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# MASTER THESIS

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**Investigating the Role of Dynamic Assessment in Improving EFL Learners'  
Speaking Skill**

**The Case of Third Year Students of English at Mohamed Khider University of Biskra**

Dissertation Submitted to the Department of English Language as Partial Fulfillment of the  
Requirements for the Degree of Master in Sciences of Language

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**Dedication**

*In the name of Allah, most merciful and most compassionate*

*All the praise is to Allah, the sustainer of all the world.*

*I dedicate this work to:*

*The soul of my mother, My Allah bless her, whom I wish that she were here with me today to share with me my happiness and to make her proud of me.*

*My father, for his unstoppable encouragement and sacrifice. May Allah protect him.*

*Special thanks go to my uncle **Bachir** for his love and caring, wish he would always be by my side.*

*To my wonderful sisters **Amina, Nabila, Salsabil, Imen***

*My dear brothers **Thabit, and Mourad***

*To my best friends and cousins:*

***Amira, Nada, Yamina***

*To my lovely aunt **LiLa** and my grand mother, whom I wish health and wellness.*

*To all the members of both families **Mairif and Haricha***

*To everyone who believed in me.*

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**Abstract**

The teaching learning process involves not only teaching but assessment and evaluation of the learners' achievements as well. Therefore, the present study is undertaken to highlight the important role that dynamic assessment plays in improving learners' language skills in general and speaking in particular. It also seeks to gauge teachers' and learners' perceptions towards the use of this educational technique to improve oral proficiency in foreign language classes at the department of English at Biskra University. Furthermore, to investigate this issue, we hypothesize that there exists a close relationship between dynamic assessment and learners' speaking skill. Therefore, we hypothesize if we appropriately implement dynamic assessment, learners' oral proficiency will improve. So, in order to check the validity of the stated hypothesis, we opted for a qualitative method to gather data. The main data gathering tools used in the present study are two semi-structured questionnaires. One questionnaire is destined to thirty (30) third-year EFL students and another one to eight (08) teachers who are in charge of the oral expression module. Both samples were chosen randomly. After the interpretation of the gathered data, we found out that both students and teachers agree on the importance of dynamic assessment in improving students' speaking performance. Finally, it can be concluded that the research hypothesis is confirmed and validated. Thus, dynamic assessment is an essential strategy to develop foreign language learners' oral production and it should be used by teachers in oral classes to improve learners' speaking skill.

**Key words:** Assessment, Dynamic assessment, Speaking skill, improving

**List of Abbreviations and Acronyms**

**ALM** : Audio- lingual method

**CA** : Communicative approach

**CLD**: Culturally and linguistically diverse

**DA**: Dynalic assessment

**DM**: Direct method

**EFL**: English as a foreign language

**FL**: Foreign language

**GTM**: Grammar Translation Method

**IQ**: Intelligence quotient test

**L1**: First language

**SCT**: Socio-cultural theory

**TPR**: Total physical response

**ZPD**: Zone of proximal development

**MLE**: Mediated Learning Experience

**DL**: Developmental Language Disordre

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# **General Introduction**

### **Background of the study**

Speaking is an important skill which is used to serve different communicative purposes. However, for learners it can be difficult to master because they sometimes face many problems mostly in the oral performance. And since it is necessary to master the oral language EFL teachers are always looking for procedures and strategies to reach this goal. Assessment is one of these strategies which in its various forms has always been a central part of educational practices as it requires teachers judgement, evaluation, and feedback to assess whether learners' oral performances are improving or not. Thus, assessment has a strong impact on the learning and teaching processes and it may happen during or after the learning process. According to (Drcheryl A Jones, 2004.p.5) "Assessment for learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance". In other word, it is a set of actions, methods used by teachers to evaluate the students level and enhance their future performance quality. Although, assessment has different types in the EFL classroom in order to communicate effectively, FL teachers seek to find new methods of insteraction and get rid of the traditional ones which are based on pencil – paper tests while neglecting the importance of providing sociocultural knowledge which help in developing students' oral profeciency. So, they opt for Dynamic assessment that requires the examiner to mediate the examinee's performance during the assessment itself through the use of questions, hints and prompts. For this reason, researchers conducted the following studies in order to investigate the relationship between DA and studentes' communicative competence:

Poehner (2005), in his research investigates (DA henceforth) Dynamic Assessment of Oral Profeciency among Advanced L2 Learners of French. Their research seeks to offer an alternative way of conceptualizing the relationship between DA and instruction with the case of L2 students who where selected according to some principles.. The finding showed that

DA is an effective means of understanding learners' abilities and help them to overcome linguistic problems. In other words, there exist a relationship between Dynamic assessment and L2 learners' oral performance.

In the same vein, Meléndez (2013), conducted a doctoral research in Valencia at Politècnica university intituled " Enhancing Oral Expression in English AS a Foreign Language through task- based Learning and Dynamic assessment".It aims to inquire the potential of DA within the frame work of Task-based teaching and learning as a pedagogical approach to improve oral performance in an English as a foreign language context. The study sample were 30 undergraduated students through nine-weeks of treatment and pre-test using daynamic assessment aspects. The results revealed that Dynamic Assessmen as a pedagogical approach has a stong impact in improving students oral profieciency. In addition to that, some articles shedelight on the significant relation between Dynamic assessment and the development of students communicative competence such as: the article of Lantolf and Poehner (2004), "Dynamic Assessment of L2 development bringing the past into the future."Also, the journal of " Dynamic Assessment precursors: Soviet ideology and Vygotsky".

Although, the studies used the different methods and participants the results were the same that is, implementing DA in oral courses has an effective impact and relation on the L2 learners' improvrment of their oral performance.

### **Statement of the Problem**

Speaking is the main skill used in human daily life. Such skill is the focous of English as a foreign language learneres and teachers in order to communicate effectively using the target language. However, still both teachers and students face different obstacles in learning and teaching the speaking skill. For that reason, teachers use various techniques and strategies

which include Dynamic assessment in order to boost foreign language learners' communicative competence.

Unlike, the common methods of assessment DA encourages the learners to be continually involved into interaction and helps teachers to detect the real level of their students as well as their potential, strengths, and weaknesses to improve their oral performance.

Furthermore, despite the fact that, some types of assessment were applied in oral courses at Mohamed Kheider University in Biskra, still some third year graduate students are not able to interact using the English language. Thus, our research sets out to investigate the role of implementing dynamic assessment in oral classes so as to develop students' oral performance and to find the relationship between both of them.

### **Research Questions**

The study answers to the following is intended to give questions :

1. To what extent can the implementation of DA in oral courses reduce the learners' speaking difficulties?
2. What are the students and teachers' attitudes towards the implementing DA in oral classes ?

### **Research Hypothesis**

In the present study we hypothesize that implementing dynamic assessment in oral courses effectively will improve students' oral performance.



### **Significance of the study**

The current study in the field of foreign language teaching has an important impact on the teaching the speaking skill in particular and on students' real life communication. It attempts to show that intergrating DA in oral classes is more beneficial than other traditional assessment methods to help students speak accurately and fluently in order to develop their communicative competence.

### **Aims of the study**

The overall aim of this study is to investigate the relationship between DA in oral sessions and the development of EFL learners' oral performance. It also seeks to show how DA will affect learners' oral performance. So, it aims to:

- Identify students' speaking skill weaknesses and the reasons behind them.
- Gauge teachers' and learners' attitudes towards the use of DA and its role in enhancing their oral performance.

### **Research Methodology**

The study is a quantitative research. It aims to examine the relationship between dynamic assessment and learners' speaking skill. The researcher makes use of two questionnaires. One is destined to teachers and another to students. The sample of students was randomly selected. However, the second questionnaire was administered to teacher in charge of the oral expression module at the Department of English at Biskra University.

### **Data gathering tools**

Due to the nature of the study and time limitations, we believe that the most suitable tool to gather data is the questionnaire. For this study, two questionnaires were administered one for teachers of oral expression and one for the students of third year. The questions were

varied since they contain multiple choice, open-ended questions. The questionnaires seek to gather the necessary data to discover the relationship between DA and the students' speaking skill and to show the significant role of DA according to their opinions.

### **Population and sample**

The case study of this research are third year students 30 participants which were randomly chosen and 8 oral expression teachers at the English Department at Biskra University as a sample for the study and EFL teachers and learners as the whole population.

### **Structure of the Dissertation**

The study will be divided into three main chapters. The first chapter will be about dynamic assessment including definition, types of assessment, the difference between DA and other assessments, and its importance... However, the second chapter includes the speaking skill its importance, difficulties, and other elements. Besides, the last chapter which represents the field work of the study will be concerned with data analysis and the interpretation of the main findings gathered from the students and teachers questionnaires

**Chapter One:**

**Dynamic Assessment**

**An Overview**

## **Introduction**

Assessment can be an invaluable tool in helping teachers to diagnose students' strengths and weaknesses of and to guide them to the next step in instruction. It also helps to evaluate teaching English as a foreign language. This process has different types, dynamic assessment is one of them. It is a continuous assessment used by teachers during instruction, in order to fit their learning objectives.

Therefore, in this chapter, we will introduce the concept of assessment in general. Then, we will focus on dynamic assessment. Moreover, we will give it a brief history, definition, models and approaches, as well as its importance and its effect on the speaking skill.

### **1.1 Definition of Assessment**

The term assessment has been defined by many authors. In fact, the word assessment comes from the Latin verb "Assidere", "to sit beside". However, the term has no clear or standard usage in applied linguistics. It is used in so many different ways, in so many different contexts, and for many different purposes. (Cirzek, 1997, p.08). According to Stefanakis (2002), "to assess means to sit beside the learner." (p.9). Moreover, Fenton (1996), believes that assessment is the collection of relevant information that may be relied on for making decisions. In the same vein, Hanaeur, Hatfull & Jacobs- Sara (2009), argue that assessment is regarded as the form of a scientific inquiry which works for gathering materials concerning students' performance in order to diagnose their strengths and weaknesses. Furthermore, Anne Davis (2000) defines assessment for learning as "ongoing, and requires deep involvement on the part of learner in clarifying outcomes, monitoring on-going learning, collecting evidence and presenting evidence of learning to others". Therefore, Assessment has "the most powerful influence on student learning" (George & Cowan, 1999, p.8).

On the other hand, evaluation is defined as: «the application of a standard and a decision – making system to assessment data to produce judgments about the amount and adequacy of the learning that has taken place". Fenton (1996). Besides, Ralph Tyler presents it as the process of determining to what extent the educational objectives are being realised. Thus, it is about judging the quality of the students' achievements.

## **1.2 Types of Assessment**

Assessment is based on different types that serve different purposes. According to Brown (2004), it is divided into four main types of assessment : Formative, summative, formal and informal assessment.

### **1.2.1 Formative assessment**

It is a continuous assessment during the teaching and learning process , qualitative in a form of oral or written comments.Looney(2005,p.21).asserts that about formative assessment : "refers to frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately "

In short, formative assessment provides feedback to both teachers and learners about the effectiveness of instructional programs and learners' achievements.

### **1.2.2 Summative assessment**

This type of assessment occurs after the learning activity. It focuses on evaluating proficiency or mastery of content after the end of a chapter, the end of the school year, or any thing in between. According to Gipps (1994 ,p. 123), " summative assessment takes place at the end of a term or a course and it is used to provide information about the effectiveness of the course."As a result, this type of assessment is quantitative in nature, planned and formal where scores and marks are given.

### **1.2.3 Formal assessment**

This is planned and organized kind of assessment . Students are aware that the activities which they are doing are to be assessed. Brown (2003) defines formal assessment as including systematic and planned techniques that are used to estimate students' level of a language. This type is prepared by teachers in advance, marks and grades are important scales using special techniques. Exams and test are an example of this last.

### **1.2.4 Informal assessment**

Informal assessment includes any thing or feedback that is not planned beforehand. It occurs during the whole learning and teaching process. Its aims not to make final results or judgements about the students' work using qualifiers such as: good, excellent...

