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Assessment of EFL Students' Speaking Skill

The Case of Third Year EFL Students at Mila University center

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Dedication

In the name of Allah, the most merciful

I would like to dedicate this work:

To my beloved parents for their endless love and support.

To all my family members, sisters, brothers, nieces and nephews.

To all my friends who were by my side.

May Allah protects them all.

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Abstract

The main objective of this study is to investigate the assessment of students' speaking skill. The data were collected from teachers and students using questionnaire and interview. Eight teachers of English were selected using purposive sampling technique. Fifty three students were chosen using simple random sampling technique. Data obtained from the interview and the questionnaire were categorized according to four related themes. The results indicate that discussion and oral presentations are the most frequently used activities. The aspects of language that are taken into account by teachers are pronunciation, grammar, vocabulary and fluency. Students' view teachers' feedback as important, it help them identify their points of strength and weakness. The results of the study also demonstrate that the challenges that affect the assessment of the speaking skill are lack of time, students' unwillingness to participate insufficient materials and group size.

Key words: assessment, activities, aspects of language, feedback, challenges.

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Introduction

1. Statement of the problem

Learners of English as a foreign language are required to develop four main skills. They are reading, listening, speaking and writing. Although all these skills are important, the speaking skill is seen as the paramount skill during the process of learning English. Learners communicate their ideas and opinions with others. In order to develop students' communication abilities, teachers work hard to improve the way they teach speaking, methods and activities that enhance the students' speaking skill become the focus of their attention. These teachers, however, have not given much attention to assessing the speaking performance of students. Assessment is important because it provides teachers with information about the level of students' speaking skill and how to improve it on the basis of their real language performance. The feedback students get from their teachers enables them to develop their speaking skill. Assessment of speaking is one of the most challenging tasks in English language teaching methodology. This is because of a number of reasons. Teachers may not have sufficient knowledge on how to assess their students' speaking performance. The choice of an appropriate way for eliciting students' speaking and the objective evaluation of their oral proficiency are difficult. Teachers have also to pay attention to many aspects such as pronunciation, vocabulary, grammar, fluency...etc. Lot of research has been done in the area of speaking assessment. However, as far as Algeria is concerned, the approaches used by teachers of English to assess the oral production of students have not been investigated in many studies. Therefore, it seems necessary to obtain more data about the assessment of speaking in Algerian universities.

2. Aims of the study

The aim of the current study is to explore the techniques used by teachers of English to assess students speaking skill. It also aims at identifying the aspects of language teachers pay

more attention to while assessing their students speaking performance. The objectives of the study also include revealing students attitudes towards the feedback given by teachers after each assessment task and pointing out the challenges that face teachers in implementing the assessment activities.

3. Research questions

The present study addresses the following questions:

1. what are the techniques teachers of English use to assess the speaking performance of students?
2. what are the aspects of language teachers of English focus on while assessing the students speaking skill?
3. what are students attitudes towards the feedback provided by teachers after speaking tests?
4. what are the challenges teachers of English encounter while implementing assessment speaking activities?

4. Research methodology

4.1 Participants

Eight teachers of English language are selected purposively to take part in the study. They have been teaching speaking for more than five years at Mila university centre. Fifty three third year students of English have participated in the study. This group of students have been chosen from a population of 155 students using simple random sampling.

4.2 Research Means

Two research means used in the current study the first one is interviewing. Interviews are designed for teachers of English language. The interview includes seven questions about assessment, frequency, tasks or techniques, aspects of the language (criteria) and limitations that assessment has. The second research means used in this study is questionnaire. It consists

of nine questions about speaking activities, assessment approaches, teachers feedback and scoring procedures.

4.3. Procedures

Data obtained from interview and the questionnaires were categorized according to related themes. Such categories were analyzed and summarized.

5. Structure of the study

The present study falls in two chapters. The first chapter is a review of literature relevant to “speaking” and “assessment”. This chapter is divided into two sections. The first section presents definitions of the speaking skill, types, functions, teaching speaking and importance. The second section sheds light on the notion of assessment, its definition, types, principles, speaking assessment activities, assessment criteria and types of scoring.

The second chapter is divided into two sections. The first section presents the research methodology adopted by the researcher. It includes information on the participants of the study, the research means used to collect data and procedures used for data analysis. The second section discusses the findings of the study. And highlights the limitations of the study, and the suggestions for future research.

Chapter one: Assessment of the Speaking Skill

Introduction

In learning English as a foreign language, there are four skills should develop, namely, listening, reading, speaking and writing. The speaking skill helps students communicate their ideas and express their feelings and emotions. And assessment is a key point in the teaching methodology. It is a way to evaluate students' learning progress through a number of tasks. It is within this perspective that assessment builds the foundation for the current study.

This chapter is divided into two sections. The first section provides an overview on the speaking skill through defining it and presenting the types, functions, teaching and the importance of speaking. The second sections presents the definition of assessment, types of speaking assessment, principles, assessment of speaking skill, assessment criteria and types of scoring.

Section one: Speaking

1.1.1. Definition of Speaking

The ability to produce words, phrases, sentences, and paragraphs makes speaking a functional skill. Harmer (2007) says "if students want to speak English fluently, they need to be able to pronounce phonemes correctly, use appropriated stress and intonation patterns and speak in connected speech" (p.103), but he added that it is not only that , students should be able to maintain a conversation in a daily life expressing what they want. The most difficult aspect is not clearing stress, rhythm and intonation. But to interact with at least one other speaker, respond to what s/he says.

Royani (2022) claims that "Speaking is the ability to orally construct intelligible phrases and sentences in conveying messages, ideas, self-expressions, identity to other persons, when

asking and responding questions giving statements in forms of conversations upon particular topic(s)” (p.14).

Speaking is, thus, a productive skill that enables individuals to communicate effectively in various contexts using oral language. It involves the ability to express one’s opinions and ideas with others.

1.1.2. Types of Speaking

Brown (2004) proposes five types of speaking as explained in the following:

1.1.2.1. Imitative

In imitative speaking, students have to acquire some information and reproduce it orally without adding extra explanation. Pronunciation is thus the main aspect learners have to focus on. They are not required to participate in any interactive conversations. Appropriate use of the language in specific social situations is not stressed.

1.1.2.2. Intensive

In intensive speaking, students need to understand meaning to accomplish certain tasks like sentence and dialogue completion as well as translation of limited stretches of discourse. Interaction with others is minimal.

1.1.2.3. Responsive

Learners are encouraged to speak promptly through a number of activities like participating in short conversations and small talks, making simple requests and comments.

1.1.2.4. Interactive

There are two types of interaction: **transactional** in which information is exchanged with others. And **interpersonal** in which social relationships are sustained. The main

difference between responsive and interactive speaking is the complexity of the interaction which includes multiple exchange and the number of the speakers since it occurs between more than two persons in the conversation. Students may engage in interviews, role play and discussions.

1.1.2.5. Extensive

Students are required to interact with other speakers through making an oral presentation, retelling a story or a discussion. This type of speaking requires stronger speaking abilities.

Language learners have diverse objectives. Some learners focus on imitative speaking with an emphasis on pronunciation, while others concentrate on intensive speaking which involves short stretches of oral language with appropriate responses. Responsive speaking is a more complicated process that requires exchanging conversations with multiple persons, whereas extensive speaking entails advanced language components for activities.

1.1.3. Functions of speaking

Richards (2009) classified the functions of speaking into three categories: talk as interaction, talk as transaction and talk as performance.

1.1.3.1. Talking as Interaction

People engage in conversations to convey messages to other people. Their goal is to restore their social relationships with others.

1.1.3.2. Talking as Transaction

In this type of spoken language, teachers emphasize the message rather than the participants and how they interact socially with each other.

1.1.3.3. Talk as performance

In this case, students are engaged in activities that focus on monolog rather than dialog. They make a public talk, that is talk which transmit information before an audience such as classroom presentation and speeches.

Therefore, understanding the functions of speaking as interaction, transaction, and performance helps to recognize the purpose behind one's speech and communicate effectively in different contexts.

1.1.4 Teaching Speaking

One of the most difficult tasks for any language learners is developing their ability to communicate fluently and precisely. Similarly, Shastri (2010) states that “The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently”(p.71) , Nunan (2003) as cited in Solvoca, (2011) described what teaching speaking involves. According to him teaching speaking to foreign language learners involves instructing them on several key components. These include producing correct English speech sounds and patterns, using proper word and sentence stress patterns, utilizing appropriate intonation, and mastering the rhythm of the second language. Students must also be taught how to select the most appropriate words and sentences for specific social settings, audiences, situations, and subject matter. Additionally, they must learn how to organize their thoughts in a logical and meaningful sequence, express their values and judgments through language, and ultimately strive for fluency by speaking with confidence and few unnatural pauses.

