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Department of English



## **Exploring Difficulties of Oral Formative Assessment:**

**Case of Oral Expression Teachers at Department of English at  
Tlemcen University**

Extended Essay submitted to the Department of English as a Partial Fulfillment for the  
Requirements of the Master degree in Didactics and Assessment

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## ***Dedications***

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## **Abstract**

The process of teaching English as a foreign language requires teachers to mainly focus on the four language skills instruction. Language testing seems to be an effective instrument to figure out how well learners perform progressively in the target language. However, testing the oral abilities of EFL learners sounds to be one of the most difficult tasks teachers may face because of the challenges that may emerge during this process. Arguably, this research aims at investigating teachers' difficulties when assessing formatively learners' oral skills and also reflecting on the challenges of assessing first-year students' speaking skills formatively. For the sake of gathering information, researchers employed three research instruments; a questionnaire which has been directed to first year students, an interview with oral teachers, and classroom observation. The revealed results showed that each teacher faces several problems and a number of challenges impact students' speaking outcome. Eventually, in order to help teachers and learners, a number of practical suggestions and recommendations will be presented to facilitate the process of formative assessment. To conclude, it is found that oral expression teachers really encounter several challenges during the process of formative assessment of students speaking skills which negatively influence learners' oral outcomes.

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## **List of Acronyms**

**EFL:** English as Foreign Language

**LMD:** License Master Doctorate

**ICTs:** Information Communication Technologies

**GVC:** Global Virtual Classroom

**M1:** Master One

**M2:** Master Two

**TEFL:** Teaching English as Foreign Language

**ESP:** English for Specific Purpose

# **General Introduction**

### General Introduction

It is widely viewed that learning the English language mainly requires learners to learn how to speak this language. This means that it seems very crucial to teach the speaking skills in EFL classrooms. This productive skill is very helpful for students to articulate words and then communicate effectively in the target situation. The integration of formative assessment in oral production courses is considered as a dynamic factor to increase students' eagerness in developing their fluency. However, oral teachers may find it difficult to conduct the process of assessment efficiently because of the challenges that emerge while testing or assessing students' oral capacities.

Though oral teachers do all strive to prevent difficulties of formative assessment, they are still suffering from them during exam sessions. Hence, this research seeks to offer an image about the formative assessment of oral skills and its unexpected challenges faced by the instructors in the department of English at the University of Tlemcen.

The task of the current study is to find answers to the following questions:

1. What are the factors that make formative assessment a difficult process for oral teachers?
2. How do the difficulties of formative assessment impact the EFL learners' speaking outcome?
3. What are the procedures used by oral teachers to decrease difficulties during formative assessment?

The mentioned questions above may lead to elicit the following hypotheses:

1. The factors that may emerge during the process of assessing students' speaking skills formatively maybe: the lack of authentic materials, insufficient time, topics with no purpose, and lack of preparation.
2. These difficulties may have a negative impact on the learners' speaking competence and outcome.

3. Teachers may look for better methods, and adopt new technologies to minimize these difficulties.

In order to find out answers to these questions three chapters will be proposed. The first chapter sheds light on the theoretical part of speaking skills and formative assessment, it also reflects on the difficulties faced by oral instructors.

The second chapter, which is the empirical part of this work, will deal with the description of the research setting, the case study, and the selected sample, as well as, the research instruments used, in this study, and also data analysis and interpretation of the finding.

The last chapter can be considered as a suggestion of practical solutions to the problem tackled by the researchers in the present work where it compasses some activities to improve the formative assessment in speaking skills that may contribute in enhancing the oral abilities of students.

The main aim of this work is to explore within the three proposed chapters the difficulties of formative assessment that may be encountered by the oral expression teachers at the department of English at Tlemcen University.

## **Chapter One: A Theoretical Review on Assessing Speaking Skills Formatively**

### 1.1. Introduction

### 1.2. Speaking Skills

#### 1.2.1. Speaking Skills Defined

#### 1.2.2. The Importance of Teaching Speaking Skills to the EFL Learners

### 1.3. Assessment Defined

#### 1.3.1. Types of Assessment

##### 1.3.1.1. Proficiency Assessment

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### 1.4. The Formative Assessment in Speaking Skills

#### 1.4.1. Principles of Formative Assessment in Assessing Speaking Skills

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#### 1.4.2. The Assessed Aspects of Speaking

#### 1.4.3. Difficulties Faced by the EFL Teachers during the Formative Assessment of Speaking Skills

##### 1.4.3.1. Lack of Authentic Materials

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##### 1.4.3.3. Topics with no Purpose

##### 1.4.3.4. Lack of Preparation

### 1.5. Conclusion

### 1.1. Introduction

In order to communicate or carry out conversations in the target situations, students depend on their ability in speaking. Thus, teachers should give more importance to oral production course and put great emphasis on the way they should assess speaking. However, they may encounter many difficulties during this process of assessment.

In the present chapter, light will be shed on the interaction between communication skills and formative assessment. To reach this end, three parts will be suggested; the first part includes the main aspects of speaking skills mentioning its definition, and the importance of its teaching to EFL learners, the second part deals with language assessment, the last part consists of the formative assessment of speaking skills pointing out the main aspects of oral production that should be assessed, the principles of formative assessment when conducting the measurement, and finally difficulties that encounter the oral production' teachers.

### 1.2. Speaking Skills

Learning how to speak is generally considered as one of the most crucial skills in language instruction. Thus, this section will deal with the definition of speaking skills, its importance in teaching EFL learners, and its ways of assessment.

#### 1.2.1. Speaking Skills Defined

Speaking seems to be the most significant skill in learning a second or foreign language, in this respect, Luoma (2004: ix) believes that **“being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners”**. In addition to this, Cameron (2001: 40) defines speaking as **“the active use of language to express meanings so that other people can make sense of them”**. This means, speaking is the act of uttering speech sounds or making gestures in order to express thoughts and convey messages in several communicative contexts.

Arguably, it is a very complicated task for language learners to learn how to speak and then enhance their competence in communicating, in the same vein, Luoma (2004: ix) contends **“Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”**. Besides, the task of speaking involves speakers who possess the ability to access the mastery of many speaking’ aspects because **“If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech”** Harmer,(2007:343).

### 1.2.2. The Importance of Teaching Speaking Skills to the EFL Learners

Teaching speaking skills in the EFL classrooms is one of the most important aspects in English language instructions because students need to communicate and express themselves fluently and effectively in the target language. Speaking appears at the first grade when communicating, in this sense, Nunan (1991:39) states that **“[...] success is measured in terms of the ability to carry out a conversation in the language”**. This demonstrates that mastering a language is more significant than just knowing about it.

Oral production’ teachers should construct an appropriate environment through which students demonstrate their language proficiency because **“speaking tasks should have some relation to real-life language use”** (Thornbury, 2005:91). However, it is widely viewed that teaching speaking skills is undoubtedly the most highly complex phenomenon for teachers since **“there may be big differences in the students’ ability”**, (Baker and Westrup, 2000: 2).

Arguably, the importance of communication skills does not only existe inside EFL educational settings but also outside, because **“Students who can speak English well may have a greater chance for further education, of finding employment and gaining promotion”**, Baker and Westrup (2003:5). Besides, many companies and institutions demand for the competent English speakers who gain good communicative competence.

However, the task of assessing speaking appears to be the most challenging for teachers. Hence, the next section will deal with this point, mentioning first the definition of assessment and the four types of this process, then, dealing with the formative assessment of speaking skills containing the principles of this procedure and the main assessed aspects of speaking skills, and finally moving to these difficulties which make formative assessment very challenging for oral production' teachers.