In addition to that ,Cohen et al.(2004, p.328) argue that there are several types of assessment, for example :

- Norm- referenced assessment: based on measuring the students' achievement compared to other students.
- Criterion- referenced assessment: it refers to a set of standards that evaluate the student level of achievement without referring or helping of other student.
- Domain- referenced assessment: includes the content of the domains and the subject areas that will be tested.
- Diagnostic assessment: It is when the assessment happens before the learning activity, and they are called diagnostic because the results can be used to diagnose problem areas to focus on during the teaching process. It provides also a detailed analysis of performance which can be implimented for job placement or in professional development planning. Besides, it reveals learners strengths and weaknesses and the problems in the students learning.

- Formative assessment: it is known as assessment for learning, it is concerned by the teachers feedback on the students performance.
- Summative assessment: It is a set of final results that come at the end of the program to test students knowledge and practice.
- Ipsative assessment: refers to students self assessment and evaluation to identify what they are able to do and what they will be able to achieve.
- Performance assessment: it is practical one, it is a set of activities and tasks that teachers deliver for students in order to demonstrate their learning through performance in real situation.
- Authentic assessment: means to assess students about what they have learned in real life (knowledge and competencies).

### 1.3 Definition of Dynamic Assessment

Dynamic assessment is a general term that covers describes groups of approaches that are linked by one key element: instruction and feedback. According to Gutierrez and Pena (2001), dynamic assessment is an alternative or supplemental approach to formal assessment that targets culturally and linguistically diverse children. Another definition proposed by Lidz and Gindis (2003) says that it is "an approach to understanding individual differences and their implications for instruction that embeds intervention within the assessment procedure." (p.99). Which means that DA is an approach based on assessing individuals potentials towards the instruction process. It also helps the assessor to determine the response of the students to the intervention if there is for example pretest-intervention- posttest. In the same line of thought, Haywood and Lidz (2007), define dynamic assessment as "an interactive approach to conducting assessments that focuses on the ability of the learner to respond to intervention"(p.1). Therefore, we can say that DA is one of the recent approaches of assessing the progress of language learners and a method of conducting a language assessment to describe students abilities as well as their learning

potential. Tabatabaei and Bakhtiarvad, 2014 as cited in Alsaadi (2021), believe that dynamic assessment is usually defined as an approach which integrates both teaching and assessment activities simultaneously". This means that both of them are linked and not separated. In other words, there is no learning or teaching without assessment. In the same way Beak and Kim (2003), contend that DA requires the intervention between teachers and students.

In addition to that, Lussier and Swanson (2005), support the idea that DA is as "a procedure that attempts to modify performance, via examiners' assistance, in an effort to understand learning potential"(p.66). DA aims to help the learners to reach a high level of psychological and cognitive development through the mediated learning experience.

#### **1.4 History and Origins of Dynamic Assessment**

The origins of DA is to be found in the traditional distinction between formative and summative assessment which regard teaching as a part of all assessment whatever the purpose or context. The concept of DA is necessary and includes the historical exploration of traditional assessment which was first used in the 20th century and during the 1900 's standardized assessment which was widespread in the United States especially to assess and tests of general intelligence to evaluate immigrants and army new members were used. Later on it was included in education , and came as a result of the disadvantages of SA( Standardized Assessment). DA first appeared as a means to realise the concept of the zone of proximal development introduced in Vygotsky's theory of mind which is recently known as the sociocultural theory. The term dynamic assessment was coined by Vygotsky's colleague Luria 1961 where she introduced the idea of dynamic assessment to the western research community."The concept merged the instruction and assessment to re-emerge then as a learning / assessment" (Mehri&Amerian, 2015,p.1). Many researchers and specialized educators such as Feuerstein 1979 contributed to DA through the mediated



learning experience approach (MLE) with his colleagues. They believe that "humans' cognitive abilities are not stable and MLE is a result of the interaction between both learner and teachers that ends in the learner's cognitive development. He compared his methods with other forms of assessment and he defines it as static. Its main concept is to differentiate between the child's own abilities and what he can do with the assistance of adults or in collaboration with more experienced peers to perform successfully. This last reflects child's developmental potential which is referred to by Vygotsky as the zone of proximal development ZPD. In 1978 it was introduced as the term scaffolding (adults assisted learning) which means the help the child gets from adults when he can not perform the task. According to Donato (1994) as cited in Khaghaninejad (2015), Scaffolding is :

"In social interaction knowledgeable participants can create, by means of speech, supportive conditions in which the novice can participate in, and extend, current skills and knowledge to higher levels of competence. This principle usually underlies therapeutic interventions but is not the way in which cognitive or language assessments are traditionally conducted"(p.40)

In other words, the more social interaction and intervention from others the more the child's cognitive abilities and knowledge develop.

Other researchers such as Carl and Wiedl in the 1970s and 1980s proposed dynamic assessment as an alternative approach especially while working within the information processing paradigm. Following this, in the 1990s DA started with its different applications in South Africa and in different contexts. Until then, it was known as a recent approach to second language assessment, research, and educational community by Lantolf and Poehner (2004 and 2005).

### **1.5 Dynamic assessment of dynamic abilities**

Following Vygotsky's thinking around the unstable cognitive abilities, Feuerstein (1988) claims that the cognitive working in neither an intrinsic nor the other settled ability. In this way, Feuerstein (1988) proposed the idea of modifiability of the human cognition, stressing the way a person's cognitive capacity could be continuously altered to the next level of functioning. Since then, the concept of cognitive modifiability stirs the supporting of the idea of energetic assessment. In Feuerstein's point of view the energetic appraisal process, opposed to the standard IQ testing, intelligence is implied to be energetic and modifiable by inside mental and remotely social components. In light of this, the energetic appraisal approach is accepted to be against any kind of naming and positioning of the learner's levels in a inactive way.

Following the same path, Vygotsky (1978), explains that the human cognitive capacities are not stable, but or maybe evolving, which suggests that they ought to not be factually measured. Those cognitive capacities thus bring out the individual's chronicled collection of social interaction with the outside world, and in this way might be created through taking an interest in interceded issue using exercises beneath the direction of more progressed peers. In this regard, persons with organic disability are in truth socially and culturally dismissed as they have got no to small interceded learning encounters that offer assistance them adapt with the challenging assignments (Lidz & Gindis, 2003; Feuerstein et al., 1988).

### **1.6 The socio-cultural theory (SCT)**

This theory was developed by the psychologist Vygotsky. In this theory Vygotsky tries to analyse different topics such as language and thoughts, psychology of art, learning and development. SCT was founded on the belief that a child's cognitive development and learning ability can be mediated by their social interaction and that learning is mostly a

social process where individuals development occurs through interaction with people who are more skillful and knowledgeable than the learner.

SCT or Vygotsky's theory did not see the light until the late of 50s of the last century. As Poehner (2008) and Van Compernelle (2014), claim that Vygotskian theory's main aim is to shed light on the process of human development with highlighting the significance of social relationships and cultural norms in converting innate abilities into distinctively intellectual human action. Thus, in this respect human development requires interventions and practitioners to be included into instruction where this last is driven by instruction rather than predetermined by the innate developmental progression. The socio-cultural theory states that learning is a crucially social process as opposed to an independent journey of discovery. Furthermore, it considers knowledge building as a matter of social and individual interdependence, based mainly on those principles: genetic developmental analysis, the social sources of human development, and semiotic ( language signs and symbols) mediation in human development. Then, later on, this theory got more interest of scholars mainly in the field of education and they have proved its applications and flexibility in the classroom.

### **1.7 Learning in collaboration**

Vygotsky's theory of mind 1978 emphasizes the role of social and cultural background of the child on his/her acquisition of language. Learning and development are joint through the interdependent relationship between language and culture and that is recognized through the collaboration that occurs in the classroom. Hence, language acquisition for a child depends on developing his social existence within social environment, and this involves that the social behaviour are incorporated with acquiring the language.

Thus, child's interaction is a result of the engagement with his/her teacher in a specific social context where culture is implied and where the well designed learning of literacy acquisition is a method that provides a cognitively competent individual or learner.

### **1.8 Learning in the zone of proximal development (ZPD)**

ZPD paved the way to emergence of the theoretical of dynamic assessment. Vygotsky defines it as "the difference between what a person can achieve when acting alone and what the same person can accomplish when acting with support from someone else and / or cultural artifacts". (Lantolf, 2000, p.17). Mediation is the central core of it and Vygotsky theory of mind. Vygotsky did not believe that independent problem solving is the only valid indication of mental functioning. Yet, he suggests that this reveals and shows only a part of a person's mental ability or his or her actual development level and it only reveals a part of it.

The zone of proximal development is a concept in educational psychology that refers to the difference between what a learner can do his capability without help and what he can achieve with guidance and support of adults or more knowledgeable people. This last ZPD highlights the reflection of the hidden or still in progress abilities, which are not yet under the child control. For Vygotsky, (1978, p.86) " The distance between the actual developmental level as determined through problem solving under adult guidance or in collaboration with more capable peers".

The zone of proximal development with its different interpretations of Vygotsky gave birth to the multiple approaches to dynamic assessment.

### **1.9 The role of mediator in the dynamic assessment based instruction**

The mediator plays an important role in the concept of dynamic assessment. It is grounded in Vygotsky's ZPD notion that stresses learning with assistance. However, concerning the processes involved in language assessment Lidz (1991) following 's

principle of states that "modifiability" which refers to the change of learner's cognitive and metacognitive abilities as a result of intervention provided for learning development, and that is affected by learners' learning strategies and differences."

Therefore, the Feuerstein assumes that the individual development and achievement is a matter of the intervention of more experienced adults who meant to have a crucial role in mediating or guiding his/her cognitive and psychological change using mediated learning experiences. On the same issue, Williams and Burden (1997) also argue that in education the quality of interaction between the learner and his/her environment within the given input which means a teacher or more knowledgeable and experienced mediator, has a significant impact on the student's cognitive and psychological development. In addition to that, Williams and Burden (1997) stress the importance of teachers to be aware of their words and actions which may affect the learners' behaviours and thoughts, and will help them to be able to modify and change their attitudes towards their role in the classroom as it goes beyond providing spoon feeding instruction.

#### **1.10 Key features of the mediated learning experience**

To clarify the concept of mediation, Feuerstein 1988 suggested twelve features of the mediated learning experience which he believes will clarify the exact role of the mediator-teacher that were adopted by Williams and Burden (1997). Such characteristics were inspired by both Vygotskian perspective of the mediated mind and Piaget's principles of the human development for the sake of helping the mediator to understand his/her learners and to guide them to move to a more advanced psychological and cognitive level depending on multiple sociocultural means.

According to Williams and Burden (1997) these features can be divided into essential and non-essential categories: The first category includes significance, purpose beyond the here and now, and shared intentions, that almost apply in all types of MLE and teachers

have to rely on it in fulfilling any learning task. The second category, includes nine features which are helpful, yet it can not be applied to all tasks, they depend rather more or less kinds on the cultural and situational variations.

#### **A. The basic features of mediated learning experience**

- **Significance:** \*Mediation of meaning\* is based on the assumption that any learning task has to be significant, conveying an intimate meaning to the learners. This feature which related to the learners' values, needs, and backgrounds have to join with them during the completion of the task.

- **Purpose beyond the here and now :** \*transcendence\* means the future progress or the difference between the here and now of learning transferring what is learnt to another situations in the future. In other words, a more qualified mediator is the one who helps the learner to improve a sense of lifelong learning by teaching him/her how to learn ( the process of learning) and not what to learn ( the product).

- **Shared intentions :** \* Intentionality and reciprocity\* in this last the mediator is asked to provide a well organised set of instructions and share the exact knowledge that the learners need to learn in order to guarantee that they grasp what is required from them.

#### **B. Features related to the control over learning**

- **Sense of competence:** refers to the feeling of being able to cope with any challenging task : The learners requires the teacher to motivate them and encourage them to feel competent, by developing a positive self- image in the students minds.

- **Control of behaviour :** refers for the learners' ability to have control over their own learning by regulating their thoughts and actions. In this, the teacher works as a controller of learners's behaviour in the classroom with improving their sense of responsibility to their own learning.

- **Goals setting:** This refers to the learners' ability and readiness to set both life and learning goals. The main goal of the teacher here is to help the learners determine their own objectives without designing goals to them. As it is proven that learners who set their own goals are able to achieve them more than others who followed teachers goals.