Fluency and accuracy are the two main elements that must be taken into account when teaching speaking to EFL learners in order to improve their communicative abilities. Hence, Teachers may need to adopt different strategies and approaches to improve students' language skills, including interaction in the classroom (Boukhari, 2014). Nunan (2015) states that “ one

of the most important tasks in language teaching is helping learners to develop their speaking skills”(p.206).

1.1.5 Importance of speaking

Speaking is considered the most important skill to master when learning a foreign or second language. (Bygate, 1987) claims that:

Speaking is the skill by which the learners are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business. It is also medium through which much language is learnt, and which for many is particularly conducive of learning. (p.7).

According to Nunan (1991), The single most crucial element of learning a second language is mastering the skill of speaking, and success is determined by one's capacity to have a conversation in that language. Ur (1996) argues that:

Of all the four skills ... speaking seems intuitively the most important. People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. (p.120)

Fielding and Ruddock (2004) state that, “speaking opportunities facilitate a stronger sense of membership, respect, self-worth, learning management, agency and personalized learning “(p.39) (As cited in Ashour, 2014). However, being able to communicate successfully with speakers of the target language is one of the key goals of learning other

languages, especially English, which has spread over the globe and become a lingua franca (Kuśnierek,2015).

Brown and Yule (1983) claim that, “Speaking is the skill that the students will be judged upon most in real life situations”(p.8) (As cited in rao,2019). According to Rao (2019), The most crucial skill to develop while learning a second or foreign language is speaking which considered to be the most crucial language skill to master when studying a foreign or second language.

It is crucial for learners to focus on enhancing their speaking abilities along with the other skills. Speaking confidently plays a vital role in enabling learners to interact socially and achieve growth in their professional and business opportunities. Furthermore, speaking is an effective means of learning a language and should receive priority attention in language education.

Section Two: Speaking Assessment

1.2.1. Definition of Assessment

Assessment involves evaluating and forming an opinion on an individual's knowledge, proficiency, and aptitude through the use of tests. Brown (2004) views assessment as “an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance”(p.4). Wiliam (2013), defines assessment as “the central process in effective instruction ... what our students learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning”(p.15). classroom assessment refers to the kind of assessment that can be used in the classroom to support and enhance the learning process (Shepard,2000 as cited in Ounis,2017).

According to Tosuncuoglu (2019), assessment of foreign language teaching and learning are conducted for many of reasons. It reveals how many students have achieved their learning objectives in a foreign language, who has any difficulties with their learning, and which methods are useful in teaching a foreign language. According to Kerma (2019), assessment is a process with two main characteristics. The first characteristic is that assessment produces information, and the second is that assessment involves making decisions and judgments based on the information obtained.

McMunn (2000) defines classroom assessment as:

The process which involves using a range of strategies to make decisions regarding instruction and gathering information about student performance or behavior in order to diagnose students' problems, monitor their progress, and gives feedback for improvement...also involves using multiple methods of obtaining student information through a variety of assessment strategies such as written tests, interviews, observations and performance task. (p.6)

Speaking is the most difficult skill to assess. despite the difficulties, this skill should receive much more attention in comparison with the other language skills since speaking test can be a source of positive feedback (Coombe et al.,2007 as cited in Hatipoglu, 2017). This means that the speaker may receive praise, encouragement or constructive criticism that can effectively boost their confidence in speaking .A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a

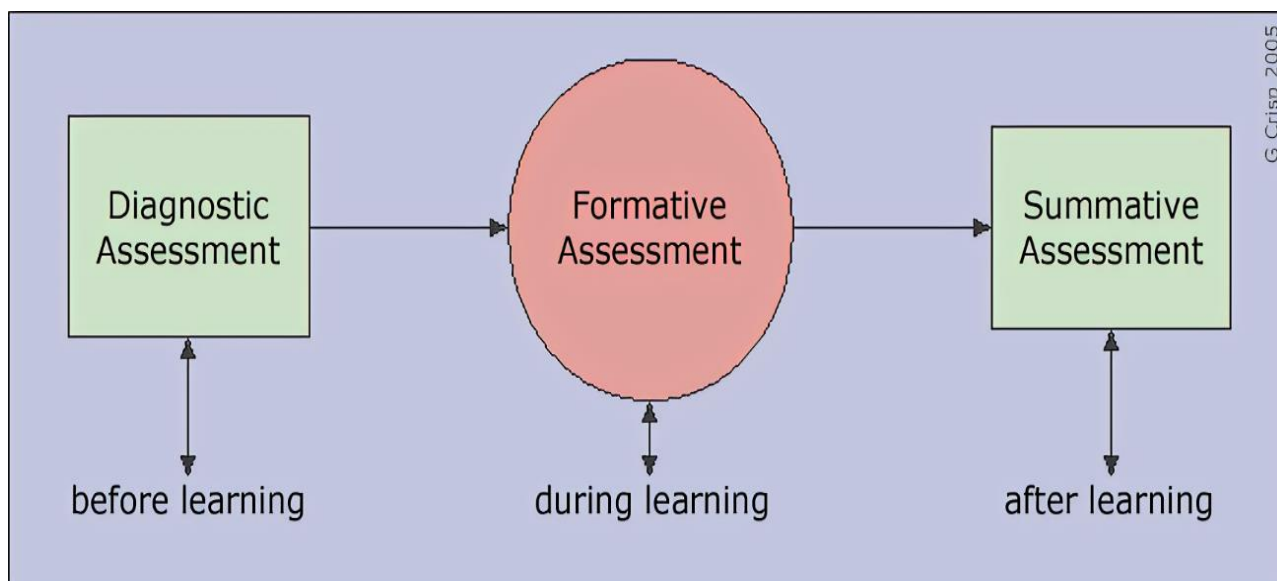
candidate. The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said. (e.g. Pronunciation, accuracy, fluency)(Luoma, 2004). Moreover, speaking assessment processes have to be “closely related to teachers’ instruction to help them make decisions considering students’ linguistic abilities and course goals in order to select appropriate speaking tasks”(p.162) (Fulcher, 2018; Ginther, 2012; Shaaban, 2005 as cited in Duque-Aguilar,2021)

Assessments in foreign language teaching and learning can reveal crucial information on students' comprehension, difficulties, and effective teaching methods. Assessment should be closely related to teachers' instruction to achieve course goals effectively.

1.2.2. Types of Speaking Assessment

Assessment is employed to recognize the knowledge, and skills that learners have possessed. This data is valuable for teachers as it aids in determining their students' requirements and determining the direction of instruction. The assessment process consists of three main approaches: Diagnostic, Formative and Summative assessments, that are conducted at different stages of the learning process.

Figure 1 diagnostic, formative, and summative assessments (Kerma,2019)



1.2.2.1. Diagnostic Assessment

Diagnostic assessment is considered as a pre-test that is conducted at the onset of a learning process. This type of assessment involves teachers assessing the abilities and limitations of their students. The main objective is to establish the areas where the learners need to improve, taking into account the teacher's evaluation and instructions. After identifying the strengths and weaknesses, the information gathered is then used to assist the students in their learning " (Jang &Wagner, 2014 as cited in Abdulaal et al., 2022).

Bachman (1990) asserts that:

Information from language tests can be used for diagnosing students' areas of strength and weakness in order to determine appropriate types and levels of teaching and learning activities ... When we speak of a diagnostic test we are generally referring to a test that has been designed and developed specifically to provide detailed information about the specific content domains that are covered in a given program. (p.60)

According to Bachman, a diagnostic test might contain important aspects of the content of a particular program, for the purpose of providing feedback about students' abilities and skills. The ALTE multilingual glossary (1998) defines a diagnostic test as: "A test which is used for the purpose of discovering a learner's specific strengths or weaknesses. The results may be used in making decisions on future training, learning or teaching."(p.142)

In addition, Alderson (2005) outlined the features of diagnostic assessment as follows:

- 1- Diagnostic tests focus more on weaknesses than on strengths.
- 2- Diagnostic tests lead to remediation in further instruction.
- 3- Diagnostic tests enable a detailed analysis and report of responses to items or tasks.
- 4- Diagnostic tests give detailed feedback which can be acted upon.
- 5- Diagnostic tests provide immediate results, or results as little delayed as possible after test-taking.
- 6- Diagnostic tests are based on content which has been covered in instruction, or which will be covered shortly.