### 1.3. Assessment Defined

Assessment is a task which attempts to measure the student's level of knowledge in a course. Within this fashion, Brown (2004:4) states that:

**Assessment is 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.**

In addition, this measurement seems to be the methodical procedure of collecting information from several sources to put convenient decisions for the language learning process, as a case in point, Ur (1996: 244) points out that **“Most of the feedback we give our learners is ongoing correction and assessment”**. Despite the different ways that assessors may follow to conduct assessment **“The most common way of gathering information for assessment is through tests”** (ibid: 245), in the same vein, Harmer (2001: 100) claims that **“ Assessment of student performance can come from the teacher or from the students themselves”**. Moreover, assessment clarifies the learners' needs and shares in the planning of effective appropriate tasks because **“The way we assess and correct students will depend not only upon the kind of mistakes being made, but also on the type of activity the students are taking part in”**(ibid:99). However, this process may encounter many challenges and difficulties while it is being conducted, in this respect, Ur (1996: 133) states that **“choosing an appropriate elicitation technique is only part of the problem; there are many other difficulties associated with design, administration, and assessment”**,



### 1.3.1. Types of Assessment

Assessment is a process which has different types. Many scholars and researchers such as Hughes (2003), Carter and Nunan(2001), and Brown(2004) agree on these types:

#### 1.3.1.1. Proficiency Assessment

Proficiency assessment is the measurement of the outcomes which means what the learner is able to do independently, as it is stated by Carter and Nunan (2001:137) **“proficiency assessment refers to the assessment of general language abilities acquired by the learner independent of a course of study”**.

#### 1.3.1.2. Achievement Assessment

This type refers to the assessment of particular accomplished aims in English language, i.e. the measurement of what has been taught. That process is related to the course content where **“Achievement assessment may be based either on the specific content of the course or on the course objectives”** (Hughes 1989, cited in Carter and Nunan, 2001:137).

#### 1.3.1.3. Summative Assessment

Another terminology of summative assessment which can be taken into account is *“assessment of learning”*. It is a process which takes place at the end of the semester in order to determine how the quality of learning is, place some students' scores, and measure their performance in learning. According to Brown (2004:6) **“Final exams in a course and general proficiency exams are examples of summative assessment”**. In the same vein, Hughes (2003:5) believes that **“summative assessment is used at, say, the end of the term, semester, or year in order to measure what has been achieved both by groups and by individuals”**, so they take place at the end of the unit in order to gain a job or a diploma.

### 1.3.1.4. Formative Assessment

Formative assessment which is also called “*assessment for learning*” is a continuous process of collecting information about language learning, i.e., it takes place during a course aiming to improve the language learning of students. Andraide and Cizek (2010:6-7) defines this type “**as a source of information that teachers can use in instructional planning and students can use in deepening their understandings and improving their achievement**”.

It is also helpful for language assessors for the modification of their outlook teaching planning, as stated by Hughes (2003:5) “**assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans**”.

### 1.4. The Formative Assessment in Speaking Skills

During the oral production courses, teachers assess formatively their students’ speaking skills by means of using a set of several tasks and activities through which these students express their knowledge and ideas of the target language, as it is stated by Baker and Westrup (2000:5) “**In the classroom, the teacher sets different tasks and activities to encourage the students to communicate in English**”. Moreover, Ur (1996: 133) believes that “**When testing the oral proficiency of learners we may simply interview them and assess their responses, or use other techniques like role play, group discussion between learners, monologue, picture-description and so on**”. In this case, the formative assessment shows to assessors the students’ progress in oral communication, as well as, what they have understood, and eventually how they have the ability to speak in English with the presence of their self-confidence.

The formative assessment of speaking skills is used to check students’ mispronunciation in English because “**Normal speech contains a fair number of slips and errors**”, (Luoma, 2004:19). However, this process may be found very challenging to be conducted for many assessors, this idea has been pointed out by

Sarosdy et al (2006:146) **“Testing speaking ability is an important aspect of language testing, but it is very difficult to test, as it is a complex skill”**.

### 1.4.1. Principles of Formative Assessment in Assessing Speaking Skills.

The aim behind assessing student’s speaking competence is not just for the sake of getting good outcomes. Indeed, assessment requires some principles that should be followed to show the effectiveness of assessment communicative activities. There are five principles which are practicality, reliability, validity, authenticity and washback.

#### 1.4.1.1. Practicality

Brown (2001:386) states that **“a good test is practical”**, this means testing the oral proficiency of students should be practical in which it does not consume too much time to be conducted, because **“A test of language proficiency that takes a student five hours to complete is impractical- it consumes more time (and money) than necessary to accomplish its objective”**, (Brown, 2004:19). In addition, a practical oral production test should not be expensive, and is easy to score and administer.

#### 1.4.1.2. Reliability

An oral production’ assessment seems to be reliable when it gives similar students’ outcomes in different situations, i.e. the same oral test gives the same results when it is conducted several times, in this sense, Brown (2004:20) claims **“If you give the same test to the same student or matched students on two different occasions, the test should yield similar results”**. However, reliability may not function when assessing speaking skills because **“Speaking is also the most difficult language skill to assess reliably”**, Luoma (2004: ix).

#### 1.4.1.3. Validity

The principle of validity seems to be the most important one when conducting an oral production’ assessment as it is stated by Brown (2004:22) **“By far the most complex criterion of an effective test-and arguably the most important principle-is validity”**. Arguably, the objective of assessment is to measure the target skill, for instance, an oral test aims only at assessing the oral ability of the students.

### 1.4.1.4. Authenticity

The fourth principle of speaking skills' assessment is authenticity, in which this process should be conducted in real world situation, in this respect, Brown (2004: 28) points out that **“Essentially, when you make a claim for authenticity in a test task, you are saying that this task is likely to be enacted in the ‘real world’”**. This means that all tools and materials used to assess the oral proficiency of students motivate them to elaborate accurately in the target language culture. Moreover, Baker and Westrup (2000: 99) state that **“You may also need to set as practice for external exams. In this case, you must be sure that the type of questions you set are compatible with those in the external exam”** in which, questions, topics, and items of an oral test should be interesting and appropriate with the target situation

### 1.4.1.5. Backwash

This principle is defined by Brown (2004:28) as **“the effects the tests have on instruction in terms of how students prepare for the test”**. The washback of speaking skills assessment impacts what learners learn and what teachers teach orally, as well as, it provides learners with feedback to improve their oral ability, in this sense, Ur (1996: 134) declares:

**If you have an oral proficiency test at the end of a course, then this will have a ‘backwach’ effect: teachers and students will spend more time on developing speaking skills during the course itself. Conversely, if you do not have such a test they will tend to neglect them.**

Having an oral test at the end of the sessions strongly impacts on the process of learning through which learners continuously strive to all their best to enhance their communicative ability. Thus, the teacher can observe the development of teaching the oral production.

### 1.4.2. The Assessed Aspects of Speaking

During the process of assessing the language proficiency of students, **“The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said”**, Luoma (2004: ix-x) because it is probably difficult for some language learners to fulfill all these components integrally, in this respect, Baker and Westrup (2000: 104) within testing speaking add **“When you construct the test, be clear what you are giving marks for. You can give marks for grammatical accuracy, using vocabulary you have taught them, using appropriate functional language, pronunciation, etc”**. Moreover, they insist on the way speaking skills assessors may follow through which they indicate **“Make a record sheet like the one below so that you can record all the things you want to test and how well a student performs it ( 1 point, 2 points 3 or 4)”**(ibid). The following table represents a record sheet for assessing speaking components:

	1	2	3	4
Pronunciation				
Functions				
Vocabulary				
Grammar				

Table1.1.A Record Sheet for Assessing Speaking Components. (Baker, J. and Westrup. H. (2000). *The English Language Teacher’s Handbook: How to teach large classes with few resources*. London: Continuum).