- **Challenge :** This refers to the challenges that are able to create different problem solving situations and develop the learners creativity and curiosity. This teacher challenging tasks helps the learners to take challenge to try new things and feel responsible of their own learning.

- **Awareness of change:** it is the individual's ability to understand and assess his/her constant changes : The role of mediator in this concept is to help students to refresh their minds about their own potential for change through observing those changes since this they will be able to cope with the worlds' rapid and continuous change.

- **Belief in a positive outcome :** \* As a feature of the mediated learning experience\* This feature is at the heart of Feuerstein's theory of mediation which claims that everyone is able to be effective no matter of his/her backgrounds. It also attempts, to convince the learners that every problem can be solved to trigger their problem solving skill.

### **C. Factors concerned with fostering social development**

- **Sharing :** \* Mediation of sharing\* It involves dynamic involvement and intervention of both teachers as well as learners in order to accomplish the same task and to achieve common goals.

- **Individuality :** It occurs when the teacher notices the learner difference aspect to help him/her feel of a sense of uniqueness.

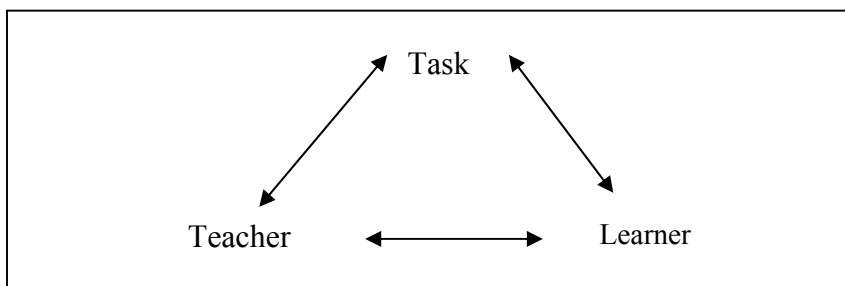
- **Encouraging sense of belonging :** Mediator must make the learners feel of safety and belonging , and this ensure to make students involved in group activities and to collaborate with others in order not to feel different from community or culture.

In short, dynamic assessment is a set of procedures that intergrate assessment in the learning task through which teachers help and assistance is proposed to mediate the learners' development.

### 1.11 Modeles and Approches of Dynamic Assessment

There are various models and approaches to DA which in general evidence support the test- teach- retest method that involves three main components. According to as for Delamo & jin ( 2011) come as follows:

- **Pre-test** ———> Assess the child's current performance
- **Teach test** ———> Incorporate mediated learning: meaning facilitate the child with strategy use, while observing their modifiability, or ability to incoporate the newly learned strategy.
- **Post-test** ———> Compare the child's performance to the pretest phase, and evaluate the childs modifiability.



**Figure 1.1: Relationship between task, teacher, and learner in DA (Khaghaninejad, 2015)**

#### 1.11.1 The interventionist approach

In the Vygotskyan ZPD theory, the interventionist model is based on two formats: layer cake format item by item or sandwich format experimental approach in which mediation emphasises on prefabricated menu of hints and a pretest- tretment-posttest. It is considered



by Poehner (2004) as more formal and standardized approach, concerned with psychometric properties of test procedures.

Interventionist DA originated in the early work of Vygotsky's on the use of IQ testing in school setting that includes "quantitative interpretation of the ZPD as a different score" Pohener & Lantolf (2005) as cited in Ableeva (2015). Furthermore, Pohener (2008). "States that the defining characteristic of interventionist DA is the use of standardized administration procedures and forms of assistance in order to produce easily quantifiable results that can be used to make comparisons between and within groups, and can be used to make predictions about performance on future tests" (p.18). In short, interventionist approach is characterized by:

- \_ A set of clues and hints is offered to learners as they move through a test item by item.
- \_ The student's ZPD is quantitatively computed based on the learner's difference between performances and scores before and after teachers' intervention.
- \_ The hints are organized on a scale from implicit to explicit.

### **1.11.2 The interactionist Model**

This includes mediation emerging from interaction between examiner and examinee. This last represents cooperative or dialogic interaction (Poehner 2005), which involves the immediate reaction of the examiner on the examinee's needs in addition to learners are allowed to pose questions and receive immediate feedback. Tabatabaei and Bakhtiarvand (2014) present some features of this model:

- \_ This model emphasizes learning over assessment
- \_ It integrates instruction and assessment together
- \_ It assesses and promotes the learner's cognitive development following Vygotsky's concept of the ZPD.

### **1.11.3 Budoff's learning potential measurement approach**

Budoff and Friedman (1964) proposed this approach which states that the old intelligence assessment is important for understanding the capabilities of many children. Yet, for many of them who are from lower socioeconomic backgrounds, the analysis of assessment results is complicated by the division between the child culture and the culture of the school. Its main characteristic concerns the validity of scores by using standardized measures of intelligence.

### **1.11.4 Mediated Learning Experience (MLE)**

MLE refers to the way learning experienced in the environment are transformed by mediating agent or any other intentioned person in the life of the learners. Feuerstein, Falik & Band (2006) as cited in Vergara, Caraballo Castellon, Vasquez and Becker (2019). Its goal is to assist someone to be more skilled and independent learner. Also a mediator does not tell the child what strategy should be used; he is just a supporter. MLE is what occurs in a child's learning zone depending on Vygotsky's notion of ZPD.

### **1.11.5 Guthke's learn test Approach**

This approach" is based on Vygotsky's ideas and represents a myriad of testing procedures" (Tzuriel, 2001, p. 18). In other words, it takes place when mediation and test are combined together.

## **1.12 Dynamic Assessment vs Traditional Assessment**

There are various differences between dynamic assessment and the traditional ones. DA has been described as a learning potential assessment which depends on mediation learning and prompts. It is also characterized by being fully based on interaction and intervention between the examiner and the examinees. It differs from traditional testing in terms of the nature of the examiner, students relationship, the content of feedback, and emphasis on process rather than product. Poehner & Lantolf (2005) state "static assessment is product oriented

in nature, can only reveal the learner's actual development, and focus on the learner's failure with highlighting only their weaknesses in performing any task "(Lidz, 1996)

Besides, DA is an alternative approach that measures an individual's performance with the assistance of an experienced peer or adult. During DA the assessor manipulates the interaction as he provides information about the child's ability and performance. DA contrasts with the traditional one which measures an individual's independent, unaided performance at a specific point in time. (Lidz, 2003).

Furthermore, during SA, the examiner acts as a neutral observer (objective), he does not provide feedback immediately. By contrast, DA examiner not only gives performance-dependent feedback but offers instruction in response to student failure to alter or enhance the student's achievement. Another significant distinction is that dynamic assessment differs from static assessment in the types and the aims of the activities done in the classroom, and gives the teachers the opportunity to evaluate their students at different stages under the test- teach- test paradigm.

In sum, these differences teachers may use both of them in order to diagnose the learners strengths and weaknesses at a particular basis.

### **1.13 The importance of Dynamic assessment**

1. Dynamic assessment allows a child to be assessed over time.
2. DA is an effective method to identify a developmental language disorder (DLD).
3. The mediation notion of dynamic assessment allows clinician to identify learning strategies that promote the greatest change in which parents can continue to use at home.
4. It enables also clinicians to modify intervention plans according to the child's learning needs.
5. Predictive validity". The necessity of dynamic assessment is its predictive validity.
6. It insure interaction and cultural differences depending on mediation.

### **1.14 Development of communicative competence through dynamic assessment**

It is accepted that dynamic assessment can play an important role in improving communication and in measuring a person's ability to learn new communicative skills. The primary goal of teaching a language is to ensure learners can communicate using the target language successfully. Hence, an appropriate assessment is required as it will enable learners to learn better. And it is certainly believed to be an improved method of assessing development of the speaking skill through determining learners speaking abilities, empowers EFL learners to progress in their independent performance.

Dynamic assessment is a different type of assessment where the support and guide of the mediator is essential to help students in their development. It reveals the real progress and abilities of learner's rather than relying on test scores for assessing students speaking skill. Also, if implementing DA in EFL classrooms effectively the educators as well as the learners will benefit. The educators will be able to measure the learner's current level of speaking proficiency and compare it with the skills gained after dynamic assessment was mediated. Besides, DA will help in improve students' confidence and make learners more autonomous as it reduces student's anxiety of learning and improves their motivation towards the communicative competence.

### **Conclusion**

Assessment has a great importance because it tells the teachers about the effectiveness of their methods used, and shows the learners their areas of strengths and weaknesses. For this sake, in this chapter we highlighted the definition of assessment in general, then we mentioned its types focusing on dynamic assessment with its definition, approaches, components, the zone of proximal development, the sociocultural theory, and its importance. Besides, we compare between dynamic assessment and the traditional one. The

following chapter will be devoted to the speaking skill, and the impact of dynamic assessment on it.

# **Chapter Two:**

## **The Speaking Skill**

## **Introduction**

Learning English as a foreign language requires learners to master both the foreign language skills whether the receptive and productive ones. One of these skills is speaking which is an essential aspect that enables learners to communicate effectively. However, it is a difficult skill to be mastered due to its different requirements of competencies in terms of linguistic, pragmatic, and discourse factors that intervene. Thus, this aspect needs to be improved by the collaboration of both students and teachers in order to find appropriate procedures and ways to solve students' problems and increase their capacities to promote this skill. In this respect, in the second chapter light will be shed on the definition and the theoretical background of the speaking skill including the main elements related to it such as: The speaking skill components, the teaching methods, classroom activities to teach it. Then, we will focus on the difficulties that the students encounter and we will discuss the relationship between speaking and other skills. Finally will try to highlight the importance of this skill.

### **2.1 Definition of the speaking skill**

Speaking is a tool for communication that occurs through producing expressive language combining physiological, linguistic and sociolinguistic elements. In other words, the speaking skill has to do with the transmission of information. Therefore, it is the medium that relates people together and help them achieve one or more communication goals, such as sending messages, responding to someone else, to be sociable, to exchange information, ideas, or to express our feelings, opinions, and thoughts. According to Hedge (2000), speaking skill is "Skill by which they (people) are judged while first impressions are being formed" (p.261). That is to say that the speaking skill is a reflection of people's personalities and thoughts. However, the speaker has at least one listener with whom he can exchange roles from listener to speaker and vice versa, in order to create a conversation or dialogue. For that Byrne (1986) says that the oral

communication is the process that has a strong relationship between the speaker and the listener. It also involves the productive skill of listening with understanding. This means that people are able to use their background information to produce or receive messages without any previous thinking of the subject. In the same context McCarthy (1972) claims that : People when learning to speak a language, they are concerned with mainly two things First knowing what to say, second being able to say it (p.9) ( to use the appropriate linguistic formula in the appropriate linguistic context. Furthermore, as Haley and Austin ( 2004,p.189) state : " to be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others".

Moreover, speaking is considered to be a psychological process as Liu and Fan believe that , the process of speaking refers to the psychological process that the speaker produces one utterance and the hearer understands (2014, as cited in Amina & Nadjwa: An Investigation into EFL Students' difficulties in the Speaking Skill, (2017/2018, p.12). Thus, speaking can be interactive, partially, interactive, and non interactive.

### **2.1.1 Interactive speaking**

It is an exchange in speaking where the listener and the speaker are exposed face to face or on telephones spontaneously and talking mutually to negotiate meaning. So, they can repeat and clarify for each other to understand more. Bygate contends that "Speaking becomes interactive when the participants offer contributions at proper moments, with no gaps or every one talking over with each other" (1998, as cited in Amina & Nadjwa,2017/2018. p.16).

### **2.1.2 Partially interactive speaking**

This kind of speaking is used only when a person is speaking and the others are listening without doing any reaction or responding to him/her or asking questions for example giving speeches to the audience.



### **2.1.3 Non-interactive speaking**

This type includes the recorded speeches such as: poems, radio broadcast, and songs.

## **2.2 Elements of the speaking skill**

The speaking skill is consists of three main important aspects: comprehension, fluency, and accuracy.

### **2.2.1 Comprehension**

Whene saying comprehension, it is directly related to understanding. The latter is an essential component of interaction as it deals with the ability and competence of students to understand other's words because one cannot respond to a message without understanding it.