1.2.2.2. Formative Assessment

Formative assessment is generally carried out throughout a course. It provides continuous feedback on students' learning progress, The purpose of formative assessment is to determine if the students perceive the intended instructions and to encourage them to reflect on what they have achieved and what still needs to be done(Kerma, 2019). Formative assessment is an essential component of the teaching and learning process it is defined as "the act of appraising, judging, or evaluating students' work or performance in order to shape and enhance their competence"(p.1) (Tunstall & Gipps,1996 as cited in

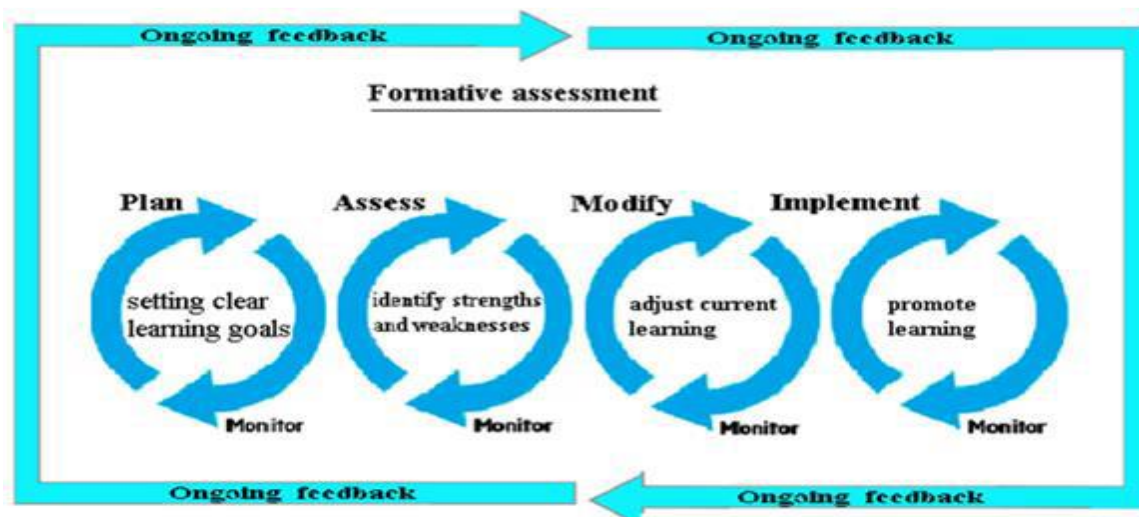
Nunez-Pena et al., 2015). It is used to offer feedback to students in order to improve their learning and to assist teachers in understanding students' learning. It provides information that may be used to make decisions about how to proceed with teaching and learning in the future (Ministry of education,1994. Gipps,1994 as cited in Beverly & Bronwen, 2000).

In a formative assessment, the information provided must be used. Using this information requires two steps. The instructor or the learner must be able to recognize the gap between the desired goal and the current state. The second step is that the instructor must take action in order to close this gap. The focus of the assessment should be on individual improvement and proficiency (Ramaprasad, 1983; Sadler, 1989. Ames, 1992 as cited in Radford, 2010). Brown (2004) states that formative assessment is:

The evaluation of students in the process of forming their competencies and skills with the goal of helping them to continue that growth. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. (p.6)

Furthermore, Angelo and Cross, (1993) believe that formative assessment “allows for the identification of conceptual misunderstandings and mistakes. Promotes effective thinking of classroom instructions. Encourages ongoing feedback that enhances learning. Prevents motivation for learner cheating.”(p.39) as cited in Kerma (2019)

Figure 2 the basic steps to be undertaken in formative assessment. (Kerma,2019)



1.2.2.3. Summative Assessment

The purpose of summative assessment is to evaluate a student's comprehension of a course or unit of instruction by providing a summary of their achievement at the end of a course or unit. This type of assessment includes final exams and general proficiency exams, which aim to measure how well a student has grasped the objectives. (Brown ,2004). According to Yambi (2018), summative assessment occurs at the end of an educational activity to examine the student's overall performance with the purpose of making grading decisions or determining their capability for progression.

Black et. al. (2003) indicate that summative assessment means “Tests that are frequent, isolated from learning, carried out on special occasions with formal rituals and often conducted by methods over which individual teachers have little or no control”(p.2)

Kerma (2019) claims that :

Summative assessment marks the important stages of learners' development and is formally recorded in the form of scores and marks. It is planned in advance so that learners have enough time to prepare themselves and gain confidence in whatever area they are assessed for the sake of knowing the

students' level of acquiring the target skills as it gives a clear picture of learners' performance. (P.33)

According to Garrison and Ehringhaus (2012) summative assessments are employed to measure various aspects of education programs, such as program effectiveness, curriculum alignment, and student placement in specific programs. These assessments happen at the end of the learning process with the aim of providing information at the classroom level. This information is subsequently utilized to make instructional adjustments and interventions during the learning process. Examples of summative assessments include state assessments, interim assessments at the district level, end-of-unit or chapter tests, semester exams, and scores utilized for school accountability (AYP) and student grades on report cards.

Assessment is a crucial aspect of the teaching and learning process that allows teachers to evaluate their students' abilities and provide them with feedback on their progress. Diagnostic assessment helps teachers identify their students' strengths and weaknesses, which they use to guide their instruction. Formative assessment provides continuous feedback throughout the course, allowing students to reflect on what they have learned and identify areas that still need improvement. Summative assessment, on the other hand, measures a student's overall comprehension of a course or unit of instruction at the end of it, providing a summary of their achievement. Overall, assessments play a crucial role in shaping and enhancing student competence, and it is important for teachers to understand each type of assessment to effectively evaluate their students' performance.

1.2.3. Principles of Assessment

To ensure that the assessment is trust worthy, there are a number of factors instructions used to take into account

1.2.3.1. Practicality

Brown (2008) says that a practical test is one that is not expensive, easy to administer and has a scoring procedure that is specific and time-efficient.

1.2.3.2. Reliability

According to Brown (2008), a reliable test is a test that is when given to the same students again, it yields similar results. Scores, however may change due to a number of physical or psychological factors such as illness and anxiety. In addition to these factors, classroom conditions can affect students' performance at tests like temperature, noise and light.

1.2.3.3 Validity

A valid test is one that consists of tasks that students are familiar with. The instructions are clear and understandable and related to course work

1.2.3.4 Authenticity

A test is authentic when the language used is natural, the items are contextualized, the topics are meaningful and the tasks are from real world situations.

A test is practical, reliable, valid and authentic helps instructors know whether students are progressing or not. Students demonstrate what they have been taught.

1.2.4. Assessment of Speaking Skill

Speaking assessment is a crucial component of language teaching it is used to evaluate the ability of learners to communicate in the target language. It involves testing a learner's ability to understand, produce and use spoken language structures to convey meaning effectively.

The use of oral assessments in language learning enables instructors to assess the progress of individual learners and identify areas where they need improvement.

1.2.4.1 Speaking Assessment Activities

There are many techniques which are used by language teachers to assess speaking. Some of the most common techniques are the following:

1.2.4.1.1 Interview

Ur (1996) claims that interviewing is the most frequently used assessment task. Teachers ask students to answer some questions that are planned earlier. The interview lasts from five to eight minutes. It can also last from ten to fifteen minutes. Teachers should not interrupt their students often, they can feel uncomfortable or afraid that they are doing something wrong. They get very nervous during the test.

1.2.4.1.2 Role-plays

Ur (1996) says that role-plays can be done between the teacher and the learner. Students are given some instructions by teachers who present situations. For example, students can be taught how to complain. Structures they practice include asking questions, passive and past tense. Role-plays can also be done between students in order to reduce students' fear.

1.2.4.1.3 Discussions

According to Lazaraton (2001) students are given some reading or listening activities in order to make a discussion, where they can express their opinions

Teachers can provide a topic for students to debate or discuss, encouraging them to express their opinions and use persuasive language. It involves a back-and-forth conversations. Thornbury (1998) claims that “many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate” (p,102).

1.2.4.1.4 Information gap activities

Students are given different pieces of information that they need to share with their partners in order to complete a task, such as a fill-in-the-blank worksheet or a jigsaw reading activity. Harmer (1998), describes this type of activities as :”Where two speakers have different parts of information making up a whole, because they have different information, there is a ‘gap’ between them”(p,88)

1.2.4.1.5 Story-telling activities

Students can create and share their own stories or retell a familiar story using their own words and expressions. Storytelling is universal function of language and one of the main ingredients of casual conversation (Thornbury,1998)

1.2.4.1.6 Oral Presentations

Students prepare oral presentations and introduce them with the assessor. Thornbury (1998) states that : “the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for learners...students who are studying English for academic purposes are likely to need preparation in giving academic presentations”(p.94)

This suggests that the experience of standing learners in front of their peers and speaking for a longer period of time can help learners improve their language skills. Specifically, for students who need to give academic presentations in English. Oral communication skills are

an essential component of academic success, and that practicing presentation skills can be a valuable way for language learners to develop these skills.

1.2.4.1.7 Surveys

Students can create and conduct surveys to practice asking and answering questions in English. Harmer (1998), states that “one way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful”.(p.89)

1.2.4.1.8 Questions and Answers

Ur (1996) gives a good way to elicit students’ speaking. Instructors ask students about their opinions on topics that are of interest.