## Chapter One: A Theoretical Review on Assessing Speaking Skills Formatively

The aspects of language performance are represented in this table:

Assessed Aspects	Descriptions
Grammar	<b>“However, the grammar that is evaluated in assessing speaking should be specifically related to the grammar of speech”</b> , (Luoma, 2004:12), this means that assessor looks for the accurate spoken grammar
Fluency	Fluency as an aspect of speaking skills assessment can be judged when feel students communicating at ease, having a deep breath, and making pauses to let the hearer getting the point.
Vocabulary	Read (2000:1-2) believes that <b>“[...] requiring tests to monitor learners’ progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs”</b> . The process of assessing this oral component may be conducted by oral production teacher hearing to the level of vocabulary the students are able to output continuously and then making decision about how well they are producing.
Pronunciation	According to Thronbury (2005:128-129) <b>“pronunciation- this refers to the candidates’ ability to produce comprehensible utterances to fulfil task requirements [...]”</b> ,i.e. when testing the students’ pronunciation as they are communicating in the target language, assessors hear for obvious articulated concepts, convenient pronunciation of usual spellings of words, assimilation, and intonation.
Comprehension	This assessed aspect is very crucial for oral production assessors to figure out to which extent language learners appreciate the target language, in which Ur (1996:26) believes that <b>“[...] learners need to recall accurately a set of facts presented very densely and quickly, [...]”</b> . In addition to this, she clarified the ways assessors may implement when she says <b>“A better task might be to ask the learners to take notes on the text as they hear it, and then compare with each other or with a replay of the original text”</b> (ibid)

Table1.2.The Assessed Aspects of Speaking.

**1.4.3. Difficulties Faced by the EFL Teachers during the Formative Assessment of Speaking Skills**

During the process of assessing students' speaking skills formatively, oral production teachers encounter many difficulties as it is stated in one hand by Andraide and Cizek (2010:8) **“Although formative assessment represents one of the current best hopes for further increases in students leaning, many challenges face this form of assessment”**. In the other hand, Luoma (2004: 1) contends that **“Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose”**. These difficulties are represented in the following diagram:

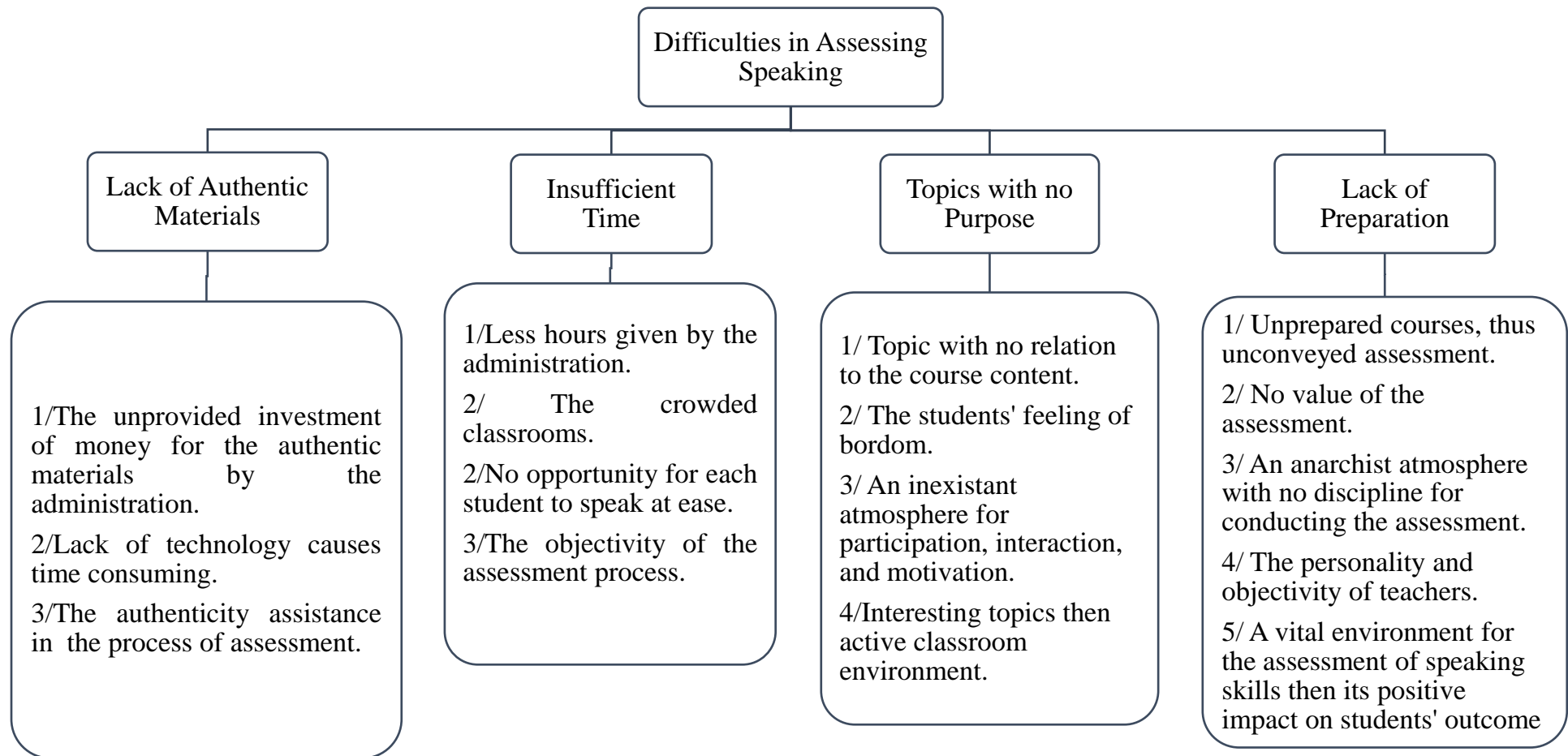


Diagram1.1. Difficulties in Assessing Speaking



### **1.5. Conclusion**

The integration of formative assessment within the instruction of speaking skills is considered as one of the most important processes, because it helps teachers formatively assess the students' proficiency in the target language dealing with the main aspects of communication skills and also with the principles of assessment. However, oral expression teachers meet challenges when conducting such process in oral courses. This chapter was about reflecting on the available literature related to this research work, to settle the foundations for the next practical chapter.

### **Chapter Two: Empirical Part (Formative Assessment in Speaking Skills)**

2.1. Introduction

2.2. Research Setting

2.3. Case Study

2.4. Sample Selection

2.4.1. Learners' Profile

2.4.2. Teachers' Profile

2.5. Data Collection Instruments

2.5.1. Questionnaire

2.5.2. Interview

2.5.3. Observation

2.6. Data Analysis

2.6.1. Questionnaire Analysis

2.6.2. Interview Analysis

2.6.3. Analysis of Observations

2.6.3.1. Classroom Observation

2.6.3.2. Exam's Observation

2.7. Data Interpretation

2.8. Conclusion

### **2.1. Introduction**

The current chapter deals with the empirical stage in this research. It searches the difficulties encountered by the oral teachers during the formative assessment of speaking skills. It consists of two sections, theoretical and practical. The theoretical section studies the main descriptions of the research setting, the case study, and the selection of the target sample. It eventually discusses the three used research tools (students' questionnaire, teachers' interview, and classroom observation). The second section is practical which encompasses the qualitatively and quantitatively analyses of these data and then their interpretation.

### **2.2. Research Setting**

The information gathered for the issue under study will be conducted at the department of English at the University of Tlemcen. In fact, from 1989 till 2014, the English section used to belong to the Faculty of Letters and Foreign Languages. Then, it became an independent Department in 2014. The department of English contains two sections, namely English and Translation. The English Department is supervised by six professors, twenty-five senior lecturers and twenty-seven assistant lecturers. Besides, the department of English infrastructure is composed of fourteen classrooms, two amphitheatres, two language labs, one computer room, and one GVC room. In 2009, the English section has adopted a new system which is called LMD system (Licence, Master, Doctorate) through which, Licence includes three years of studying English Language, Master (M1 to M2, including three specialisms: literature and civilization, language studies and Didactics of foreign languages), and Doctorate contains three specialisms: Comparative literature, sociolinguistics, and Didactics and Assessment. Moreover, the statistics of 2017 show that the number of licence students is 1110 students, whereas master students are 514 students.

### 2.3. Case Study

The case study seems to be the examination of the target situation where conducting a research, as it is defined by Yin (1994:13) as **“an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”**. This means that the case shows researchers the encountered complication in a workplace.