### **2.2.2 Fluency**

Fluency requires expressing language correctly, smothly and in a coherent way to maintain the flow of the speech. Hedge defines it as : " means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation " (2000, as cited in Sanna, 2013, p.36/37). In other words, learners with fluent speaking means that they have good understanding of the spoken language.

### **2.2.3 Accuracy**

Accuracy is defined as the right use of of the linguistic aspects, which are : vocabulary, grammar, and pronunciation.

### **2.2.4 Vocabulary**

Lesaard (2013) defines vocabulary as:" the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do ". (as cited in Wilfrido & Odilis:Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill,(2018,p.37). That is simply means that the more learners'

expand vocabulary through learning new words and using them daily the more their speaking skill improve, yet learners with limited vocabulary can not receive or perceive the exact meaning of both spoken and written messages.

### **2.2.5 Grammar**

Grammar is an important aspect of speech and deals with the correct organization of words in sentences and the correct arrangement of sentences while speaking to make the listener have clear understanding. Williams (2008) says: "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions" (as cited in Wilfrido & Odilis: Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill, (2018, p.36).

### **2.2.6 Pronunciation**

Pronunciation is defined by Kline as "the way for students to produce the utterance of words clearly when they are speaking"(1998, as cited in Wilfrido & Odilis: Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill , (2018,p.36). It focuses on the articulation of words which facilitates the speaking process. However, According to Harmer (2005)." teachers should focus their attention on those features that reflect the students' speaking ability of English proficiency".(p.89).

### **2.2.7 Language features**

The following features (connected speech, vocabulary, grammar, and pronunciation, expressive devices and negotiation language are necessary for an effective speaking.

- Connected speech : Here EFL learners have the ability to produce more connected sounds and not just separated phonemes.
- Lexis and grammar : When producing language learners carry out some functions so, that they can use them in different communication situations with others.

- Expressive devices : " It is about the differens ways and styles speakers use to express their feeling and thoughts such as usinf stress, intonations, speed of utterances, and pitch . As well as using the paralinguistiques features".( Harmer, 2001,p. 269, 271)
- Negotiation language : Negotiation is about communication between people in order to pursue their goals. Thus, learners use negotiation language for more clarification as Harmer (2001) claims 'They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood' .(p.270)

### **2.3 The Importance of the Speaking Skill**

Speaking is one the most important skill because it is one of the abilities that is needed to perform a conversation. Hence, the aim of foreign language learners behind mastering English is to accomplish spontaneous and successful discussions smothly inside and outside the classroom setting as it is their top priority among the other skills. Furthermore, their effectiveness in their target language is evaluated by how well they have ameliorated in their spoken language proficiency. Celce Murcia (2001) believes that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication".( p.103). This simply means when the students are aware of how to speak the language, they will know the language, and that is why the most common question is : " do you speak English ?", but not : " Do you write English ?".

In addition to this, Barker and Westrup claim that : "A students who can speak English well may have a greater chance for further education, or finding employment and gaining promotion". (2003, as cited in Amina & Nadjwa; An Investigation into EFL Students' difficulties in the Speaking Skill, (2017/2018,p.14). As long as English is a universal language , nowadays many departments and offices look for perfect English speakers for the puroose of communicating with

other people to build international relationships and since speaking skill is the medium that connects and unites people with one another in different domains.

## **2.4 Communicative competence**

This term refers to the ability of interacting effectively in different sociocultural contexts to achieve the communication objectives. Also, it deals with how meaning that is negotiated in communication or the ability to use the linguistic system (language) in an effective and appropriate way. Liams, Mullany and Stockwell (2006) define it as "the ability to use language appropriately and effectively in different situations and for different purposes and audiences". (2006, as cited in Fatima: Teaching the Speaking Skill: Speaking Activities to Develop Learners' Communicative Competence, 2010, p.19). Furthermore, communicative competence emphasises the desired outcome of the language learning process that is the ability to communicate competently and not the ability to use the language exactly as a native speaker does. This last includes a variety of components such as: linguistic, sociolinguistic, discourse, strategic and pragmatic competences.

### **2.4.1 Linguistic competence**

First was introduced by Noam Chomsky, and later on was developed by other linguists. It is based on producing correct sentences in terms of vocabulary, syntax, and grammar. In addition to that, it refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language.

### **2.4.2 Sociolinguistic competence**

This is another very important aspect of communicative competence because it deals with the relationship between the subject of the conversation and the setting. In other words, it is the knowledge of the sociocultural use in a particular context to be able or aware of culture.

### **2.4.3 Discourse competence**

It refers to the ability to combine words or sentences together to create coherent and related speech with no ambiguity.

### **2.4.4 Strategic competence**

It is the knowledge of how to use communication strategies to overcome communication breakdowns. Or the ability of students to remedy the different communication breakdowns.

### **2.4.5 Pragmatic competence**

It is defined as the ability to understand what is meant by what is said or the capacity to use language effectively to reach certain goals and understand language in context. Besides, the comprehension of meaning that is goes beyond what the speakers say i.e.their intended meaning goals and the verbal action being performed.

## **2.5 Teaching speaking through the different methods**

A number of teaching methods were established in the field of applied linguistics. Those methods are the grammar translation method, the direct method, the audio lingual method, the silent method, the total physical response method, suggestopedia, and communicative language teaching are significant in helping teachers to enhance the oral skill of their students. Each method has its own concerns which differentiate it from the others, yet the aim behind presenting them is to show the importance given of speaking skill in each one of them.

### **2.5.1 The grammar translation method**

This method is derived from the classical teaching method of Greek and Latin during the nineteenth century. Grammar translation method focuses on the mastery and memorization of grammatical rules, the translation of sentences and text from and to the target language, word by word. The reason why it was criticized and new foreign language teaching methods were emerged. As Richard and Rodgers (1986) clarify that 'Grammar- translation is a way of studying

a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language'. (p.03) .So, it neglected the role of speaking skill which gave no attention to teaching how to speak and communicate using the language.

In addition, Richard and Rodgers (2001,p.5/6) state that the main features of the Grammar Translation Method are as follows :

- Reading and writing are the major focus.
- Speaking the foreign language was not the goal , and oral practice was limited to students reading aloud the sentences they had translated.
- Grammar is taught deductively, that is , by presentation and the study of grammar rules which are practiced through translation exercises.
- The sentence is the basic unit of language teaching and practice; accuracy is emphasized.
- Little or no attention is given to speaking and listening; much importance was given to memorization of the vocabulary in the form of lists of isolated words.

Thus, main goal GTM for instruction is the ability to attain a high proficiency standard in translation and grammar.

### **2.5.2 The Direct Method**

The direct method was established as a result of the weaknesses of the Grammar Translation Method at the mid of twentieth century. Its aim was to reduce the use of the first language and the memorization of rules while focusing more on the direct use of that language without translation to develop the speaking skill and start use of intensive oral interaction in form of questions-answers, using the target language to create fluent speakers who can produce correct pronunciation. According to (Richards & Rodgers ,2001,p. 12) the direct method should be based on the following principles :

- Oral communication skills were built up through question and answer exchange.
- Only everyday vocabulary and sentences were taught .
- Concrete pronunciation was emphasized .
- Both speech and listening comprehension were taught.
- Classroom instruction was conducted exclusively in the target language.
- Grammar was taught inductively.
- Concrete vocabulary was taught through demonstration, objects, pictures and abstract vocabulary association of ideas.

Therefore, the direct method is based on the direct involvement of the student when speaking, and listening to the foreign language in common everyday situations.

### **2.5.3 The audio-lingual method**

This method was based on the spoken language. It was also named the army method because it was the first linguistic theory used in World War Two where the armies needed to speak fluently using the allies and enemies' languages. The audio-lingual method is one of the most popular and modern methods which is widely used until now. According to Hall Haley and Austin (2004) 'this method adopts what is called a "natural" order to second language acquisition : Listening, speaking, reading, and writing' .(p.39). In other words, it followed the L1 acquisition order. Furthermore, it focus on learning discourse before analysing grammatical structures and with paying more attention to pronunciation since speaking with the target language is used before writing texts and since it is the first skill that become proficient by infants. The main characteristics of the ALM presented by (Richard & Rodgers, 2001 ,p.56/57) :

- Foreign language learning is basically a process of mechanical formation habit.
- Reinforcement is a vital element in the learning process.
- Tape records and audiovisual equipments have central roles in an audio-lingual course.

- Language skills are learned more effectively if the items to be learned in the target language is presented in broken form before they are seen in written form.
- Vocabulary is limited and learned in context.

Hence, this method aims to enable learners to practice more which is considered to be the main aspect of learning a foreign language.

#### **2.5.4 The audio-visual approach**

This approach emphasizes the role of both the visual and the audio side in teaching listening and speaking skills. According to (Rivers, 1981, p. 175) states that " the audio-visual approach has many reasons for adding the visual elements in teaching listening and speaking. These reasons are :

1. The elimination of the interference of the mother tongue by adding the picture to the voice.
2. The elimination of the script because the spoken language will be understood by the use of the picture stimulus.
3. The increase of learners' motivation.

#### **2.5.5 The silent method**

It was created by Caleb Gattego in the early 1970s. This method depends on silence as a language teaching technique in order to develop learners' autonomy where they are supposed to be active inside the class with each other and to enrich their vocabulary. However, teachers' over silence represents the weak point of this method as they play the role of monitors without guidance and feedback for students in addition to students less motivated to communicate using the target language.



### **2.5.6 The total physical response method**

It is a method that was developed by James. A. Asher. Its main concept is to combined speeches and actions together to teach a language. In addition to teaching language or vocabulary by using physical movement to react to verbal input. This process mimics the way that children learn their first language, and it reduces student inhibitions and lowers stress, as Richards and Rodgers say that teaching process should reduce the stress of the students. Besides, TPR method is based on question-response process which present the only source of interaction inside the class between teacher-student, also because it concentrated on improving learners' comprehension and listening skills before start producing the oral performance.

Hence, TPR was criticized because it fits only the beginner learners of language, and did not give the chance to students to express them selves since they only follows the teachers' commands.

### **2.5.7 Suggestopedia**

Also known as desuggestopedia, is a foreign language teaching method that was developed by the Bulgarian psychologist Georgi Lozanov in the 1970s. It was based on providing relaxed but focused state for learning through the use of music, colorfull pictures, ornaments walls, organized furniture and student-teacher intimate relationship to motivate the learners to use their mental process to suggest and learn. Suggestopedia use four main stages : presentation, active concert/passive concert and practice in its activities. Although its benefits this method does have some drawbacks for example : It can only be applied with few and limited number of students, music can cause a distraction for the students attention, also it relies on the absolute authority of the teacher for the power of suggestion.

### **2.5.8 Communicative language teaching**

This approach puts more emphasis on communication and interaction in order to develop learners' communication profeciency in the teaching /learning process. The Communicative

approach helps learners to learn and practice the target language by interactions with one another and the instructor, also based on the study of authentic texts and the use of daily life language both in class and outside the class in addition to developing oral sound and verbal skills prior to reading and writing. Moreover, the goal of communicative language teaching is the ability to communicate in the target language and produce meaningful and understandable language for the listeners, this is in contrast to previous views in which grammatical competence was commonly given top priority.

Nevertheless, communicative language teaching like the other methods has some weak points some of which are :

- \_ It pays insufficient attention to the real communication contexts in which teaching and learning take place.
- \_ It focuses on fluency but not accuracy.
- \_ It does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems.
- \_ Communication language approach can not be suitable for every teacher and classes, especially the beginners because it requires highly knowledgeable teachers to use the authentic materials appropriately.

In short, the communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning.

## **2.6 Managing speaking activities in the classroom**

The main purpose of teaching the speaking skill is to improve learners' oral proficiency, and in order to do so, effective teachers use different tasks and activities that can encourage EFL learners to enhance their oral skill abilities using the target language as Scrivener (2005, p.152) claims "the aim of communicative activity in class is to get learners to use the language they are

learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion".