1.2.4.1.9 Song lyrics and poetry

Teachers can use songs and poetry to help students practice listening comprehension and pronunciation, as well as explore cultural differences.

1.2.5 Assessment Criteria

Brown (2003) claims that an effective speaking assessment involves designing appropriate assessment tasks specifying objective criteria. Nunan (1999) suggested the following criteria for speaking proficiency

1.2.5.1 Grammar

Students are assessed on how to construct sentences that are grammatically correct. Students should know the rules that govern the use of language in specific situations.

1.2.5.2 Vocabulary

Students should have a range of vocabulary items that they can use to express specific meanings in different situations.

1.2.5.3 Fluency

Fluency refers to the fact that the production of speech in a conversation is well delivered. Fluent students do not hesitate when they interact with others in a conversation.

1.2.5.4 Pronunciation

Proficient speakers do not commit pronunciation errors often. These errors interfere with communication and result in breakdowns.

1.2.5.5 Task

This aspect deals with finishing the task given during the speaking test.

1.2.6 Types of Scoring

The major challenge in assessing the speaking performance is the process of scoring (Brown, 2004). Assessment of the learners' speaking abilities can be measured through the use of rubrics. Rubrics measure learners' performance; they help maintain consistency in the assessment process, rubrics enable learners to develop their higher order thinking skills (Huba & Freed, 2000; Andrade, 2001; Arter & McTighe, 2001 as cited in Ounis, 2017). (Stevens & Levi, 2005), cited that "a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks" (p.3). There are two types of scoring speaking assessment - analytic and holistic rubric.

1.2.6.1 Analytic Rubric

An analytic approach aims to separate out the components of performance and rate each one individually; the analytic approach focuses on combining scores on the separate subscales to produce an overall score for speaking (Taylor and Galaczi, 2011). According to

Gondová as cited in Metruk 2018 explains that the dimensions for the assessment of speaking proficiency include, organization of ideas, fluency, grammatical accuracy and the range of grammatical structures, the range of vocabulary and its accuracy, content, pronunciation and intonation, and interaction, The teacher gives each criteria its own score ,then create a final score.

1.2.6.2 Holistic Rubric

In holistic assessment, the scorer assigns a single score on the basis of an overall impression (Thornbury,2005). Holistic rubrics focuses on the whole and it describes an general appraisal about the quality of the output by applying all the criteria at the same time (Brookhart, 2013).Holistic assessment requires less time than analytic assessment since the teacher do not need to focus on separate components (Brown,2004).moreover, holistic rubric has also some disadvantages. The most obvious one is using only one score to represent the whole presentation. Fulcher (2003) states that a holistic assessment ”does not take into account the constructs that make up speaking, but just ‘speaking’. And if speaking is made up of constructs, ‘speaking’ is more like a theory than a construct. A single score may not do justice to the complexity of speaking” (p. 90).

Conclusion

This chapter was about conveying the main information concerning the speaking skill and assessment concepts. It started by providing definition of the term "speaking skill" to establish a baseline understanding for the reader. It subsequently delved into a comprehensive discussion of the different speaking types. Then the functions of speaking, which highlight the purposes that can be achieved through different types of speech. Teaching and the importance of speaking has been also discussed. The second section focused on defining and explaining various concepts related to assessment. Meaning the various types of assessment, the principles governing assessment, and how the speaking skill can be evaluated.

Chapter Two: Research Methodology, Results and Discussion

Introduction

This research is conducted to investigate the assessment of students' speaking skill. The case of third year students of English at the department of letters and foreign languages at Mila university center. And to achieve the study aim, two research tools were used. An interview was conducted with teachers of oral expression, and a questionnaire was administered for third year EFL students.

This chapter will provide more information on the specific context in which data are collected and analyzed. The first section presents the sample of the study, the research means used for data collection and the procedures used for data analysis. The second section focuses on the analysis of the data collected through the interviews conducted with teachers and the questionnaires applied for students. This section also presents the limitations of the study and the suggestions for future research.

Section one: Research Methodology

2.1.1 Participants

The participants of the study are eight teachers of English language at Mila university center. This group of teachers was selected from a population of twenty two teachers. These teachers were chosen purposively to participate in the study. They have been teaching speaking for more than five years and believed to be able to provide the necessary data for the study. Fifty two third year students took part in the study. Based on the information obtained from the record office of the university, there are 150 students of English language who are distributed in four of groups. Only fifty two students were selected by using simple random sampling technique.

2.1.2 Research Means

Data were gathered using two different means. An interview and a questionnaire. Questionnaires enable researchers to gather a large amount of data from a large number of individuals within a short period of time (Kothari,2004). It was developed based on the basic questions the study is centered around. The questionnaire consists of nine questions. Some are close-ended while others are open ended. It was directed to third year students.

The questionnaire contains four subparts. The first subpart is intended to collect information about the importance of speaking. The second subpart was used to identify students' feelings in speaking classes, the factors influencing their performance and the activities they engage in. The third subsection is meant to identify the assessment approaches used by English language teachers to assess the speaking skill of their students. The fourth subpart collects information about the teachers' feedback and scoring procedures.

Interviewing is a widely used instrument to collect qualitative data directly from participants (Burns,1999). A semi-structured interview was designed.

To obtain necessary data from the teachers. The interview consists of four parts pertaining to the objectives of the study. The first part is intended to examine teachers' views towards assessment and the reasons why it is important to assess the students' speaking skill. The second sub section is meant to identify the frequency or the extent to which teachers assess students' speaking performance and the topics of the assessment activity. The third subpart is meant to describe the assessment tasks and aspects (criteria) to consider by teachers. The final subpart of the interview was used to point out the challenges encountered by teachers while assessing speaking.

2.1.3 Procedures

The data gathered through questionnaires and interviews were analyzed using both qualitative and quantitative methods. The data were categorized according to related themes. Such categories were analyzed and summarized.

Section Two: Results and Discussion

2.2.1 Interview

Data obtained from the interview is grouped under four categories.

Category 1: Defining assessment and reasons of assessing

This category contains information given by teachers with regard the definition of assessment and the reasons why students are assessed. The first question was: “How do you define assessment?” Figure 3 below shows the results obtained.

Figure 3

Teachers' Definitions of Assessment

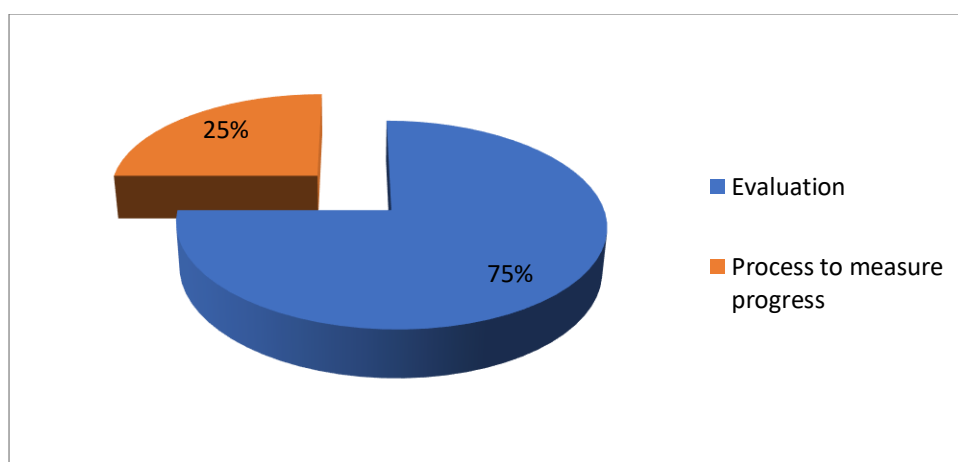


Figure 3 shows that 75% of teachers think that assessment is an evaluation of the knowledge students have required during a period of time. (25%) see that assessment is used to measure students' progress. The majority of teachers shared a common understanding of

assessment, they view it as a systematic approach to examining the developmental advancement and abilities of their students. It encompasses the process of evaluating and measuring the progress made by students with regard to predetermined objectives and competencies. Through effective assessment, instructors can effectively identify students' strengths and weaknesses, and precisely determine whether or not the students are meeting the expected learning outcomes.

The second question was: “Do you assess your students?” “And why?”

Table 1 below shows the results related to this question

Table 1:

Teachers’ Assessment of students’ speaking skill

Options	Numbers	Percentage
yes	8	100%
no	0	0%

All the interviewees (100%) responded argued that they assessed their students. Teachers had different reasons for assessing students speaking skill. Teachers stated that they assess their students speaking skill in order to adjust their teaching content, delivery, and assignments to better fit their students' learning needs and to motivate and challenge them to learn more. Teachers believed that consistent assessment is key to ensuring that their students are always making progress. They agreed that assessment helped them identify students' areas of strength and weakness and adapt their teaching strategies accordingly. Also they stressed that assessment is mandatory and essential in order to determine what skills have been mastered and what areas need improvement in the coming academic term. This answer to the

question supports what Kendle (2000) stated regarding testing and assessment. As important components of the education process which are used to certify that a student has achieved ability at a certain level. Overall, all teachers agreed that assessing their students is a crucial part of their job as educators, and plays an important role in improving the quality of education for their students.