The present research paper deals with a case study which encompasses the oral production teachers in the department of English at the University of Tlemcen. In this case, these teachers can provide the researchers with the expecting information about the intended questions dealt with, for instance, in the current investigation the researchers are processing the difficulties of formative assessment when assessing the EFL learners speaking skills so, their experience in oral production teaching may let them encounter such difficulties frequently.

### 2.4. Sample Selection

The sample is selected randomly to participate in this research. They are first year LMD students (two groups out of the ten groups), and the five oral teachers out of the fourteen.

#### 2.4.1. Learners' Profile

The participants in this work are first year EFL university students at the faculty of letters and languages, specifically, they are English language students. Currently, they are still studying in the common core pedestal. The selected number of these students is 62 and their ages range between 17 and 33 years old. Furthermore, their experience in learning English language differs from one to another. It varies from 8 to 9 years.

### 2.4.2. Teachers Profile

The second selected sample is five teachers of oral production at the Department of English at the University of Tlemcen. One of these teachers is an assistant professor, three of them are still preparing for the doctorate degree, while another teacher already holds the degree of “Doctorate”.

These teachers are specialized in different fields of study; namely Sociolinguistics, TEFL, ESP, and Assessment and Testing. Additionally, their experience in teaching English ranges from 3 to 21 years.

### 2.5. Data Collection Instruments

Data collection refers to a methodical way of gathering information from several sources to assert a complete comprehension about any topic of interest. This act allows the researcher to answer the research questions put previously. Moreover, the collected data can be either quantitative, i.e. numerical information that can be measured or counted, or qualitative, i.e. descriptive information about characteristics that are difficult to define or measure or cannot be expressed numerically. Additionally, there are many instruments in order to conduct this process. In this work, three tools are used namely, questionnaire which is designed for first-year LMD students, an interview that is addressed to teachers of oral production, and classroom observation which is conducted during the oral production sessions.

#### 2.5.1. Questionnaire

This instrument refers to a set of written questions designed to obtain information from participants. According to Wilkinson and Birmingham (2003:7-8), questionnaires “[...] **can often provide a cheap and effective way of collecting data in a structured and manageable form**”. The questionnaire is considered as the most common useful tool in gathering data. In this vein, Richard (2001:60) indicates the employment of this instrument by stating:

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**Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze.**

Researchers may find the use of questionnaire as a tool of research easy to design. After that, the gathered information is found to be easy to classify and interpret.

The questionnaire contains different types of questions (See appendix A).

They are put in the following table:

Type of question	Description	Example
1/Close-ended questions	Need the participants to answer with 'yes' or 'no'.	Do you think that sessions per week is enough to develop your speaking skills? Yes <input type="checkbox"/> No <input type="checkbox"/>
2/Multiple choice questions	Participants are required to choose one answer or more.	What are the materials used by your teacher to test your oral production? (you can choose more than one answer) Videos <input type="checkbox"/> Audio tape <input type="checkbox"/> Photographs <input type="checkbox"/> Nothing <input type="checkbox"/> Others.....
3/Open-ended questions	Questions that can be answered by long responses.	Do you think that testing your speaking capacities affect your level in English? Yes <input type="checkbox"/> No <input type="checkbox"/> How.....

Table 2.1.Types of Questions in Questionnaire and their Descriptions

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### ✓ *The aim of the Questionnaire*

The purpose of the present designed questionnaire is:

- To get information about the integration of the formative assessment as a process into speaking skills instruction in order to assess or test the language proficiency of first year LMD students.
- To investigate the main difficulties that can be encountered by oral production teachers during their formative assessment of speaking skills.
- To find out if these difficulties impact on the outcome of these students.

The following table is representing the main objectives of the questions asked in questionnaire:

<b>Rubrics/ Questions</b>	<b>Objectives</b>
<b>Rubric One: Student's Profile</b>	/
1/Sex	1/ The aim of this question is to know the gender of the participants in this instrument which means if they are all male or female or they are mixed between male and female.
2/ Age	2/ This question is asked in the sake of knowing the limitation of participants' age as it is useful to be put in the learners' profile within the sample selection.
3/How long have you been learning English?	3/ This question aims at finding out the learning experience of students in English language.
4/ How do you find your English speaking ability?	4/The goal of this question is to know the level of students' speaking proficiency
<b>Rubric Two: Speaking Skills</b>	/
5/Do you think two sessions per week is enough to develop your speaking capacity?	5/The objective of this question is to find out the students' opinions about number of oral production sessions per week and if they find

## Chapter Two: Empirical Part; Formative Assessment in Speaking Skills

	it sufficient to improve their oral proficiency.
6/If yes, do you have opportunity to speak in every session?	6/This question aims at having a look at students who answer with “yes” in the preceded question and if they find themselves involved in every oral production session.
<b>Rubric Three:</b> The Implementation of Formative Assessment	/
7/ Does your oral production teacher remind you about previous session before starting new lesson?	7/The objective of this query is to assert whether the teacher reminds the students about what was seen last session or not.
8/ What are the materials used by your teacher to assess your oral production?	8/ This question may shed light on the main materials that can be used to test the students’ oral capacity.
9/How does your teacher test your speaking capacities?	9/The aim of this question is to see the most frequently activities used by Oral Production teachers.
10/ How do you find the tests provided by your oral teacher?	10/The goal of asking this question is to know the students’ opinions about the tests provided by their oral teacher.
11/ Does your teacher score your participation during the oral production sessions?	11/This question is asked to know if the oral teacher takes into consideration the participation of students during the oral production sessions or not.
12/Do you think that testing your speaking capacity affects your level in English?	12/The objective behind asking this query is to elicit the students’ points of view about if testing their speaking ability affects their level in English, and how it can be.

Table2.2.The Objectives of Questions in Questionnaire



### 2.5.2. Interview

An interview is generally defined as a conversation between two persons: the interviewer and the interviewee. It contains questions of particular subject that would be answered by the interviewee. In this context, Schostack (2006:10) states:

**The interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values, knowledge and ways of seeing, thinking and acting of the other.**

Besides, Stewart (2009: 186) indicates **“It is simple one-way contact in which one person, usually a professional of some sort, asks questions and the other, usually a witness, sport fan, job applicant, or patient answers them”**. Therefore, in this research the interviewees that took part of informants are the oral production teachers in the Department of English at the University of Tlemcen, (See appendix B). The following table summarizes the main objectives of the questions asked:

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Questions	Objectives
1/ what is your degree? (Doctor/Professor?)	1/ Knowing the experience of the oral production teachers at the University of Tlemcen.
2/ How do you evaluate and assess your students' Speaking skills? The materials used? Types of oral course used?	2/ knowing the kind of assessment used to assess students' speaking skills, the kind of materials used in the assessment and the type of oral course implemented.
3/Do you use formative assessment? How?	3/ The objective is to see whether the teacher uses formative assessment or not, and if he/ she does, how they use it.
4/What kind of activities do you provide to assess your learners formatively?	4/ This question aims at knowing the different kinds of activities used in formative assessment.
5/Do you think that using formative assessment in oral production courses help learners increase their fluency?	5/ The purpose behind this question is to know whether the use of formative assessment is beneficial for learners' performance or not.
6/ Do you use formative assessment alone or you may support it with other types of assessment?	6/ The objective of this question is to see if the teacher uses just formative assessment or he/ she joins other types of assessment.
7/ What are the difficulties you usually encounter while assessing students formatively?	7/ This question aims at knowing the difficulties and obstacles that the teacher may face during the process of assessing learners formatively.
8/Are there any proposals to deminish problems during assessment?	8/ The purpose of this question is to see if the teacher can propose any suggestions to decrease the problems during assessment.
9/How can you make your learners overcome their difficulties in speaking?	9/ The goal of this question is to know the teacher's recommendations for learners to surmount their difficulties in speaking.
10/Does your planning of the lessons convey your intended objectives?	10/The purpose behind this question is to know if the teacher reaches his / her objectives or not.