### **2.6.1 Story telling**

Story telling is an original form in teaching language function, this kind allows the students to summarize event, idea, or story that can be fictional factual or personal to promote their speaking ability. For that Harmer (2007) : " It is a univeersal function of language and one of the main ingredients of casual conversation – narration- that has always been one of the main means of practicing speaking . Students need to tell stories in English as a beneficial way to develop their speaking".(p.129)

### **2.6.2 Role play activities**

This activity is an authentic technique because it involves using language in real life contexts in which students are required to represent other characters different from the ones they have and to communicate according to the role requirement. Revel (1979) sees role play as : "an individual's spontaneous behaviour reacting to other in a hypothetical situation".(p.16). In the same context McDonough and Shaw state that:" one way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom". (2003, as cited in Amina & Najwa, 2017/2018,p.34/35). Thus, role-play ia an important element in helping students to talk and at the same time enjoy the activity.

### **2.6.3 Classroom discussion activities**

Discussion is one of the most important activity in language learning because it enable students exchange ideas and opinions. Also, it can be a certain topic chosen by the teacher to avoid students' empty talk or in some cases the teachers allows the students to engage in free discussions to bring on the skills they have. According to (Scrivener,2005.p.150/151) shed lights on some key elements that teachers should follow in discussion activities, these keys are :

- a. Frame the discussion well: teachers have to organize and prepare for the discussion and not start directly by giving the topic and say talk.
- b. Preparation time: Students needs time before they start discussion in order to think about the topic.
- c. Do not interrupt the flow: Teachers' role is to encourage the students to express their view points in oral presentation task and not to force their opinions on them.
- d. Specific problems are more productive than general issues: The topic chosen by teachers should be specific rather than general ones and interesting for the students.
- e. Role cards : giving role cards may help the learners in discussion.
- f. Buzz groups : The discussion here happen in small groups that allows the learners to think of the topic and feel confident of their language , then they are asked to discuss in front of the whole class.
- g. Break the rules : Teachers could break the rules above according to the topic nature and students.

Therefore, discussion activities are usefull strategy in order to develop learners' communication.

#### **2.6.4 Information gap activities**

According to O'Mally and Pierce (1996), information gap activity is ' the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner' (as cited in Kouicem , 2010,p.40). This kind of activity focuses on grouping students into groups and give them information about any topic, then they have to find the missing information or the gap between the data presented in order to recognize the whole information and fill the gaps.

### **2.6.5 Interviews**

This type of activity is an effective one. Interviews allow the students to be more sociable because students are required to interact with people different from outside the classroom. It is also a kind of conversation between the learners and the interviewee in order to obtain and gather data from specific objectives about a specific topic chosen by teachers.

### **2.6.6 Presentation activities**

Presentation activities play a major role in enhancing oral skill. To do so, the teacher suggests a certain topic for the students or let them choose by themselves; prepare it, gather information, and then present oral task in front of their colleagues in a structured way and in a limited period of time. Furthermore, this presentation will help in opening new questions and suggest new ideas, as Thornburg (2005) claims that: 'this might be considered as a sign to open a wide interaction inside the classroom through asking questions for more information or suggesting new ideas'. (p.71).

### **2.6.7 Problem solving activities**

It is defined by Barker and Gout (2002) as: "A problem solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings". (p.160). It helps the learners to be more creative and to speak fluently the language by working by themselves or collaboratively to find solution to their problems.

### **2.6.8 Picture narrating and describing**

In this last teachers are allowed to use pictures inside the classroom, by delivering pictures to their learners, and either first to ask them to narrate the story behind this picture or second by asking them to discuss in groups the description of it.

### **2.6.9 Dialogues activities**

Teachers may ask the learners to repeat some dialogues or to create new dialogues based on pictures, or stories, or any kind of topic that chosen by teachers. Thornburg (2005) sees that "dialogue practice can be a helpful way to show the rest of the class; how subsequent students' pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue".(p.72).

### **2.6.10 Drama and simulations**

According to Bygate (1987) says that: " they are not performed for audiences, the participants work together within an imaginary setting , therefore, students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased, so EFL learners speaking skill will be enhanced".(p.81). Hence, drama and simulation are very important in language teaching and learning to develop learners communicative competence.

## **2.7 Types of classroom speaking performance**

Speaking vary inside the classroom according to the multiple conversation' purposes and to the learners level. These types are as follows :

### **2.7.1 Intensive speaking**

This kind of speaking aims for enhancing students speaking accuracy with putting much emphasis on involving the learners in oral activities intensively such as : reading loudly.

### **2.7.2 Imitative speaking**

Another type of classroom speaking performance. is a drill that based on repeating the vocal sounds. In other words, students need to listen to what is saying to them and repeat it with focusing on the right pronunciation of the word.

### **2.7.3 Responsive speaking**

This type of speaking is a kind of answers and responses which are short and simple between the teacher and the students.

### **2.7.4 Transactional and Interactional speaking**

Transactional language or speaking is when teachers and their students aims only to exchange ideas and informations (facts) unlike, interactional or interpersonal ones which aims to maintain social relationships by showing interests through body language and focusing on the messages.

### **2.7.5 Extensive speaking**

It is mainly concerned with the students with advanced levels that concentrate on monologue for example reporting.

## **2.8 Students speaking difficulties in foreign language learning**

There are various challenges that may encounter the learners when they are practicing their oral presentations. These speaking difficulties can be categorized into two main elements: The linguistic and The psychological elements.

### **2.8.1 Linguistic difficulties**

This element concerns the linguistic aspects such as pronunciation mistakes, poor grammar, lack of vocabulary, and mother tongue interference. According to Thornburg (2005,p.11) : " Being skillful assumes having some kind of knowledge base... knowledge that is relevant to speaking can be categorized either as knowledge of feature of language ( linguistic knowledge) or knowledge that is independent of language ( extra linguistic knowledge).

#### **2.8.1.1 Pronunciation mistakes**

The mispronunciation of words very often leads to the misunderstanding of messages. This last can be considered as the fear of most students to speak during the course because of their poor pronunciation or the interference of their mother tongue . Redmond and Vrchota (

2007) argue that : "It is imperative that you use the correct word in the correct instance and with the correct pronunciation means to say words in ways that are generally accepted or understood".(p.104).

### **2.8.1.2 Lack of vocabulary and grammar constraints**

The lack of vocabulary and grammar are one of the most serious problems that may face the students because vocabulary and grammar are essential elements to convey the exact meaning of the message. Therefore, learners with poor vocabulary cannot perform well formed utterances and can not express themselves correctly also, the misarranging of words and the wrong use of the tenses of verbs may give the wrong perception to the listener.

### **2.8.1.3 Mother tongue interference**

According to Baker & Westrup (2003,p.12)" Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Speaking using the mother tongue is the act of the majority of EFL learners inside the classroom, especially when they are asked by teachers to do tasks higher than their capacities so they prefer to use their mother language to express their thoughts and feel more comfortable .Thus, this is what makes them face many difficulties such as having poor vocabulary.

## **2.8.2 Psychological difficulties**

This element is related to psychological problems that students may face are for instance anxiety, lack of motivation, and self confidence, shyness and inhibition.

### **2.8.2.1 Anxiety problem and inhibition**

Learners' worries and fear of making mistakes may prevent their speaking skill development and makes them always feel anxious about anything in life. Nascente (2001) sees that among other affective variables, anxiety becomes one of the main blocking factors that prevent learners to have effective language learning.



### **2.8.2.2 Lack of motivation**

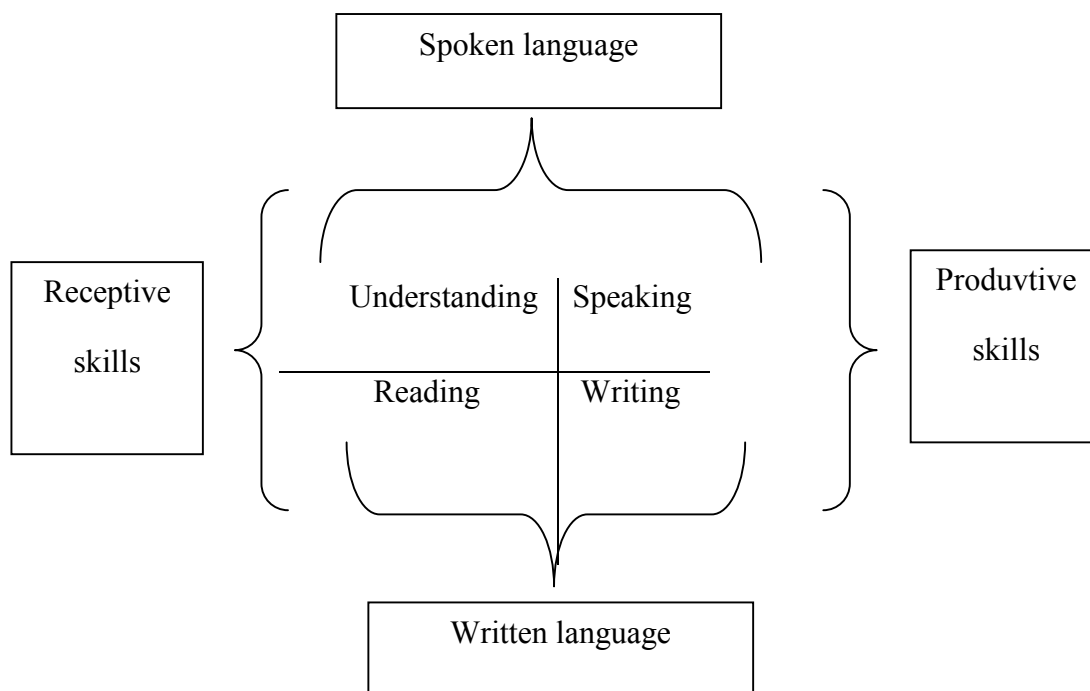
Another common psychological problem that hinders EFL learners' communication and effectively use the target language is lack of motivation. Because if students are not motivated to learn inside the classroom this leads to passive students whom they can not participate or show their abilities and this relies on the students' interests of topics, also the teacher attitude inside the class.

### **2.8.2.3 Shyness**

Shyness is a feeling of fear of falling in mistakes and to be evaluated by others. And as many students have the ability to show their capacities shyness can be one of a serious problem that may hinder the students so, they could not participate or express themselves. Baldwin (2011) says that speaking in front of others is a kind of phobia that learners' shyness makes their minds go blank ignoring their ideas and thoughts or they will forget what they will say.

## **2.9 The relationship between speaking and the other skills**

Teaching and learning any foreign language is necessary for learners to master its four skills depending on the type of tasks in order to enhance their communication. Thus, in one lesson teachers are required to put more attention on speaking, writing, listening, and reading because these four skills are related to each other. So, for that Byrne (1976,p.87) presents a diagram shows how they are related :



**Figure 2.1: Inter-relationship of the four skills (Byrne,1976,p. 87)**

The diagram above shows that we can say that the four skills are divided into two categories the receptive skills which are listening and reading, and the other type is the productive ones which consist of speaking and writing.

### 2.9.1 Speaking and listening

In fact it is known that the more people listen the more they speak. Since both speaking and listening are essential skills to communicate in language learning; learners need to master both of them in order to become a proficient speakers because the two skills strengthen one another. Redmond & Vrchota (2007,p.120) see that " speakers are at the mercy of listeners".

### 2.9.2 Speaking and writing

Receptive and productive skills are totally different from each other in terms of their role. One is considered as the skills in which the learners acquire knowledge ( the input) however, the other one includes students output. In other words, speaking deals with using simple vocabulary within real audience in real life conversation that ends when the conversation is ended. Yet, for

writing writers deal only with the paper and the use of complex vocabulary without knowing their audience. Johnson (1995) explains it very well as he contends that: " In speaking and listening we tend to be getting something done, explore ideas, working out some aspect of the world, or simply, being together. In writing, we may be creating a record, committing events or moments to paper. ( as cited in Richards, 2008,p.19).

### **2.10 The nature of oral communication and the objective behind it**

The oral communication skill is the negotiation of meaning between two or more people which includes the participant, the place, and the purpose of speaking. Hence, the speaking skill is a means to communicate effectively by producing and receiving messages among peoples. However, the aim that leads learners wants to learn a foreign language is to speak that language and to use it easily in different contexts in addition to have the ability to communicate (produce, receive messages) in appropriate manner. Haley & Austain (2004,p.189) claim that : "to be more orally productive , learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others".

