. How do you find English speaking?

Easy

Hard

5. How can you describe your English speaking?

Poor

Fair

Average

Appendices

Good

Excellent

6. How much feedback do you get from your teacher concerning your English speaking?

Very rarely

Rarely

Occasionally

Frequently

Very frequently

7. How does your teacher correct your speaking mistakes?

.....

8. What are your speaking difficulties?

Lack of vocabulary

Pronunciation

Anxiety

Others

9. Do you think that continuous assessment helps you overcome these difficulties?

Yes

No

If yes, explain why?

.....

Appendices

- Please complete the following table by ticking (✓) next to the appropriate answer.

Statement	Disagree	Neutral	Agree
The lack of teachers' feedback influence students' speaking negatively.			
Teachers' assessment and feedback are good for students' speaking.			
Negative feedback is bad for students' speaking.			
Positive feedback is good for students' speaking.			
Giving students feedback once in a while is ineffective for developing their speaking.			
Giving students feedback all the time is good for their speaking.			

Appendix II: Teachers' Interview

You are going to take part in the following interview which is a part of our Master Degree thesis entitled “Investigating the Use of Dynamic Formative Assessment in Improving Students’ Speaking Proficiency” in Aflah Abd Alwahab and Raid Si Alzoubir Secondary schools Tiaret.

Thematising:

The speaking skill, comparing to the other skills constitutes a great challenge for the majority of learners especially those who are obliged to take good marks in English since it is a fundamental module.

The main role of secondary school teachers is to use all the possible techniques and strategies of teaching to help learners to learn effectively. Since learners have different levels, skills and learning preferences, and strategies they should be assessed fairly in order to make a smooth shift from their actual level towards improving their level and meeting their goals. Therefore, one of the most significant aspects of supporting learning which is supported by many scholars like Paul Black (1996), Brookhart (2008), and Fisher and Frey (2011) to fill the gap is the implementation of formative assessment in instruction.

The Objective of the Interview:

The main objective of this interview is to provide us with evidence from teachers’ experience and points of view about the most useful strategies that enable any teacher to implement formative assessment in speaking sessions.

The Reasons for Choosing the Interview:

This study makes use of interviews in order to allow us to get effective feedback and a dynamic interchange of information between the interviewer and his interviewee.

The Questions:

1. What are the language learning benefits of classroom assessment?
2. What kind of formative assessment strategies do you use in your classroom?
3. How would you explain the integration of formative assessment practices in the curriculum of the speaking sessions?
4. In your opinion what are the advantages of formative assessment in enhancing and improving your students' speaking proficiency?
5. As an EFL teacher, what are the techniques you generally use in assessing students' speaking?
6. What are the speaking elements and components that you target when you assess speaking?
7. What are the speaking difficulties and obstacles that your learners generally have?
8. Do use the assessment results to overcome these obstacles? If yes, how?
9. What are the formative assessment tools that help in eliminating speaking difficulties?
10. As a secondary school EFL teacher, are you ready to support learners Pronunciation, Grammar, Vocabulary, and accuracy by the use of formative assessment?

Appendices

Appendix III: Classroom Observation Checklist

School:

Class:.....

Stream:

Lesson Objective:.....

Time:.....

Number of students:.....

Targets		Frequency			
		Never	Rarely	Sometimes	Always
Speaking Mistakes and difficulties	Accuracy				
	Fluency				
	Vocabulary				
Teachers' Assessment and feedback on speaking	Correction of speaking mistakes				
	Direct correction and without feedback				
	Correction accompanied with feedback				
	Correction with negative feedback				
	Correction with positive feedback				

Appendices

Students' reaction to feedback	
Activity form	
The balance between students' speaking and teachers' speaking	
Speaking activities	
Corrective strategies of the teacher	

- *Other Remarks*

.....
.....
.....

Summary:

This study at hand seeks to investigate the effectiveness of formative assessment in enhancing students' speaking proficiency and to reveal its most effective strategies that are said to eliminate their speaking difficulties. To reach that aim, the study was conducted in Aflah Abd El Wahab and Raid Si Zoubir secondary schools at Tiaret. It adopted the mixed-method approach which made use of three distinct data collection instruments viz, a questionnaire addressed for (48) students and an interview conducted with (04) teachers to uncover their teaching practices with regard to formative assessment; and a systematic classroom observation to scrutinize the classroom atmosphere and validate the data obtained by the other two instruments. The results revealed that formative assessment is a challenging undertaking for (EFL) teachers due to several factors such as time restrictions, more; the study revealed that formative assessment is advantageous in promoting students' speaking proficiency by constructive and intensive feedback.

Keywords: EFL - Feedback - Formative Assessment – Speaking Proficiency.

Résumé:

La présente étude a pour but d'examiner l'efficacité de l'évaluation formative dans l'amélioration de la compétence orale des élèves et de révéler ses stratégies les plus efficaces qui élimineraient leurs difficultés d'expression orale. Pour atteindre cet objectif, l'étude a été menée dans les écoles secondaires Aflah Abd El Wahab et Raid Si Zoubir à Tiaret. Elle a adopté une approche mixte qui a fait appel à trois instruments distincts de collecte de données, à savoir un questionnaire adressé à (48) élèves et un entretien mené avec (04) enseignants pour découvrir leurs pratiques d'enseignement en matière d'évaluation formative ; et une observation systématique de la classe pour examiner l'atmosphère de la classe et valider les données obtenues par les deux autres instruments. Les résultats ont révélé que l'évaluation formative est une entreprise difficile pour les enseignants (EFL) en raison de plusieurs facteurs tels que les restrictions de temps, plus ; l'étude a révélé que l'évaluation formative est avantageuse pour promouvoir la compétence orale des étudiants par un feedback constructif et intensif.

Mots clés : Enseignants et étudiants en anglais - Évaluation formative - Compétence en expression orale - Retour d'information.

ملخص:

سعت الدراسة قيد البحث إلى التحقق من فعالية التقييم التكويني في تعزيز إتقان التحدث لدى الطلاب والكشف عن كثر استراتيجياتها فاعلية والتي يقال إنها تزيل صعوبات التحدث لديهم. ولتحقيق هذا الهدف أجريت الدراسة في ثانوية أفطح عبد الوهاب ورائد سي زبير بتيارت. تبنت المنهج المختلط الذي استخدم ثلاث أدوات متميزة لجمع البيانات، استبيان موجه لـ (48) طالبًا ومقابلة أجريت مع (04) معلمًا للكشف عن ممارساتهم التدريسية فيما يتعلق بالتقييم التكويني؛ والمراقبة المنهجية للفصول الدراسية لفحص جو الفصل والتحقق من صحة البيانات التي تم الحصول عليها بواسطة الأدوات الأخرى. كشفت النتائج أن التقييم التكويني هو مهمة صعبة لمعلمي (اللغة الإنجليزية كلغة أجنبية) بسبب عدة عوامل مثل قيود الوقت، وأكثر من ذلك؛ كشفت الدراسة أن التقييم التكويني مفيد في تعزيز كفاءة الطلاب في التحدث من خلال التغذية الراجعة البناءة والمكثفة.

الكلمات المفتاحية: التقييم التكويني - إتقان التحدث - التغذية الراجعة - معلم وطلاب اللغة الإنجليزية كلغة أجنبية.