Table2.3. Questions in Teachers' Interview and their Main Objectives

### 2.5.3. Classroom Observation

Another method of collecting data is used in this work which is called observation, through which the researchers observe within the field of studying. Indeed, this instrument is considered as one of the most useful tools for many researchers, as it is stated by Wilkinson and Birmingham (2003:117):

**It can allow researchers to understand much more about what goes on in complex real-world situations than they can ever discover simply by asking questions of those who experience them (no matter how probing the questions may be), and by looking only at what is said about them in questionnaires and interviews.**

In addition, the researcher must know well what he/she is observing. In this sense, Richard (2001:61) believes that **“observation is a specialized skill. Knowing how to observe, what to look and how to make use of the information obtained generally require specialized training”**. (See appendix C)

In the present work, observation is used to:

- See which type of assessment is used by the oral production teachers.
- Observe how the environment of assessment is, i.e. the materials used, methods of assessing students' speaking skills.
- See how much students are attracted by the topic.
- See if the students are motivated or not and how much they are participating in the classroom.
- Find out if the assessment of students has a reflection on their oral proficiency.
- See how the teacher can involve all students in speaking tasks.

### 2.6. Data Analysis

This section will try to analyse qualitatively and quantitatively the gathered data.

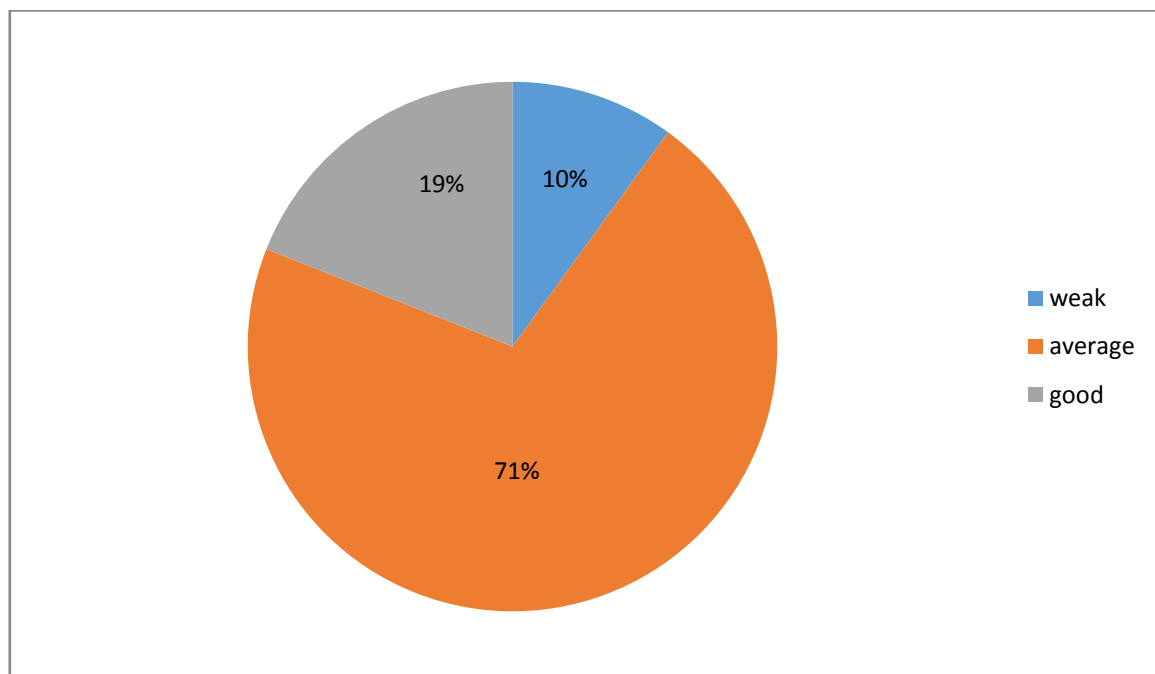
#### 2.6.1. Questionnaire Analysis

The designed questionnaire is divided into three rubrics. After the process of collecting data, the results of questions have been analyzed quantitatively and qualitatively in the following:

##### Rubric One:

**Q1-Q3:** are asked to learn about students' profile( see 2.5.1)

**Q4:** When asked this question, the outcome showed that the level of students in English varies because (10%) of students believe that their level is weak while (71%) of them state that it is average, whereas the remaining (19%) found their English speaking capacity good. The following pie-chart presents the result achieved:



Pie-Chart2.1: Students' Speaking Level

## **Chapter Two: Empirical Part; Formative Assessment in Speaking Skills**

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### **Rubric Two: Speaking Skills**

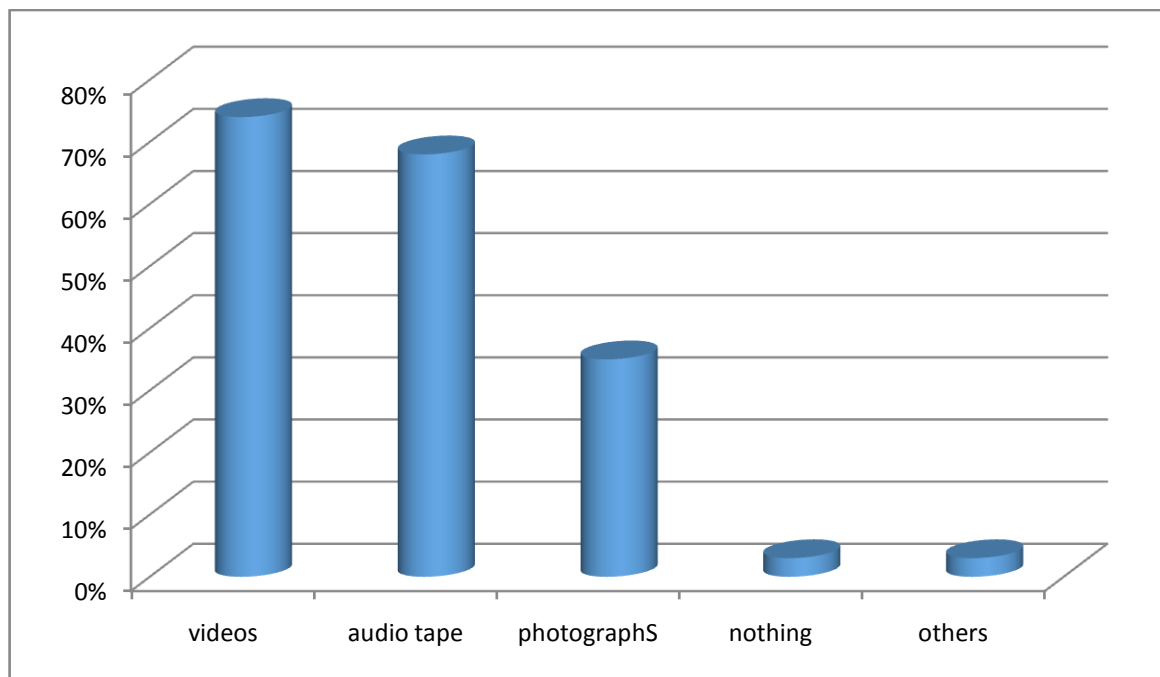
**Q5:** The results attained from this question shows that the majority of students (73%) want to have more than two sessions per week to increase their speaking abilities, while the remaining (27%) students agree that two sessions are enough.

**Q6:** reveals that (21%) of students did not clarify their section, whereas (47%) of students said that they do not have the opportunity to speak every time. On the other hand (32%) of students said that they do have enough opportunities to speak, because they like to speak the language and express their thoughts to everyone

However, the other (47%) of students state they do not have the opportunity to speak; show that they have problems in facing the audience and some of them find that the time of oral production courses given does not allow them to speak, in addition to the number of students in classroom.