### **Conclusion**

In this chapter, we presented the definition of speaking and its importance..We also focused on its various elements. We discussed students speaking difficulties in both sides linguistic and psychological which they may face in their learning process. In addition, we have mentioned EFL teaching methods' attitudes toward it and the activities used by the teachers in classroom to teach the speaking skill. Then, we gave the definition of communicative competence within its different categories, and finally we concluded by shedding light on the relationship between speaking and the other skills in order to learn the English language simply and easily for enhancing learners oral performance.

**Chapter Three:**

**Data Analysis and**

**Interpretation**

## **Introduction**

This chapter deals with the field work of this research and the methods used to conduct this study. Furthermore, it aims to discuss and evaluate the results accumulated from the questionnaires that are designed to investigate the role of dynamic assessment in enhancing students' oral performance. More importantly and precisely, those that were distributed for both third year students in Mohamed Kheider University in Biskra and their oral expression teachers. So, from those detailed analysis of the gathered information we will try to see if we can validate the research hypothesis on assessing foreign language learners' oral production in continuous way.

### **3. Methodology of the study**

#### **3.1 Research approach and design**

This study aims at investigating the role of dynamic assessment in improving third year EFL learners' oral performance. It also seeks to probe teachers and students' attitudes towards the use of such a type of assessment in developing the speaking skill. The present study was conducted through a qualitative descriptive method because we believe it is the most appropriate for such issues. In order to answer our research questions and hypothesis we used two questionnaires as a data collection tool.

#### **3.2 Population and the sample of the study**

##### **3.2.1 Students' Questionnaire**

This research deals with third year EFL students at Mohamed Kheider University of Biskra as our target sample. The whole population consists of (369) students from different eleven (11) groups. However, due to time constraints we have chosen only a sample of 30 students,

who were selected randomly to answer our questionnaire. Since we believe they all have been exposed to dynamic assessment and we believe are representative of the whole population.

### **3.2.2 Teachers' Questionnaire**

The questionnaire has been administered to eight (08) teachers of the oral expression module from a total number of thirteen (13) English language teachers at Biskra University. The main reason of targeting this population is due to the fact that they are well knowledgeable and more experienced about their learners' abilities.

### **3.3 Data collection methods**

Following the nature of the study, research aims, questions, and the hypothesis, we selected the questionnaire as a data gathering tool. Thus, two questionnaires were administered, one for third year EFL students and the second for teachers of the oral expression module in order to collect information about their perceptions towards the implementation of dynamic assessment in oral classes to develop learners' speaking skill. Our aim is to be able to validate our hypothesis.

### **3.4 Students' Questionnaire**

#### **3.4.1 Description and aim of students' questionnaire**

This questionnaire was designed for third-year EFL students at Mohamed khider University. It was distributed face to face to facilitate the process of distribution and collection of responses. Its main aim was to investigate "The role of dynamic assessment in improving students' oral performance". Besides, the present questionnaire consists of three sections in order to obtain valid and reliable results. Those sections consist of a mixture of multiple questions in which respondents are required to answer either in yes/no questions or in picking up the most appropriate answer from a series of options with providing their

opinions, and justify their choices. This questionnaire is composed of three sections which fit the variables of our study as follows :

**Section one :** General information

**Section two :** The speaking skill

**Section three :** Assessment and developing speaking

### **3.4.2 Administration of students' questionnaire**

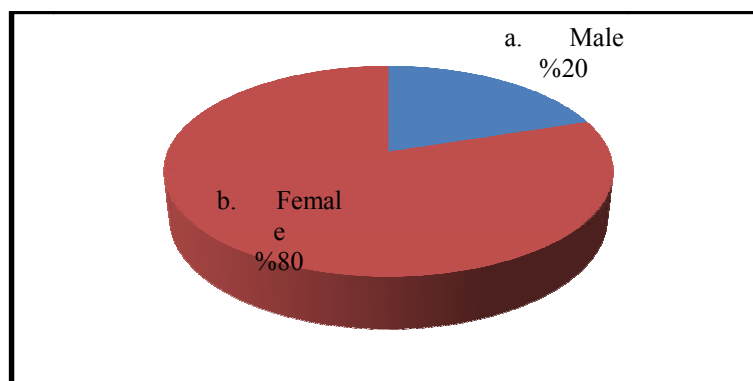
After designing the final draft of this questionnaire, the present questionnaire was printed and then distributed hand to hand to (30) EFL students of third-year at Biskra University. It is worthy to mention that these students were selected randomly and they did not face any difficulties in understanding and answering the questionnaire.

### **3.4.3 The Analysis of the students' questionnaire**

**Section one : General information**

This section is meant for gathering relevant information about the participants.

**Item 1. Gender**



**Figure 3.1 Students' Gender**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a Male	6	20%
b. Females	24	80%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.1 Students' Gender**

The results displayed in the above table show that 80% of the total respondents are females. However only 20% represented boys from the rest. Also, as shown in the table, females (24) are about four times the number of males (6). This variation is may be due to the fact that girls are more interested in language learning than boys.

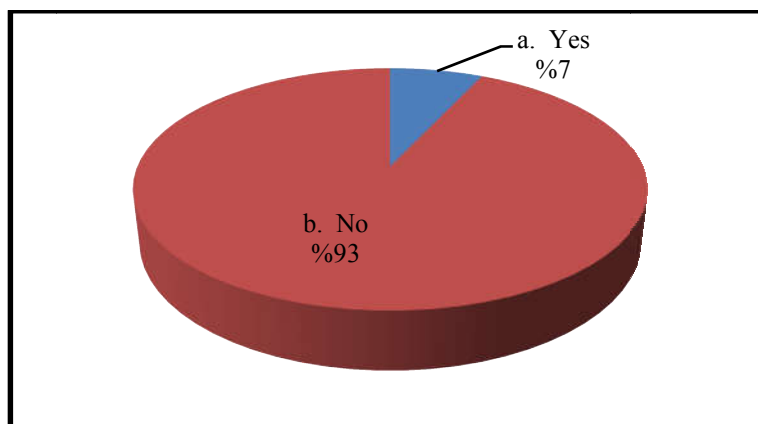
**Item 2. Are you repeating this year?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Yes	2	7%
No	28	93%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.2 Students' Responses about whether they are Repeating this Year or Not**

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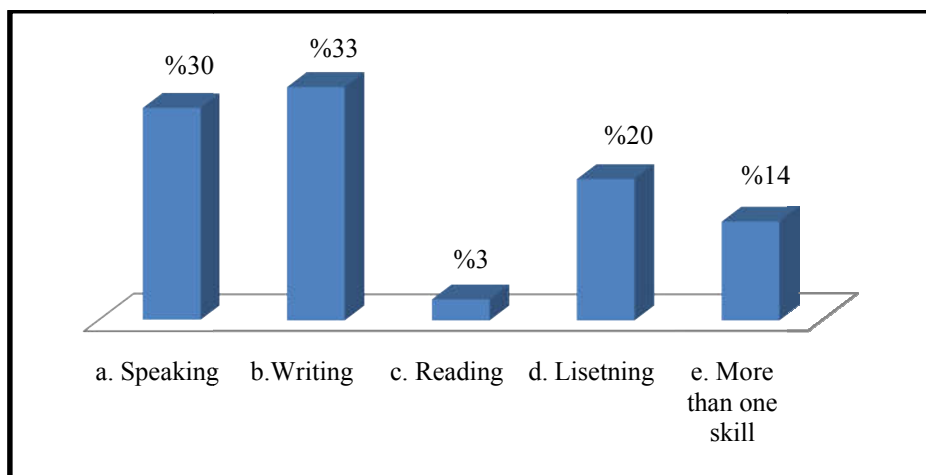
**Figure 3.2 : Students’ Responses about whether they are Repeating this Year or Not**

This question is intended to reveal whether third year EFL students are repeating the year or not. According to the figures, 93% of our participants are not repeating this year, while 7% of them were doing so. Therefore, the majority of learners, are motivated to learn English.

**Item 3. In which skill do you face most difficulties in learning English?**

Option	Number	Percentage
Speaking	9	30%
Writing	10	33%
Reading	1	3%
Lisetning	6	20%
More than one skill	4	14%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.3 The Skill(s) in which Students Face Difficulties the Most**



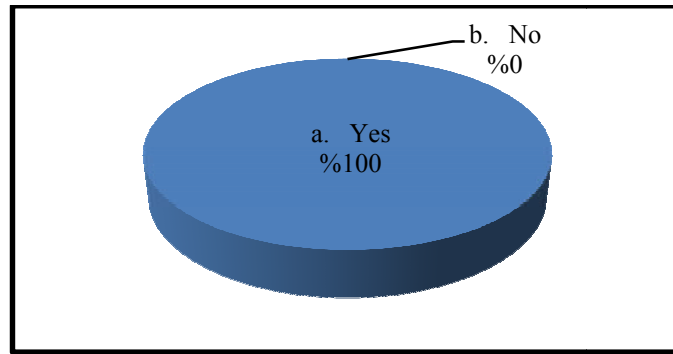
**Figure 3.3 The Skill(s) in which Students Face Most Difficulties**

Statistics in the table above show that 33% of students find more difficulties in writing, and thirty percent 30% are facing speaking problems. However, only 20% face difficulties in listening, and 3% in reading. In addition to fourteen percent 14% of them claim that they face difficulties in more than one skill.

**Item 4. Do you like speaking in English?**

Option	Number	Percentage
Yes	30	100%
No	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.4 Students' Responses about whether They Like Speaking in English or Not**



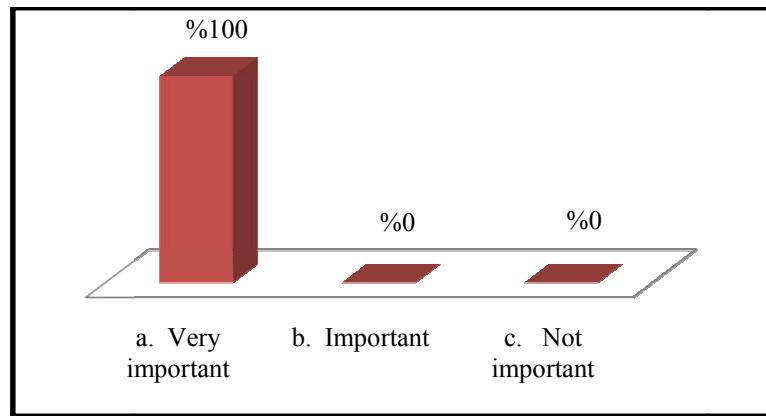
**Figure 3.4 Students’ Responses about whether They Like Speaking in English or Not**

It can be seen from the table above that all the chosen sample embracing (30) students claimed that they like speaking. This means that they are aware of the importance of speaking.

**Item 5. When learning the English language, do you think that the speaking skill is: (very important, important, not important)**

Option	Number	Percentage
Very important	30	100%
Important	0	0%
Not important	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.5 Students’ Attitudes towards Learning Speaking**



**Figure 3.5 Students' Attitudes towards Learning Speaking**

This question aims to obtain students' attitudes towards learning speaking. The results shows that 100% of the students think that learning speaking is very important.

**Students' justifications**

**a. For 'Very important'**

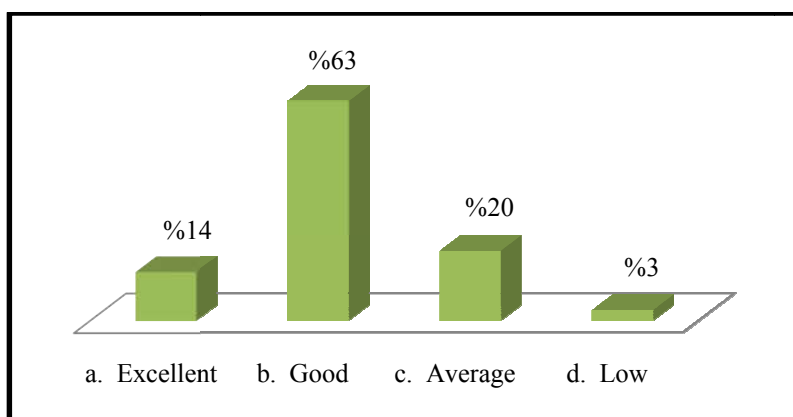
- They claim that the speaking skill is a crucial step to put what you have learned in use in order to communicate.
- Speaking English language is a means to express learners' selves and thoughts.
- It is a way to communicate effectively with people and to transmit messages.
- Speaking is very important skill since it is needed and used in students' presentations.