Category 2: Frequency and topics of assessment activities

The second category focuses on the extent to which teachers assess students and the topics of the assessment activities. The third question in the interview was “how often do you assess your students? Figure 4 below shows how teachers responded to this question.

Figure 4:

Frequency of assessing the speaking skill

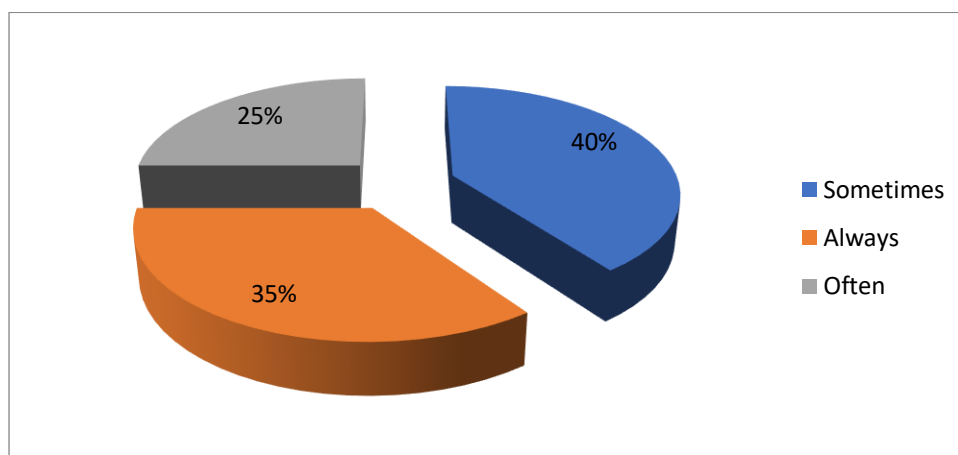


Figure 4 shows that 40% of teachers said that they sometimes assessed their students, reporting that they assess students three times in a year, typically at the beginning of the year, the end of the first semester, and at the end of the second semester. 25% of teachers stated that they frequently assessed their students. They were often assessed. 35% of teachers said that they always assessed their students on a regular basis, through standard assessments like exams and tests, as well as weakly assessments through observing students behaviors in class

and their interactions. Observing the students' ability to concentrate and the ability to ask the right types of questions without doing a formal exam.

Question four: Do you assess your students on the topics already seen in classes?

Table two below shows the findings obtained with regard this question

Table 2:

Topics of assessment activities

Options	Numbers	Percentage
yes	6	75%
Not necessarily	1	12.5%
sometimes	1	12.5%

Six of the eight teachers affirmed that they employed the same topics discussed in class for evaluating their students. one teacher said that it was not always necessary to use identical topics for assessment. Another teacher, said that sometimes students suggest more interesting topics for assessment. These findings showed that teachers assess their students on topics that they are familiar with.

Category 3: Assessment tasks and aspects consider

This category presents the techniques teachers use to assess the speaking skill of students and the aspects of language that are taken into consideration.

The question directed to the teachers was: “ what are the assessment tasks you frequently use?

Answers to this question are presented in table 3 below.

Table 3:**assessment tasks**

Options	Numbers	Percentages
Interview		
Discussion	2	25%
Role-play		
Information gap activities		
Story telling activities		
Surveys		
Song lyrics and poetry		
Questions and answers		
Oral presentations		
Oral presentations and discussion	4	50%
Role play, interview and discussion	1	12.5%
Discussions, oral presentation, role play	1	12.5%

(Harmer & Thornbury 1998)

50% of teachers said they used oral presentations and discussions in their speaking courses. Lazaraton (2001) said that an oral presentation is an activity where student can demonstrate his/her own ability when speaking. It can help students to be able to speak in front of class. 25% of teacher said they used only discussions. 12.5% said they used role play; interview and discussions. The other 12.5% said they used discussions, oral presentations and role play. Lazaraton (2001) defines a role play as a model to practice some phrases used in speech acts. It can be done between the student and the teacher. Here, the situations are given by the teacher and students are given some instructions. Overall, it appears that discussions

are the most preferred assessment task, followed by oral presentations, interviews, and role play. Teachers use different methods based on the level of the learners, with beginners being motivated through games, while advanced learners receive discussion-oriented tasks.

Question Six : are there any other tasks or activities you use to assess the speaking performance of your students ? If yes, mention them.

When asked about the other types of activities they used to assess students oral performance, teachers gave various answers. Teacher A said that she uses language games to encourage students to speak with no prior preparation. On the other hand, teacher B uses more interactive approaches like gamification, guessing games, and acting. Teacher C focuses on turn-taking discussions as a way for students to express themselves. Teacher E mentioned the use of listen and repeat exercises to help students improve their pronunciation. However, teacher G explained how observations of students' interactions and abilities can be used for assessments without the need to ask them questions directly. Lastly, teachers D, F, and H, stated that they do not use any other activities beyond what is commonly practiced. Overall, the teachers use a mix of strategies to boost students participation and engagement in the classroom activities.

The other question asked for teachers “what are the aspects you focus on when assessing your students?” Grammar, pronunciation, vocabulary or fluency. And why ?

Table 4:

Aspect of language teachers focus on when assessing their students

Options	Numbers	Percentages
Grammar, pronunciation, vocabulary and fluency	5	62.5%
Vocabulary, grammar and pronunciation	2	25%
Pronunciation and fluency	1	12.5%

62.5% of teachers said that all the aspects are important, and it depends on the problems students have, they focus on all the aspects to enhance the students speaking performance and fix their problems of grammar, vocabulary, fluency and pronunciation. They emphasized that all of them should be taken into account because they appeal to fluent communication and mastery of English language. 25% said they focused on vocabulary, grammar and pronunciation. And 12.5% said they focused on fluency and pronunciation since good pronunciation boosts self esteem, facilitates communication and possibly lead to a better job.

Category 4: Limitations of the assessment of students' oral production. For this category, the question was "Which limitations do you think assessment of the students' oral production has? Lack of time, students' unwillingness to participate, group size, insufficient materials...?"

Findings relevant to this question are shown in table 5 below.

Table 5:

The limitations speaking assessment has

Options	Numbers	Percentages
Lack of time, students' unwillingness to participate, group size and insufficient materials	4	50%
Lack of time	1	12.5%
Lack of time and students' unwillingness to participate	1	12.5%
Group size	1	12.5%
Insufficient materials and students' unwillingness to participate	1	12.5%

The majority of teachers (50%) claimed that lack of time, students' unwillingness to participate, group size and insufficient materials are all the main limitations. 12.5% of teachers said that lack of time is the main limitation. This makes sense when you consider that teachers need to cover a lot of different topics and lessons and that there is often not enough time to delve as deeply into each topic as they might like. 12.5% of teachers said that lack of

time and students' unwillingness to participate make it difficult to lead effective class discussions or to engage students in the learning process. When students are not actively participating, it becomes more difficult for teachers to measure how well they are understanding the material and to keep them engaged throughout the lesson. 12.5% chose group size. When there are too many students in a class, it can be harder for teachers to keep control. 12.5% chose students' unwillingness to participate and insufficient materials. When there are not enough materials, it becomes more challenging to facilitate the learning process. When looking at the individual responses from each teacher, it becomes clear that different teachers have different challenges that they face in the classroom. One teacher on the other hand added that the major limitation is related to equal assessment of each student. since members of the same group do not spend the same amount of time during their presentation. Additionally, some students do not speak spontaneously, instead reproducing what they already rehearsed. According to him it is hard for the teacher to differentiate whether a student's response is the outcome of their linguistic competence or just the outcome of their own memorization.

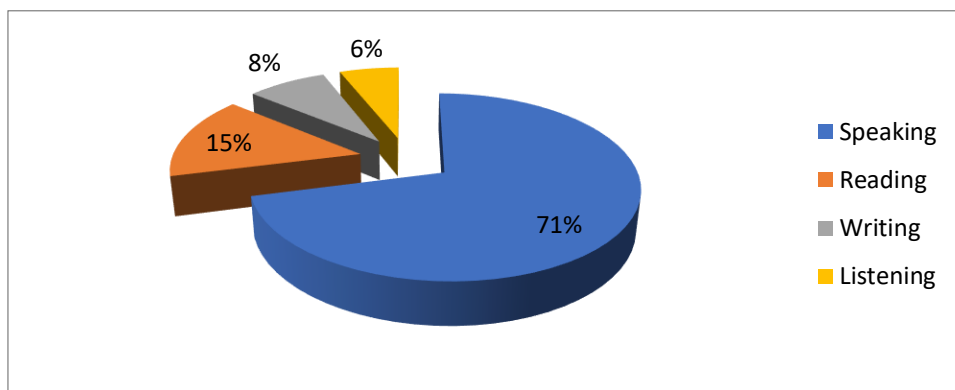
2.2.2 Questionnaire

The questionnaire analysis was divided into four categories

Category 1: Importance of speaking. This category focuses on how students' view the speaking skill.