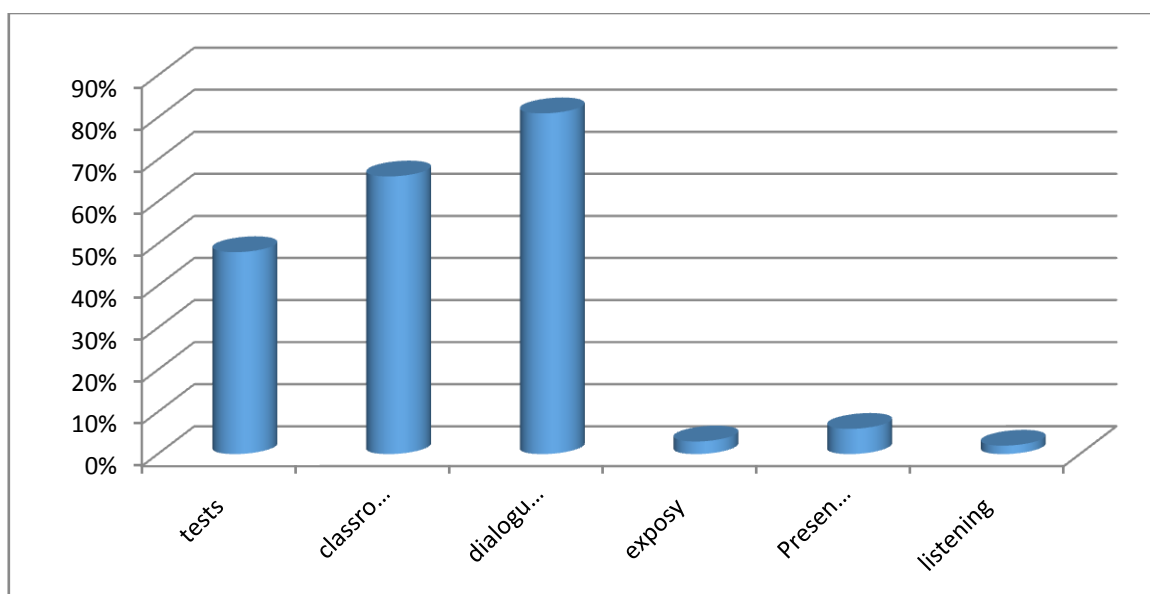
**Q7:** The results revealed from this question proves that (81%) of students state that their teacher remind them about precious sessions while the (13%) from the sample answered that they do not. The remaining students who represent (6%) did not give their answers.

**Q8:** Results show that the largest number of students which means the (74%) denote that videos are mostly used by their oral production teachers. In the second place, the (68%) from students answered that their oral production teacher uses audio tape. Whereas, photographs come in the third place with a percentage of (35%). Additionally, (3%) of students said that no material is used by their oral production teachers. Moreover, some students suggested other materials like: handout with the percentage of (3%). The following bar-graph illustrates the findings above:



Bar-graph.2.1: Materials Used by Oral Expression Teachers

**Q9:** When asking this question, the results show that (48%) of students answered that their teacher uses tests to test their oral ability, while (66%) of them said that they use classroom activities, whereas, (81%) of students answered with dialogues. In addition to this, some of these students suggested other activities in which (3%) of them said research works while (6%) of students answered presentation, and (2%) of them respond with listening. These results are presented in the following bar-graph:



Bar-graph2.2: Activities used to Assess Students' Speaking Skills

## **Chapter Two: Empirical Part; Formative Assessment in Speaking Skills**

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**Q10:** The obtained results for this question present that (5%) of students find their test difficult whilst (74%) of them said that it is accessible, and (16%) of these students said that they find it easy to be answered. Moreover, the remaining students (5%) did not answer.

**Q11:** When asking about participation, the findings show that (80%) of students state that their participation is scored, (10%) answered that it is not, whereas the remaining (10%) of these students did not give their answers.

**Q12:** The outcomes of this question show that the majority of students with a percentage of (90%) find that testing their speaking abilities influences their level in English in a good way. Whereas few students (8%) think that testing does not affect their level in English. Additionally, one student did not answer this question. The justifications of this question vary from one student to another. The following arguments were put forward: \*testing is helpful to be more confident to speak with no fear. \*It also impacts positively on their level in speaking, and also it encourages them to express more in the target language. \*Additionally, these students find that it is helpful when their teacher corrects their mistakes in classroom so that they will know their weaknesses in speaking, and they considered it needful to remember their mistakes to not repeat them again (learning from mistakes). \*Moreover, some other students said that testing their oral capacities lets them practice the language such as making presentations and dialogues. So the more they practice the more their English level will be enhanced. \*Another student said that the marks given in oral production test make him enhance his level of speaking. \*Besides, other students justified that they cannot enhance their level since they learn their topics by heart. \*Others declared that they cannot speak well in front of the others since they feel shy and they do not have self-confidence to express themselves.

### 2.6.2. Interview Analysis

The teachers' interview will be analyzed as in the following section:

**Q2:** The outcome of this question sheds light on the main materials the oral teachers use, they said that they use lab and data show, videos, and personal laptop. In addition to this, they said that they focus on assessing listening and speaking together when they make their students listen to dialogues or formal videos and then ask them direct questions, as well as, listening to a story and they summarize it orally or in written form. Moreover, they make discussions to bring free topics, a play and they give the students a set of idiomatic expressions to reproduce them in their own dialogues. Furthermore, these teachers said that they encourage their students to participate and offer them more opportunities to talk, because they want them to work better and more seriously. Arguably, they give their importance in assessing fluency, pronunciation, intonation, accent, accuracy, grammar mistakes, vocabulary, and comprehension. However, some of them said that the process of assessing speaking depends on the type of activities they give their students, because one of these teachers confessed that she sometimes focuses only on their fluency when she lets go their mistakes, because she corrects the idiomatic expressions she gave them to insist if they use them or not to assess their accuracy. Moreover, an oral teacher focuses only on the students' fluency. Besides, another teacher assesses the way students present their presentations for instance, if they use body language and the way they prepare their works on power point.

**Q3:** The obtained result from asking this question is that three of them said that they really use the formative assessment while the remaining teachers do not exactly know the term "formative assessment", so they prefer to call it as continuous control. In addition, these teachers have their own way to assess students' oral performance. A teacher make students present their work and perform dialogues, while another proposes videos and then producing something. Moreover, the third teacher said that she asks her students introduce themselves in two or three sessions and then after two or three sessions they have a test in the form of role play, presentations, telling a story or including idiomatic expressions within a story or a conversation. However, the



## **Chapter Two: Empirical Part; Formative Assessment in Speaking Skills**

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fourth teacher said that she gives them a set of activities to evaluate their speaking while the last teacher confessed that each time she assesses her students, the day of exam she gives them a final mark but she takes the best mark to keep them working better.

**Q4:** This question reveals that teachers use activities. One among these teachers said that they normally have a syllabus to follow and she gave an example about listening task so she makes her students listen to something, while another teacher prefers to give listening and speaking activities. Additionally, the third teacher said that she uses different activities such as: listening comprehension, quizzes, idiomatic expressions with their use in other situation, and role plays. Moreover, another said that she gave them activities in the form of role plays or sometimes she brings videos and asks her students to answer some questions to make them participate, the form of dictation or make subject and asks them to prepare presentations, or making job interview (good job interview or bad job interview). However, the last interviewee said that she assesses students' dictation or listening and speaking activities.

**Q5:** When asking this question the outcome revealed that all teachers believe that formative assessment helps learners' fluency because according to them if students know that they are continuously assessed they keep working better, as well as, a day to day assessment helps them a lot to improve themselves. In addition to this, a teacher said that the more students practise the more their level will be developed and they overcome their difficulties, whereas another teacher viewed that students learn from their mistakes and teacher can help them.