**Section Two: The Speaking Skill**

**Item 6. How would you assess your present level at speaking?**

Option	Number	Percentage
Excellent	4	14%
Good	19	63%
Average	6	20%
Low	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.6 Students' Evaluation of their Level at Speaking**



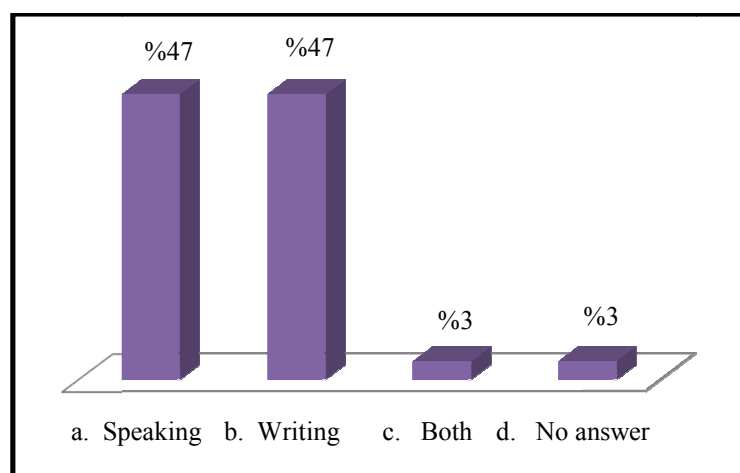
**Figure 3.6 Students' Evaluation of their Level at Speaking**

These question items gauge the students' evaluation of their speaking skill. So, 63% represent those who consider their speaking as good ; whereas 20% of them opted for average. In addition to, 14% believe that they have excellent oral performance. In contrast, 3% claimed that they have low oral performance that needs to be developed. This indicates that most students have the ability to speak.

**Item 7. Which do you find more difficult?**

Option	Number	Percentage
Speaking	14	47%
Writing	14	47%
Both	1	3%
No answer	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.7 Students' Most Difficult Skill**



**Figure 3.7 Students' Most Difficult Skill**

The results show that forty seven 47% of students face problems when they write and 47% when they speak, whereas, only three 3% of them face problems with both speaking and writing. However, 3% participants chose to ignore answering the question.

**Students' justifications**

Their explanations reveals that multiple variables affect students' speaking skill, variables that could be summarized in :

**a.For 'Writing'**

- To write takes time in organizing ideas
- Writing is an academic process in which learners should follow some steps
- To write need creativity
- It is hard in its grammatical rules and vocabulary

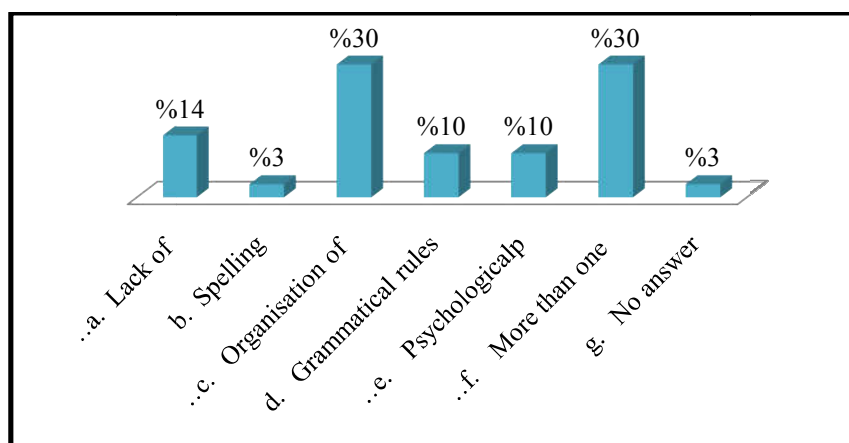
**b.For 'Speaking'**

- Students lack of vocabulary, shyness, inhibition, less practice of speaking and discussion in oral classes, and fear of public speaking

**Item 8. What are the main difficulties you are facing in speaking the target language?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Lack of vocabulary	4	14%
Spelling	1	3%
Organisation of ideas	9	30%
Grammatical rules	3	10%
Psychological problems	3	10%
More than one difficulty	9	30%
No answer	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.8 Students' Main Difficulties when Speaking**



**Figure 3.8 Students' Main Difficulties when Speaking**

This question tried to figure out the nature of the difficulties faced by third-year EFL students in their oral communication. It aims at determining whether such difficulties are related to the command of the language or to the students themselves. It seems clear from the table above that 30% of students face more difficulty in organization of ideas, 14% of them face problems in lack of vocabulary. However, 10% of them say grammatical rules also another 10% says that it is hard to speak due to psychological problems. Then, 30% of learners opted for more than one difficulty and only 3% did not answer.

#### **Item 9. What do you usually do to overcome those difficulties?**

This question intended to reveal the type of strategies that third year EFL students depend on to cope with the encountered difficulties in oral communication development. The data gathered from the students' responses indicate that they use different strategies to overcome their speaking problems such as : Self motivation affective strategies, preparation and practice (metacognitive strategies), memory strategies for example repetition and rehearsal, social strategies (depends on others in order to communicate effectively), and cognitive strategies like brain storming or problem solving.



**Item 10. Do you usually get good or bad marks in the oral expression module? In both cases, how do you explain that?**

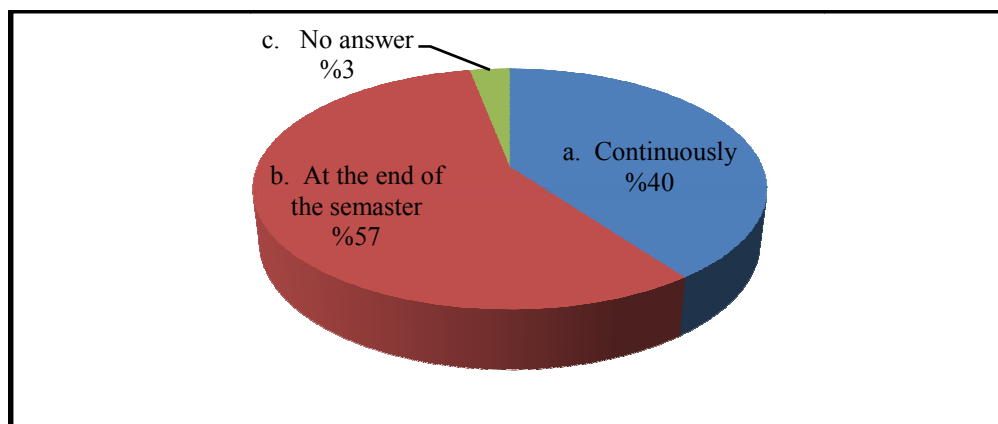
This question is meant to understand how third year EFL students tend to interpret the scores they get in the oral expression module. It also attempts to find out the real reasons they attribute to their success or failure in the module, to the criteria of their performance or to the score itself. So, from the data obtained it seems clear that the majority of third year learners usually get good marks and this is due to their preparation, self-confidence, hard work and practice in addition to the teachers assistance. Yet, only few of them claim that they get a bad marks because of their bad luck, anxiety, shyness, and lack of vocabulary.

### **Section Three: Assessment and Developing Speaking**

**Item 11. How does your oral expression teacher evaluate your performance in class?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Continuously	12	40%
b. At the end of the semester	17	57%
c. No answer	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.9 Teachers' Ways of Evaluating Students' Oral Performance**



**Figure 3.9 Teachers' Ways of Evaluating Students' Oral Performance**

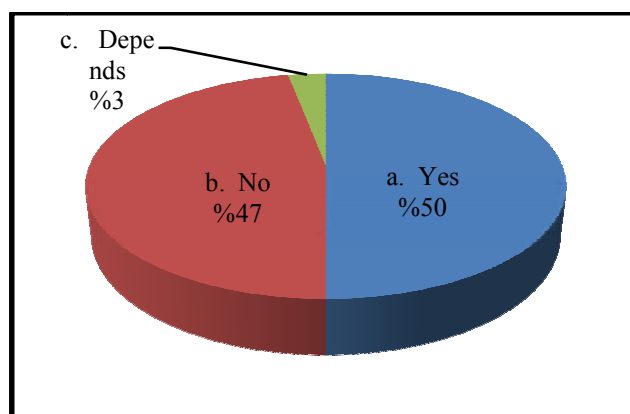
Our aim from this question is to determine the ways of assessment followed by the oral expression teachers to evaluate third year EFL students' performance in the class.

According to the results illustrated in the graph above, more than half students 57% believe that the most used method by teachers is exam-based at the end of the semester through tests and exams. However, less than half students 40% percent of the sample says that teachers are continuously evaluating them and only 3% did not answer the question at all.

**Item 12. Do you see your teacher as the only way to improve your oral skill?**

Option	Number	Percentage
Yes	15	50%
No	14	47%
Depends	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.10 Students' Responses about whether They See Their Teacher as the Only Way to Improve Their Oral Skill or Not**



**Figure 3.10 Students' Responses about whether They See Their Teacher as the Only Way to Improve Their Oral Skill or Not**

We aimed by this question at unveiling how autonomous third year EFL students are by determining the strategies they deploy to improve their oral competence inside and outside the classroom also to show the role of teachers according to them. The figure identifies the respondents need to improve their oral communication, as it appears in the results, the half of the sample 50% says "Yes" they need only their teachers while 47% says "No" because they depend on other strategies to develop their speaking skill. In addition, 3% did not answer this question.

#### **If no, what is your own way to improve your speaking skill?**

This correlation-question is included to extract students' own strategies to develop their oral performance. The great majority of students believed that watching videos, movies, listening to music, reading books and interacting with native speakers are the most effective ways for enhancing their speaking. Moreover, learning through these strategies allows students to use the language in real contexts that will improve their English.

**Item 13. Do you prepare for your oral presentation?**

The results displayed on the table below indicate that almost all students 67% tend to prepare for their presentations in the oral expression module. On other hand, only 30% said that they do not prepare for it, besides 3% claimed that it depends.

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Yes	20	67%
No	9	30%
Depends	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

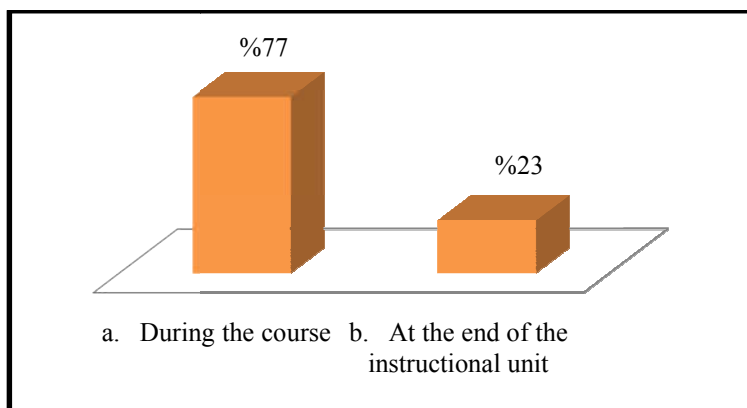
**Table 3.11 Students' Responses about whether They Prepare for Oral Presentations or Not  
If yes, how do you prepare for it?**

Concerning respondents' justifications of their answers, most of those who answered "Yes". And said that they depend on memorising informations, doing research in the internet, preparing and planning in addition to practicing with peers, and search for the meaning of difficult words in dictionary.

**Item 14. How would you prefer to be evaluated?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
During the course	23	77%
At the end of the instructional unit	7	23%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.12 Students Preferable Way of Evaluation**



**Figure 3.11 Students Preferable Way of Evaluation**

The results obtained in the above table show that 77% of the total respondents are preferred their speaking to be evaluated during the course, whereas 23% think that it will be better to be evaluated at the end of the instructional unit.

### **Students' justifications**

#### **a. For 'During the course'**

Learners claim that they need to be evaluated during the course in order to see their teachers feedback. They explained this by the need to overcome their weaknesses and to be more motivated, to know their mistakes, and try to correct them immediately.