The first question was “which of the following skills you focus on?”

Figure 5 shows the findings relevant to this question

Figure 5:**Language skills**

71%, of students said they focused on speaking. This may be because speaking is often seen as the most practical skill to develop, enabling learners to have conversations and interact with others in the language they are learning. On the other hand, only a small proportion, 15%, opted for reading. The survey results also showed that writing and listening are the least prioritized skills, with only 8% and 6% of participants respectively.

The second question was “how would you describe your level in speaking ?”

Results are shown in figure 6 below

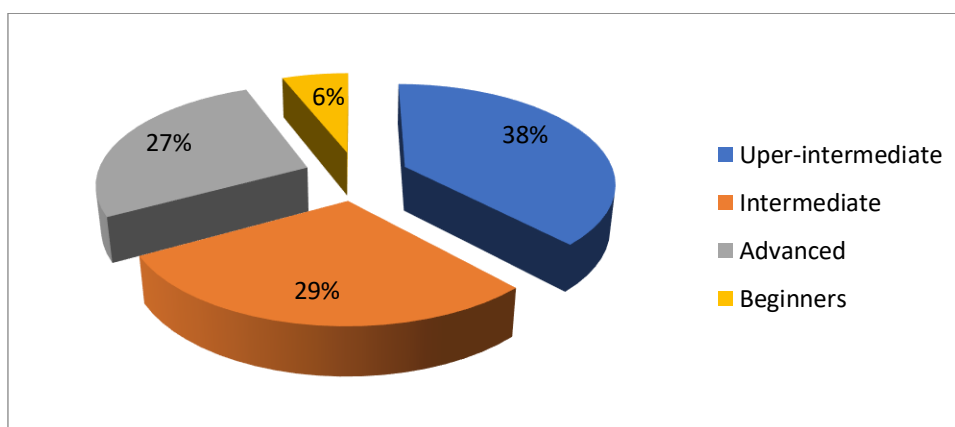
Figure 6 :**Students’ proficiency level in Speaking**

Figure 4 represents the students' proficiency levels at speaking. The results showed that 38% of students possessed an upper-intermediate level of proficiency in English. This implies that these students can effectively communicate in English and hold discussions on a wide range of topics. 29% of the students said that they are intermediate. This means that these students have a basic understanding of English and can communicate on familiar topics, while they may struggle with more complex expressions and ideas., 27% of students thought they had an advanced level. This suggests that these students are able to form complex sentences, use a wide range of vocabulary items and are comfortable discussing unfamiliar topics in English. The remaining 6% of the students saw themselves as beginners, indicating that they had only a minimal understanding of the language and found it difficult to communicate effectively in English. The results of this survey therefore highlight the need to provide additional support to these students in order to improve their speaking proficiency.

The third question was “do you think that speaking is an important skill in learning English?”

Answers to this question are shown in figure 7 below

Figure 7:

Students' perspectives towards the importance of speaking

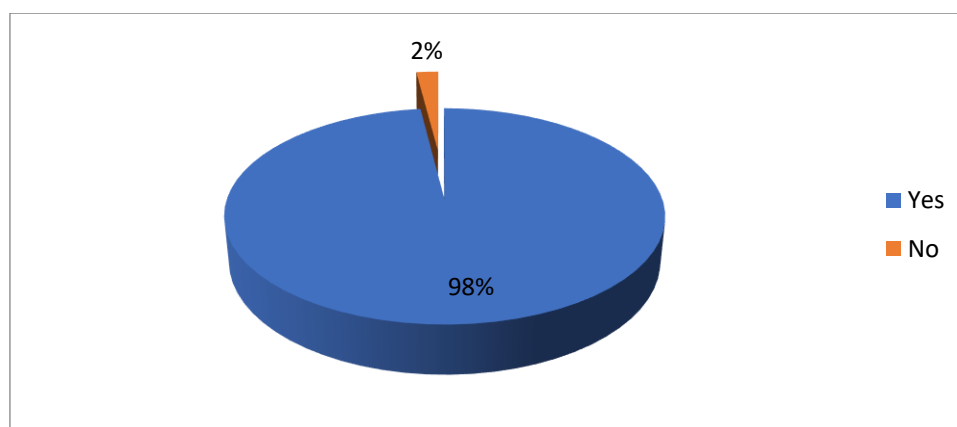


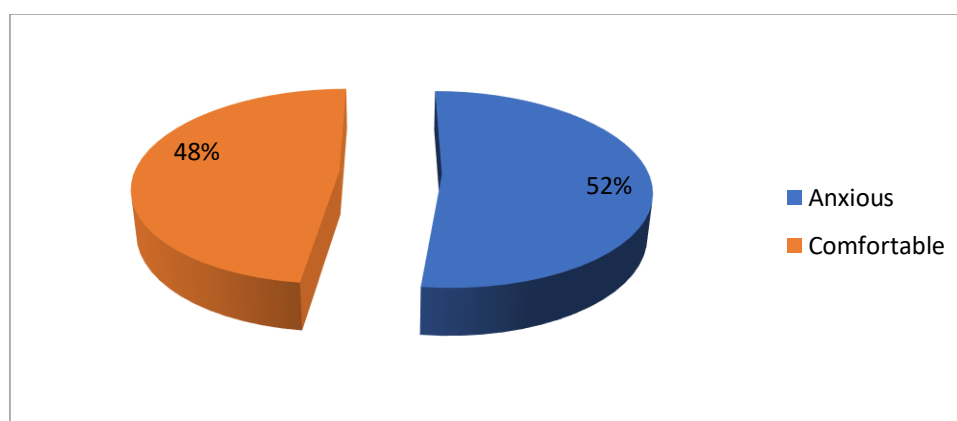
Figure 7 shows students' opinions regarding the significance of speaking in the process of learning English. Almost all students (98%) agreed that speaking was a crucial skill to develop. The majority of the participants justified their responses by recognizing that English is the primary means of communication, allowing them to transmit their ideas. However, a small minority representing (2%) of the participants did not consider speaking as an important in their learning of the target language.

Category 2: students' feelings in speaking classes and the factors influencing their performance and the speaking activities they engage in

This category focuses on how learners feel when they are having their speaking course. Results obtained are shown in figure 8.

Figure 8:

Students' feelings in speaking classes.

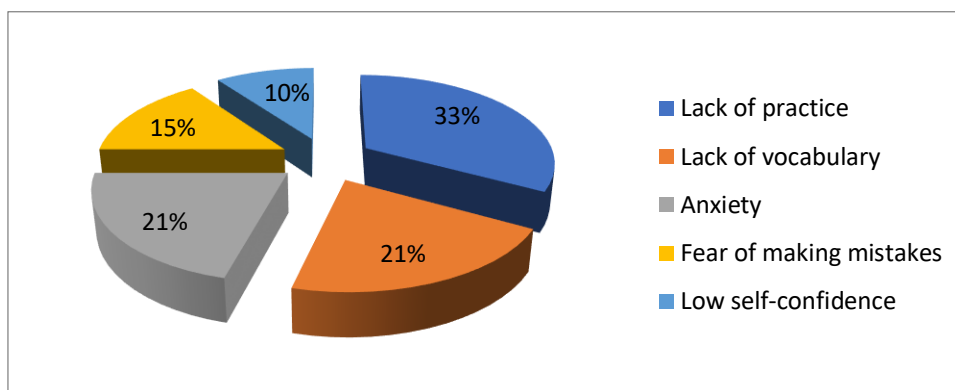


52% of students felt anxious during speaking tasks. On the contrary, the rest of the students, accounting for 48% of the total, said that they felt comfortable during a speaking task. This percentage indicates that a relatively small portion of students are calm and composed when undertaking speaking tasks.

Another question was “which of these factors affect your speaking skill?”

Figure 9:

Factors affecting students’ speaking performance.