**Q6:** The result of question 6 reveals that all teachers use formative assessment and other types of assessment such as:

- Summative assessment
- Eclecticism
- Achievement assessment

**Q7:** When asking this question it was found that all these teachers face a lot of challenges in which one of them said that she has to manage a large number of students in only one group, so it is time consuming and effort demanding. This causes a psychological pressure on the part of teacher and even on the part of learners. In addition to this, she added another difficulty when she said that sometimes it is difficult to convince a student with a mark because even the teacher does his efforts to be as fair as possible with him, sometimes the student is right. Moreover, another teacher also insisted on the problems of large number of students in classroom and time consuming. Furthermore, the third interviewee faced shy students and she said that group of 40 students cannot be assessed in only one session, whereas another teacher finds difficulties in when she said that when she asked them questions, her students find problems in expressing themselves, and also she gave as an example that debates are something which are very difficult to manage with beginners. However, the last teacher viewed that her most difficulty is that students are not interested with the whole field.

**Q8:** The result obtained from this question differs from one answer to another because each teacher gave her own suggestions. In one hand, a teacher specified them to decision makers and also said that they are obliged to yield final mark to administration, so she considered this as over timing. In the hand, the second interviewee preferred to not say to her students that it is an assessment “improvement rather than assessment”. In addition to this, another teacher suggested to limit the number of students especially in oral expression, while the last teacher provided the interviewers with suggestion about the possibility to have debates with students.

**Q9:** The results of this question revealed that each of the selected teachers has her own way to make students overcome their difficulties in speaking. The following opinions were selected: \* teachers help students by making them listen to native speakers, and ask them to use dictionaries, \*others prefer to practise; the more they practise the more the teacher corrects their mistakes. \* Other teachers give students psychological advice

to be more self confident, \* others prefer to make them feel at ease and try to give chance to all students to speak.

**Q 10:** The results revealed that all teachers believe that their intended objectives are reached most of the time. It was also found that four of these instructors focus on the same objectives such as: improving listening skills and encouraging them to participate in order to face audience, as well as, two teachers said that their objectives are to learn and improve vocabulary. Moreover, one teacher said that her goal is to make students feel at ease in speaking.

### **2.6.3. Analysis of Observations**

This section will analyse data gathered from classroom observation qualitatively. It will be divided into two sections, namely classroom observation and exam observation

#### **2.6.3.1. Classroom Observation**

It was observed that the oral teachers use the listening course, idiomatic expressions, presentations, dictation, dialogues and debates, through which they use formative assessment to assess their students' oral production. For the sake of conducting this process teachers use materials such as handout, recording tape, photographs and dictionaries. However, it was observed that teachers suffer from overcrowded classrooms. Besides, it was observed that not all students are interested in topics and have a lack of preparation and participate only with their teacher's push. While others looked interested and motivated. Moreover, researchers monitored that oral teachers used to assess all the aspects of speaking skills such as: grammar, pronunciation, vocabulary, fluency and comprehension. Despite these challenges, it was remarkable that teachers involve the majority of learners in which they were interested with all kinds of answers, reminded them about previous session and asked questions about the course, make students read dialogues and try to motivate the passive students.

### **2.6.3.2. Exam's Observation**

In order to meet the needs of research under study, the researchers take into account the observation of exam, so as to strengthen the results of data collected. This process was held in make -up exam. Some teachers made students pass one by one where they introduce themselves, mention some idiomatic expressions that they dealt with and they were asked to give summary about any dialogue they studied before. In fact, it was observed that students did not prepare for the exam and felt fear to speak in front of the teacher as they lacked vocabulary and could not speak for a long period of time. On the other hand, other teachers gathered all students in which they use ICT to pass the exam where the teacher invites students to listen to a recording tape and to tape it on the computer, then record their speech in which they say their opinions about the exam and their level of speaking. However, students find difficulty to manage the system of using ICT. This process makes teachers spend too much time to manage students because many of them are not familiar with the use of ICT.

### **2.7. Data Interpretation**

The results revealed from the three instruments show that there are factors which inhibit the process of assessing students' speaking skills formatively. These resulted factors are: shy students, over-crowded classrooms and insufficient time. Teachers demonstrate that these factors may cause problems during the assessment process. These results may confirm the first suggested hypothesis.

The obtained results also show that there are difficulties which negatively influence learner's speaking skills outcomes. The difficulties resulted from data collection of classroom and exam observations are: lack of preparation, lack of participation which showed no interest to the topic and also the unfamiliarity with the use of technology. In fact, these results have asserted the second hypothesis proposed by researchers.

## **Chapter Two: Empirical Part; Formative Assessment in Speaking Skills**

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In order to avoid the difficulties of formative assessment in speaking skills, a number of suggestions were given by oral teachers after analysing the three research instruments. These recommendations were represented in, the extensive listening to native speakers, making learners practice the language more inside classrooms, supporting their students with psychological advices to make them feel at ease, stimulate the spirit of competition among students or groups, and minimizing the students' number in groups. All these suggestions have contributed in the assertion of the third hypothesis given by the researchers, and helped them design a number of practical suggestions in the third chapter.

### **2.8. Conclusion**

This chapter was about the empirical part of the whole work which tackled the difficulties of formative assessment in oral production courses. However, it was divided into two sections; theoretical and practical. In the theoretical part, researchers used to describe the research setting, case study, and the target sample while in the practical one, researchers used three research instruments; students' questionnaire, interview with teachers, and classroom observation for the sake of gathering information to assert the three hypotheses put by them. Furthermore, the next chapter will shed light on some suggestions and recommendations given to the oral teachers and even to language learners for the sake of developing the use of formative assessment in teaching speaking through which these learners become communicatively competent.

## **Chapter Three: Suggestions and Recommendations**

- 3.1. Introduction
- 3.2. Suggestions for Learners
- 3.3. Suggestions for Teachers
- 3.4. Conclusion

### 3.1. Introduction

In this chapter, researchers' basic role is to provide some suggestions and recommendations for oral production teachers and learners to enhance the process of formative assessment in oral production courses. First, researchers will suggest to learners some tips and practical activities that may lead to the improvement of testing and assessing their communicative abilities. Consequently, the target aim of this chapter is to find out solutions for the issue under study.

### 3.2. Suggestions for Learners

It is believed that learners may contribute in improving the process of formative assessment in oral production courses. The following suggestions may lead to this improvement:

- Knowing the course objectives: at the beginning, students should know why they are learning the oral production because **“they should first understand the importance of speaking skills”** (Mai & Tuan 2015:19).
- Developing the image about learning English: because they should **“stop bearing in mind that the English language is difficult to understand, and stop thinking much about mistakes. For the more, they should practise and use English as much as they can without caring much about mistakes”** (Haidara, 2016:1505).
- Using Peer Assessment: EFL learners have also the role in enhancing the formative assessment in speaking courses through which they can evaluate and assess themselves through peer-assessment. This is inserted by Al Nakhalah (2016: 105)

**They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed.**

- Develop Cooperation: EFL learners can also work cooperatively to learn how to communicate effectively by doing extra oral tasks. In this respect, Mai and Tuan (2015: 19) recommend **“they should practise speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate”**.

### 3.3. Suggestions for Teachers

Enhancing the process of formative assessment in speaking courses can be considered as a big challenge for oral teachers. The following suggestions are given to them in order to improve this process:

- Building Appropriate Environment: teachers should build an appropriate environment for the formative assessment in speaking skills because **“the first cause that makes the students difficult in speaking English is that the environment does not support students to speak frequently”** (Al Nakhalah 2016:105).
- Creating friendly relationship between students and teachers: oral teachers should create a close relationship to their students in which they feel at ease while conducting the assessment, as well as, they can speak continuously. It is also suggested that **“instructors can also speak to the students privately to eliminate any embarrassment”** (ibid).
- Organising their course: in every oral activity, teachers **“should improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks”** (Mai & Tuan, 2015:18).
- Caring about students' answers: teachers should give much importance to speaking answers of their students because **“listening carefully to the responses given by students will provide useful information for planning future instruction”** (Regier, 2012: 9).



### Chapter Three: Suggestions and Recommendations

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- Bringing critical thinking: teachers should also bring activities that require the critical thinking of students, for example:

**Having a class part way through a unit of study can provide you with valuable information regarding what your students know about the subject. Focus discussions on higher level thinking skills and give students a few minutes before beginning the discussion** (ibid: 8).