(33%) of students said that lack of practice was the main factor that affected their speaking performance. This finding suggests that students may not have enough opportunities to practise speaking, this can lead to poor performance. (21%) of participants said that anxiety and lack of vocabulary influenced their speaking production negatively. This may be due to the fact that students feel nervous or unsure when speaking in front of others, or because they do not have a sufficient repertoire vocabulary items which convey specific functions. As a result, they may struggle to find the right words or communicate their ideas effectively. In addition, (15%) of students reported that fear of making mistakes was a major factor that affected their speaking. This fear may stem from a lack of confidence in their abilities or a concern about being judged by others. As a result, they may hesitate or avoid speaking altogether, which can limit their opportunities for practice and improvement. Finally, a small percentage of participants (10%) identified low self-confidence as a factor that affected their speaking ability. This may be due to a lack of experience.

Category 3: Assessment approaches.

This category contains information about if teachers assess students' speaking skill and the approaches they adopt. The first question was "does your teacher assess your speaking skill?" results relevant to this question are shown in figure 10.

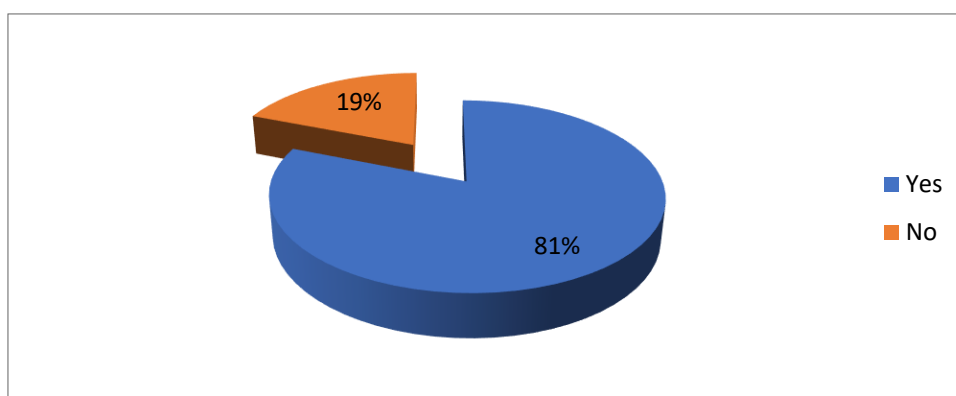
Figure 10:**Teachers' assessment of students' speaking skill**

Figure 10 shows that 81% of the students said that their teachers assessed their speaking performance. This indicates that the teachers evaluated their performance during the test which helps them identify their strengths and weaknesses. However, a small percentage of participants, around 19%, mentioned that their teachers did not assess their performance during the speaking test.

Another question was "Which approach does your teacher use when assessing your speaking skill?"

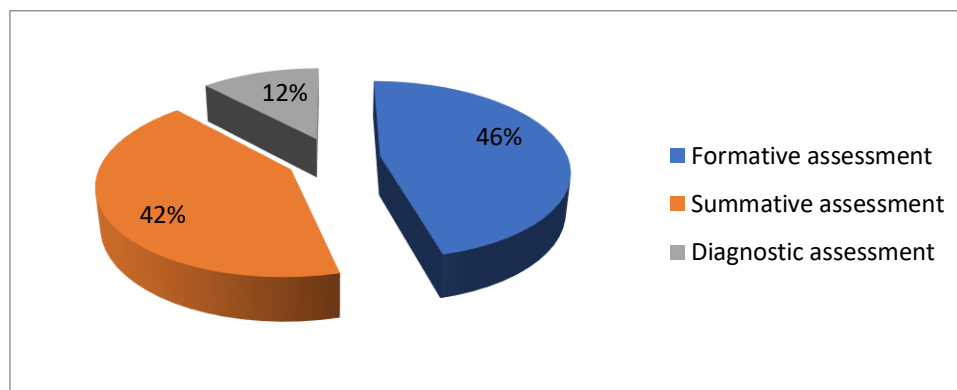
Figure 11:**Speaking assessment techniques**

Figure 11 showed that 46% of teachers adopted formative assessment to evaluate their students' performance. This means that these educators assessed their students' understanding and progress on an ongoing basis throughout the academic term, rather than just at the end of the term. Brown (2008) refers to this type of assessment, refers to evaluation of students in the process of forming with the goal of helping them to continue in the growth process. In contrast, 42% of teachers adopted a summative assessment process. This method means that assessment is done only at the end of an academic term or semester. Summative assessment utilized as a method of validating the accuracy level of the learners After the learning process (Rudder & Schafer, 2002 as cited in Kerma, 2019). Finally, the study revealed that only 12% of teachers used diagnostic assessment at the beginning of the learning process.

Category 4: teachers feedback and scoring procedures.

This category contains two questions. The first question is “do you get feedback after a speaking test?” responses to this question are shown in figure 12.

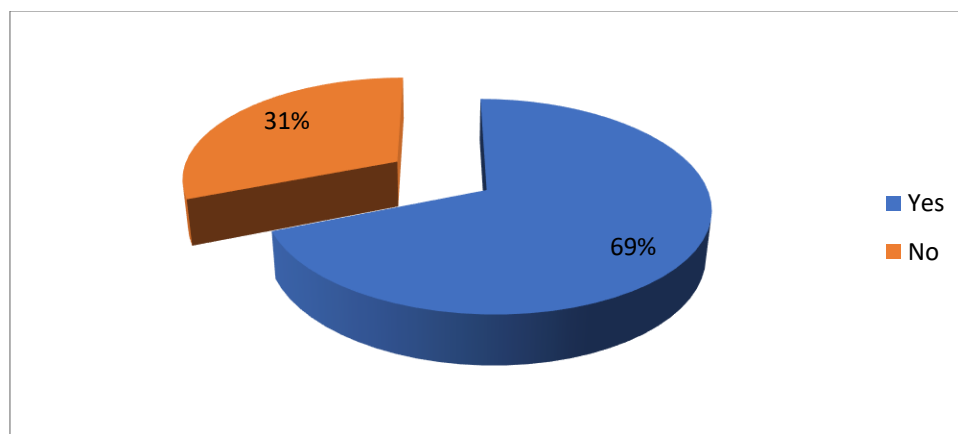
Figure 12:**Teacher' feedback**

Figure 12 shows that 69% of the participants said that they received feedback from their teachers. When teachers provided feedback, this helped them identify their strengths and weaknesses. Teachers can tailor their teaching style to better suit the needs of the students. On the other hand, 31% of students stated that they did not receive feedback from their oral expression teachers. Without feedback, the students' progress may be hindered, and it may lead to a lack of motivation.

The second question is “What type of scoring procedures does your teacher use?”

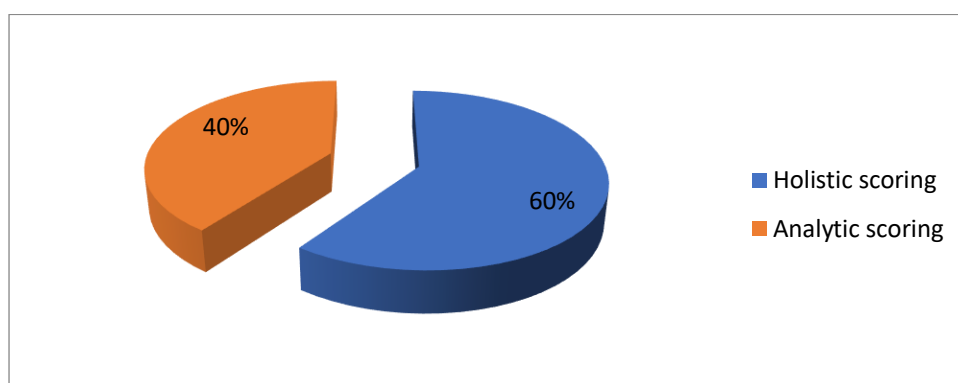
Figure 13:**The types of scoring teachers use**

Figure 13 shows that 60% of students reported that their teachers utilized the approach of holistic scoring. This method of scoring involves evaluating overall performance, rather than singular aspects, and assigning a single score for the same. On the other hand, 40% of the participants stated that their teachers employed the analytic scoring approach. The analytical scoring system focuses on evaluating specific traits, such as grammar or structure, and assigning separate scores to each. The preference for a particular scoring method may depend on the subject, type of assignment, or personal choice of the teacher.

Findings obtained from the interview show that all teachers assess the speaking skill of students to identify areas of strength and weakness to adapt the teaching strategies. The majority of teachers use discussion and oral presentation as an assessment task/activity. The second less frequently used tasks are interviews and role plays. Results show that story telling activities, surveys, songs, questions and answers and information gap activities are not used by teachers. Regarding the aspects of language that are taken into account for speaking proficiency, it is clear that all teachers agree that pronunciation is the most important aspect to be taken into consideration while assessing speaking. Grammar and vocabulary come next. Fluency also the fourth aspect to consider by teachers. In relation with the limitations speaking assessment has the majority of teachers think that lack of time, group size, insufficient materials and students' unwillingness to learn are the most important factor that affects assessment.

Results obtained from the questionnaire show that the majority of students regard speaking as the most important skill to be mastered. Most students feel anxious during speaking tasks because of lack of practice, anxiety and lack of vocabulary. The majority of students said that they are being assessed by teachers using three approaches they are formative, summative and diagnostic. Findings also show that students are given feedback on

the performance; most of their teachers use holistic scoring while a small number of teachers use analytic scoring.

2.2.3 Limitations

In order to obtain a more comprehensive understanding of how speaking skills are assessed in universities, it would have been highly advantageous to engage in extensive observations of multiple speaking lessons. This would have provided an opportunity to closely examine the various techniques and strategies employed by instructors, allowing for more accurate and realistic conclusions to be drawn. Moreover, the inclusion of a wider range of experienced teachers in the study would have enabled the collection of more reliable and diverse data. By having teachers with a broader range of backgrounds and expertise participate, it would have been possible to gain additional insights and perspectives on the assessment process, enhancing the overall validity of the research findings.

2.2.4 Recommendations/ implications for further research

Large class size can significantly hinder the accurate assessment of students' speaking abilities due to various reasons. Therefore, it is crucial to proactively address the problem of large class size in educational settings. One effective approach is for teachers to actively encourage and create opportunities for students to engage in speaking activities during lessons. Additionally, it becomes essential for teachers to understand and acknowledge the individual preferences and interests of students when it comes to the speaking components of their education. By taking such factors into account, teachers can design speaking classes that resonate with students and make them more likely to enjoy the learning process, consequently reducing any anxiety or apprehension they may have towards speaking in class.

To ensure a fair assessment of students' speaking skills in large classes, it is imperative that teachers receive adequate training in the assessment of speaking abilities. Such training would

equip teachers with the knowledge and skills needed to accurately evaluate students' fluency, pronunciation, vocabulary usage, and the overall cohesiveness of their oral presentations. Proper training would also enable teachers to detect any areas where students might be struggling or need additional support, facilitating a more targeted and effective teaching approach. Ultimately, by addressing the challenges posed by large class sizes, encouraging student participation, and providing teachers with the necessary training, educational institutions can create a supportive environment where students can confidently develop their speaking skills and reach their full potential.

Conclusion

The present chapter is devoted to the detailed analysis of the data that has been gathered from participants through the use of both qualitative and quantitative research methods. The primary focus of this analysis is to discuss the findings of the study in a comprehensive manner. Thorough analysis of the participants' answers, the study provides valuable insights into the research questions that were posed. The study aims to discover the aspects of language that teachers tend to focus on during the assessment process. Additionally, the study aims to identify the challenges that teachers face while implementing speaking assessments in their classes. By analyzing and interpreting these findings, the study contributes to the overall understanding of the teaching and assessment of spoken English as a second language.

General conclusion

The main objectives of the study were to explore the speaking assessment activities used by teachers of English at Mila university centre. The study also aims at identifying the criteria these teachers pay more attention to while assessing students speaking skill. Students attitudes towards the feedback given by teachers and the limitations that the assessment of the speaking skill has were also among the objectives of the study.

In order to accomplish the aims of the study, the necessary data were collected through two different research means. They include a semi structured interview and a questionnaire.

The interview was designed for eight teachers of English language who have an experience teaching speaking. It consists of eight questions grouped under four categories which were, examining teachers' views towards assessment and the reasons why it is important to assess the students' speaking skill. The second sub section is meant to identify the frequency or the extent to which teachers assess students' speaking performance and the topics of the assessment activity. The third subpart is meant to describe the assessment tasks and aspects (criteria) to consider by teachers. The final subpart of the interview was used to point out the challenges encountered by teachers while assessing speaking.

The questionnaire was given to fifty three third year students of English language it consists of nine questions which were classified into four categories . they included collecting information about the importance of speaking. identifying students' feelings in speaking classes, the factors influencing their performance and the activities they engage in. Identifying the assessment approaches used by English language teachers to assess the speaking skill of their students. The last part collects information about the teachers' feedback and scoring procedures.

Results indicated that teachers of English used various speaking assessment techniques, namely, discussion, oral presentation and role play they paid more attention to correct pronunciation and grammar. The two other language aspects fluency and vocabulary were also taken into account by teachers

Findings also showed that students believed that assessment of their speaking skill was important and teachers' feedback after every test helped them identify their points of strength and weakness. This was important for enhancing their speaking skill. The challenges that teachers encountered during the assessment of the speaking skill were mainly four; lack of time, students' unwillingness to participate, group size and insufficient materials.

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« Students' Questionnaire »

Dear Students, please answers the following questions; this questionnaire aims at gathering data about the assessment of speaking skill among EFL learners.

Section one: speaking skill

1/ Which of the following skills you focus on?

-Speaking

-Listening

-Reading

-Writing

2/ How could you describe your level in English?

-Beginner

-Intermediate

-Upper-intermediate

-Advanced

3/ Do you think that speaking is an important skill in learning English?

-Yes

-No

Justify.....

4/How do you feel when performing a speaking test?

-Comfortable

-Anxious

5/ Which of these factors affect your speaking skill?

-Lack of practice

-Low self-confidence

-Lack of vocabulary

-Anxiety

-Fear of making mistakes

Section two: speaking assessment

6/ Does your teacher assess your speaking skill?

-Yes

-No

7/ Which approach your teacher use when assessing your speaking skill?

-Summative assessment

(The teacher assesses you at the end of the learning process)

-Formative assessment

(The teacher assesses you during the learning process)

-Diagnostic assessment

(Pre-assessment, which allows the teacher to determine a student's knowledge of a specific subject)

8/ Do you get feedback after a speaking test?

-Yes

-No

9/ What type of scoring procedures does your teacher use?

-Holistic scoring (the teacher gives you an overall score)

-Analytic scoring (the teacher gives you detailed mark for each criterion of speaking such as fluency, accuracy, pronunciation ...etc.)

Thank you for your collaboration

1. How do you define assessment?

.....
.....

2. Do you assess your students? If yes, why

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

3. How often do you assess your students?

.....
....

4. Do you assess your students on the topics already seen in classes?

.....
.....

5. what are the assessment tasks you frequently use? Interview, discussion, Oral presentation, role play...

.....

6. Are there any other tasks or activities you use to assess the speaking performance of your students? If yes, mention them

.....

7. What are the aspects you focus on when assessing your students? Grammar, pronunciation, vocabulary or fluency

.....
.....

8. Which limitations do you think assessment of the students' oral production has? Lack of time, students' unwillingness to participate, group size, insufficient material....?

.....
.....

الملخص

الهدف الرئيسي من هذه الدراسة هي التحقيق في تقييم مهارة التحدث لدى الطلاب. تم جمع البيانات من الأساتذة والطلاب عن طريق استبيان ومقابلات. كما تم اختيار ثمان عينات من أساتذة اللغة الإنجليزية. بينما تم اختيار 53 طالبًا بطريقة عشوائية صنفت البيانات التي تم جمعها من المقابلات والاستبيان إلى أربع محاور. من خلال النتائج تبين أن المناقشة و العروض الشفوية هم الأنشطة الأكثر استخدامًا. أما الجوانب اللغوية التي يأخذها الأساتذة بعين الاعتبار هي النطق والقواعد والمفردات. كما ينظر الطلاب إلى تقييم الأساتذة على أنه مهم حيث يساعدهم على تحديد نقاط القوة والضعف. تظهر نتائج الدراسة أيضًا أن العوامل التي تؤثر على تقييم مهارة التحدث هي عدم توفر الوقت الكافي, عدم رغبة الطلاب في المشاركة, نقص الأدوات و حجم المجموعة.

الكلمات المفتاحية: تقييم, الأنشطة, الجوانب اللغوية, تقييم الأساتذة, الصعوبات

Résumé

L'objectif principal de cette étude est d'examiner l'évaluation des compétences de communication des étudiants. Les données ont été collectées auprès des enseignants et des étudiants à l'aide de questionnaires et d'entretiens. Huit échantillons ont été sélectionnés parmi les enseignants d'anglais. 53 étudiants ont également été choisis au hasard. Les données collectées lors des entretiens ont été classées en quatre axes, tandis que les données collectées à l'aide de questionnaires ont été classées en cinq axes. Les résultats ont montré que les discussions et les présentations orales étaient les activités les plus utilisées. Les aspects linguistiques pris en considération par les enseignants sont la prononciation, la grammaire et le vocabulaire. Les étudiants considèrent également le retour de leurs enseignants comme importante, cela les aide à identifier leurs points forts et leurs faiblesses. Les résultats de l'étude ont également montré que les facteurs qui influencent l'évaluation de la compétence de communication sont le manque de temps disponible et le manque de volonté des étudiants à participer, le manque de matériel et la taille des groupes.

Mot clés : évaluation, activités, aspects langage, retour, défis.