- Creating checklist: teachers should gather information about students while assessing their oral performance such as the way of presenting their work. They can use many tools such as “class checklists” which are a great tool for collecting data about students during a unit of study. The following checklist for speaking skills is suggested by (Regier 2012:7) to improve formative assessment:

	Topic is clear	Ideas are organized logically	Varies pace of speaking and tone of voice	Strong opening	Connects with audience
Student A					
Student B					
Student c					
Etc					

Table3.1: A class Checklist for Collecting Data about Students’ Oral Performance (Regier, N. (2012). *Book Two: 60 Formative Assessment Strategies*. Regier Educational Resources).

- Avoiding Immediate Correction: teachers should avoid immediate correction of students’ speaking errors in which they “**should decide carefully when and how to correct students mistakes so that the students are not fearful of making mistakes and the flow of the students’ conversation is not destroyed**”(ibid:18).

- Making sure students are all involved: teachers should make extremely sure that all students are involved in the process of assessment. Regier (2012:19) suggests **“whip around is a formative assessment strategy that involves all the students in the class. First, you pose a question to the students. The students are given a few minutes to formulate their answers and make brief notes”**.
- Bringing interesting topics: teachers should bring topics which are interesting to their students. In this respect, Mai and Tuan (2015:18) recommend **“teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives”**.
- Authenticity in Classrooms: oral teachers should require the administration to provide them with more authenticity to conduct the process of assessment in speaking skills in which **“more conversation courses, including language lab, should be established in the department to help students develop oral skills”** (Al Nough et al 2015: 14).

### 3.4. Conclusion

To conclude, this chapter has offered some suggestions and recommendations that hopefully may help teachers enhance the process of assessing first year students' speaking abilities formatively. It has dealt with some practical tips, and provided EFL learners with some suggestions in order to improve their communicative competence and increase their outcome.



**General Conclusion**

## General Conclusion

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### General Conclusion

Despite the importance of teaching speaking skills, EFL teachers as well as learners meet several issues during this process. The present work has shed light on the main difficulties that encountered oral production teachers while assessing learners' speaking skills formatively. Within this work, researchers have looked at problems that face oral expression teachers at the department of English at Tlemcen University and investigated the factors that may arise during the process of assessing students' speaking skills formatively. The study aimed also to seek the impact of these problems on learners' results and to see the oral teachers' suggested methods. The researchers had proposed the three hypotheses for the issue under study.

The present work has gone through three stages. First, researchers began with theoretical review on assessing speaking skills formatively. It dealt with the main concepts related to the topic, including the definition of speaking skills, the importance of teaching speaking skills to EFL learners, assessment and its different types, formative assessment in speaking skills, and the assessed aspects of speaking. It ends by the difficulties faced by EFL teachers during the formative assessment of speaking skills. After gathering information, researchers moved toward the second stage which is the empirical part. At this stage, the researchers gathered information in a practical way in which they used three instruments; an interview for oral production teachers, questionnaire for first EFL learners and classroom observation. The gathered information were analyzed and discussed for the sake of proving or disapproving the suggested hypotheses. It was found that a number of factors may inhibit the assessment process, such as lack of material, over-crowded classrooms, and insufficient time. It was also found that these difficulties will in all probabilities influence learners' speaking skills and competence. Thus, the third stage included some suggestions and recommendations for both EFL teachers and learners to enhance the process of teaching/learning assessing speaking skills.

## **General Conclusion**

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It was hoped that this work will contribute in the development of assessment in our department. However, a question is worth rising at this level turns around the problematic: Do our EFL teachers update their teaching/thus assessment techniques over time? This question will open the door for further research.

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# **Appendices**

# **Appendix A: Students' Questionnaire**

## Appendix A: Students' Questionnaire:

Dear students,

This questionnaire aims at gathering information concerning the testing of EFL learners' speaking skills. Thus, you are kindly requested to answer the following questions.

Thank you

### Rubric One: Student's Profile

1/ Sex:

Male

Female

2/ Age

Your age is:

3/How long have you been learning English?

.....  
.....

4/How do you find your English Speaking ability?

Weak

Average

Good

**Rubric Two: Speaking Skills**

5/Do you think two sessions per week is enough to develop your speaking capacity?

Yes

No

6/If yes, do you have the opportunity to speak in every session?

Yes

No

Justify.....  
.....  
.....

**Rubric Three: The Implementation of Formative Assessment**

7/ Does your oral production teacher revise you about previous session content before starting new lesson?

Yes

No

8/What are the materials used by your teacher to test your oral production? (You can choose more than one answer).

Videos

Audio tape

Photographs

Nothing

Others.....  
.....  
.....

9/How does your teacher test your speaking capacities? (You can choose more than one answer)

Tests

Classroom activities

Dialogues

Others.....  
.....

10/How do you find the tests provided by your oral teacher?

Difficult

Accessible

Easy

11/ Does your teacher score your participation during the oral production sessions?

Yes

No

12 / Do you think that testing your speaking capacities affects your level in English?

Yes

No

How.....  
.....

Thank you very much

# **Appendix B: Teachers' Interview**



## Appendix B: Teachers' Interview

The current interview aims at gathering information about the major challenges encountered by the oral production teachers when conducting formative assessment of 1<sup>st</sup> year LMD students. Consequently, you are kindly asked to answer the following queries.

1/ what is your degree (Doctor/ Professor)?

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

2/How do you evaluate and assess your students' speaking skills?

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

3/ Do you use formative assessment? How?

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

4/ What kind of activities do you provide to assess your learners' oral skills formatively?

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

5/ Do you think that using Formative Assessment in oral production courses help learners increase their fluency?

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

6/ Do you use Formative Assessment alone or you may support it with other types of assessment?

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

7/What are the difficulties you usually encounter while assessing students generally? Formatively?

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

8/Are there any suggestions you may provide to diminish problems during assessment?

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

9/How can you make your learners overcome their difficulties in speaking?

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

10/ Does you planning of the lessons convey your intended objectives? What are your objectives?

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

Thank you for your cooperation

# **Appendix C: Classroom Observations**

## Appendix C: Classroom Observations

1/Date and group	
2/Types of the oral course used	
3/ Kinds of assessment used in oral production	
4/ Assessment environment (materials used)	
5/The extent to which learners are interested in topic	
6/ What does teacher evaluate?	
7/ Learners' motivation and participation	
8/The teacher's role to involve all students in the speaking tasks	

## المخلص

تعالج هذه الدراسة أهم الصعوبات التي يتلقاها أساتذة الشفهي عند قيامهم بالتقييم التكويني لمهارات الكلام لدى طلبة اللغة الإنجليزية في قسم اللغة الانجليزية. قمنا في هذا البحث بدراسة حالة أساتذة الشفهي للسنة الأولى ليسانس.

اعتمد هذا العمل على فرضية لإظهار إذ ما كانت هذه الصعوبات لها تأثير على مردود الطلبة في الشفهي أم لا.

بين لنا هذا البحث أن أساتذتنا يعانون هذه التحديات و أن هذا له أيضا تأثير سلبي على مردود الطلبة في إنجازاتهم الشفهية.

## Résumé

Cette étude a pour objectif de traiter les difficultés rencontrées par les enseignants de l'expression orale lors de l'évaluation de la compétence formative de la parole chez les étudiants de la langue anglaise. Pour ce fait l'expression orale de la première nous avons examiné le cas des enseignants de année licence.

Nous avons émis une hypothèse pour montrer que ces difficultés rencontrées ne sont pas basées sur la réponse des étudiants

Les résultats obtenus de cette recherche permettent aux professeurs de remonter les difficultés rencontrées qui ont un impact négatif sur la réussite des étudiants dans leurs productions orales.

## Summary

This study deals with diagnosing the difficulties encountered by oral teachers when assessing speaking skill formatively. This work is based on finding how these assessment difficulties influence the students' speaking outcome. It is a case study with the first year EFL students. It relies on Questionnaire and Interview to gather data.

Findings demonstrate that teachers are suffering from these challenges and this also has a negative impact on students' outcome on their oral production