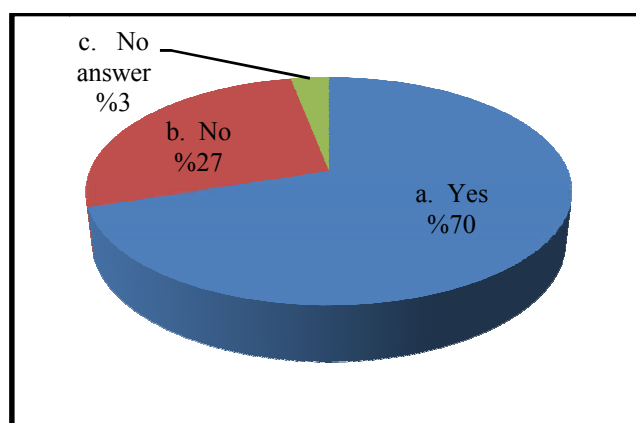
#### **b. For 'At the end of the instructional unit'**

Students see it as the better way for evaluation because they will have enough time to prepare and discover their mistakes one by one with time, also to be evaluated ones so, they save time and efforts.

**Item 15. Do you accept to be continuously assessed by your teacher?**

Option	Number	Percentage
Yes	21	70%
No	8	27%
No answer	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.13 Students' Responses about whether they Accept to be Continuously Assessed by their Teacher or Not**



**Figure 3.12 Students' Responses about whether they Accept to be Continuously Assessed by their Teacher or Not**

This item is intended to get insights about whether learners like to be evaluated continuously by their teachers or not. The findings exhibited in the above figure present that 70% of students accepted to be continuously assessed by their teachers. Whereas, 27% dislike this method and 3% of them did not answer.

**Students' justifications**

**a. For 'Yes'**

Third-year EFL students who said "Yes" explain it as a perfect method in order to develop their speaking skill performance through the teachers' immediate feedbacks. Hence, they can discover their weak points and try to figure out their strengths and weaknesses.

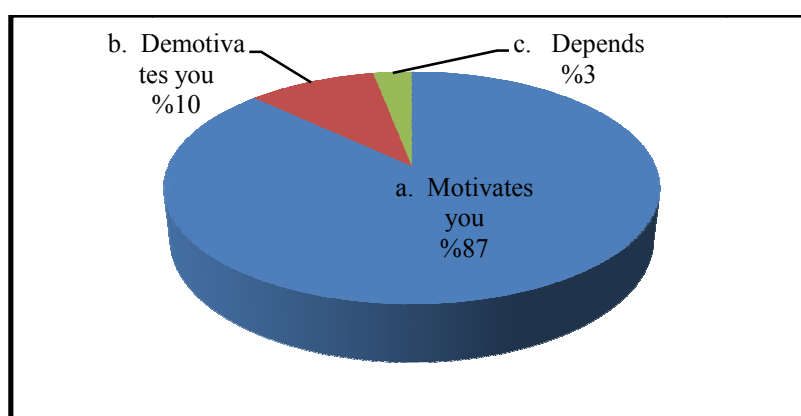
**For 'No'**

This category of learners are afraid of teachers' feedbacks and comments in front of their classmates, and they maybe do not like to prepare each session.

**Item 16. Continuous assessment (Motivates you, Demotivates you)**

Option	Number	Percentage
Motivates you	26	87%
Demotivates you	3	10%
Depends	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.14 Students' Attitudes towards Continuous Assessment**



**Figure 3.13 Students' Attitudes towards Continuous Assessment**

The replies given by the respondents to this question as demonstrated in the table above show that 87% almost all students believe that assessing them continuously motivates them to

discover their weaknesses , and it helps them in enhancing their speaking skill, against 10% said that it does not motivate them because it does not reveal their real level , and the rest of 3% said that it depends.

### **Students' justifications**

Later in this question, students were asked to justify both their choices

#### **a.For 'Motivates you'**

Students who are motivated claim that the reasons behind this choice are :

- ✓ Students will be able to know their strengths and weaknesses
- ✓ It helps in improving learners' skills and pushes them to do better
- ✓ Since students will be kept in track of what they have learned, they will be obliged to stay focussed and they would be actively engaged
- ✓ With teachers' positive critiques, students will build correct knowledge and have new feedback.

#### **b.For 'Demotivates you'**

Students who are not motivated justify their answers by :

- ✓ Students will get disappointed with teachers' negative feedback
- ✓ They will feel overwhelmed and stressed, which will inhibit their speaking performance
- ✓ Finally, some of learners state that dynamic assessment is a boring process. Yet, others claim that it depends on their mood



**Item 17. Please cross the responses that corresponds to your opinion (see appendix)**

In this question, a set of statements was proposed for the students to choose whether they Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. The findings are interpreted as follows :

**The first statement:** Learners favour dynamic assessment to other types of assessment.

Almost all students agreed with this statement and their answers were recorded as follows : 58% agree that dynamic assessment is their favourite type of assessment compared to the other types of assessment. . And 3% of the students said that they strongly agree. On the other hand, 33% remained neutral. However, 6% students disagreed and no one of them strongly disagreed with the statement. In conclusion, we infer that most students believe that dynamic assessment is very important and it can enhance their potentials as well as their oral proficiency.

**The second statement:** Teachers' continuous and direct remarks help them improve their oral proficiency.

The data shown in the graph below indicates that 44% of the students agree with the statement and 23% of them strongly agree while only 10% and 6% strongly disagree. The rest 17% percentage prefer to be neutral.

Accordingly, we may say that the majority of EFL students believe that with teachers' continuous and direct remarks learners' language classroom performance will improve. And it can be an advantageous strategy that can improve their educational achievements as well as their oral performance.

**The third statement:** Dynamic assessment helps learners to be aware of their strengths and weaknesses.

The rates displayed in the chart show that 30% of respondents agreed about the statement, and 17% strongly agreed. Additionally, the respondents' responses were 33% to neutral, 20% to disagree. Yet, no one of them strongly disagreed.

To conclude we may say that the majority of third year EFL students confirmed that with dynamic assessment learners become more aware of their weak and strong aspects in learning.

**The fourth statement:** Dynamic assessment sometimes inhibits learners' potentials.

It is remarkable in the results that 30% strongly agree with this idea. Then, 23% was given to the option agree. Additionally, the rate 27% was given to neutral while 20% said that they disagree with the statement. In fact, the option disagree is ignored. Therefore, the majority of respondents assert that dynamic assessment is useful in improving learners' oral language in the class and in determining their potentials.

**The fifth statement:** Continuous interaction with the teacher is crucial in developing the speaking skill.

As it is noticeable, there is an equal selection 20% about the options agree and neutral. Besides, 26% answered with strongly agree while the same rate of respondents 17% selected disagree and strongly disagree. Consequently, we can say that there is agreement among third year students on the importance of interaction between learners and their teachers in boosting their self-confidence in oral performance.

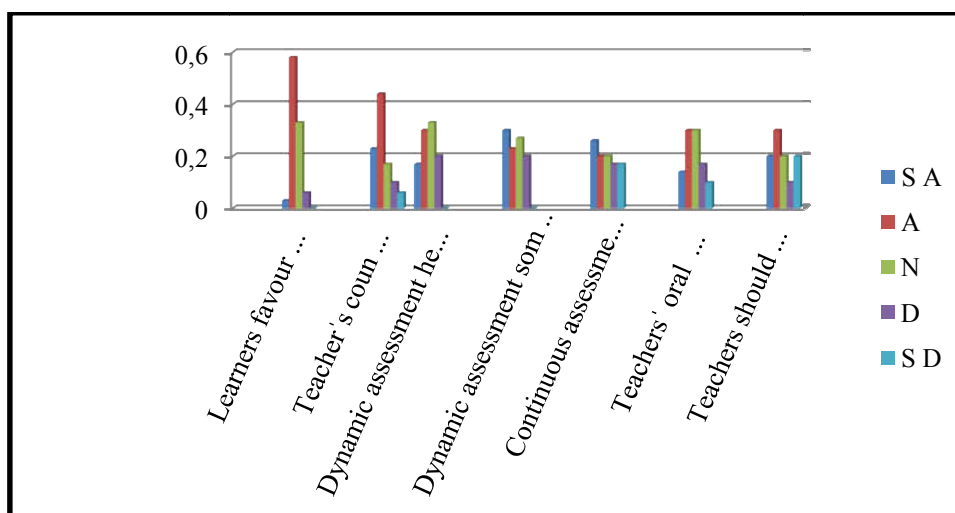
**The sixth statement:** Teachers' oral feedback helps learners overcome many linguistic obstacles.

As shown in the chart below, there is an equal rate 30% about the options agree and neutral, a considerable rate 14% strongly agreed with the statement. Yet, we found that 17% selected disagree and only 10% who totally strongly disagreed with the statement. Thus, the majority of students are aware of the effective role of teachers and the type of feedback used in the classroom to overcome their linguistic obstacles.

**The seventh statement:** Teachers should vary the techniques of providing dynamic assessment.

Taking into account the results obtained for this statement, it becomes clear that most of respondents 30% choose agree. Additionally, 20% strongly agree with the statement, and 20% show no agreement or disagreement with the given statement. However, the left options disagree and strongly disagree took the percentage of 10% and 20%. Hence, the majority of respondents agree with the effectiveness of using various techniques in providing dynamic assessment in order to improve their linguistic and oral performance learning.

In brief, the interpretation of the results prove that dynamic assessment has by and large benefits and it is helpful for EFL learners because it develops their skills and mainly the ones related to speaking skill. This obviously indicates that dynamic assessment has a positive impact on the EFL learners' speaking skill as it can be a driving force in the teaching learning process and on the importance of exposing students to this type of assessment inside the classroom.



**Figure 3.14 Students' Level of Agreement**

#### **3.4.4 Discussion and interpretation of students' questionnaire**

This questionnaire was administered to third year EFL students at the University of Mohamed Kheider Biskra under the title "The role of dynamic assessment in improving learners' oral proficiency". Based on the results obtained from this questionnaire, we can conclude the following: According to the first section, the gathered data indicate that the great majority of EFL students are females. Moreover, the majority of learners' selected are not repeating the year. Moreover, their concerning speaking skill the overwhelming majority of them consider their level in speaking the English language as good .

The second section was about learners' speaking skill. In this respect, students express that they have an acceptable oral performance, but that does not mean that they do not have difficulties when they speak. Thus, we designed the next question to confirm or delay this. As the results have shown, 50% of the students claim that the most difficulties that they face in learning language is poor organization of ideas. In addition to that, the rest mentioned that their common difficulties turn around their limited vocabulary, fear of making mistakes. Yet a few of them mention bad pronunciation and difficulty in using grammar rules. At the same time, we tried to know third-year EFL students used strategies in order to overcome those

obstacles. The majority of students reported that they use different strategies such as : Self-motivation affective strategies, preparation and practice, memory strategies, and social and cognitive strategies.

Alongside the previous result, third year students are asked about their general grades in the oral expression module, to find out the real reasons they attribute to their success or failure in the module. It was clear from the findings that the majority of the study sample claim that they usually get good marks because of their hard work, self-confidence, and preparation , whereas few of them stated that they get bad marks and this is due to their shyness, anxiety, and bad luck.

In the final section of our students' questionnaire which deals with assessment and developing speaking. The gathered data reveal that most EFL teachers rely on formative assessment as a tool to evaluate students' oral performance. Yet, this does not mean that they do not use dynamic assessment and they are aware of its significance since it is the preferable way of evaluations for third –year learners and their source of motivation 87% their justifications were as follows : Through dynamic assessment students will be able to see their teachers' feedbacks, develop their skills. In addition to to that,they say that it helps them to locate their strengths and weaknesses.

Another main point that most of third-year EFL students agree upon is that the teacher is not the only way to improve their oral skill, while the other half with the percentage of 50% claim that their teachers are the only source of their speaking development.However, 3% of the total sample choose to ignore answering the question. Moreover, students whose answers were" No" stated that they depend on other strategies to improve their speaking some of which are :

- Listening to music and watching vidioes

- Try to imitate native speakers, and reading books to enrich their vocabulary.

Besides, we asked third year students if they prepare for their oral presentation, the results appear that the vast majority of them said "Yes" with 67% percentage while the rest 30% percentage said "No" they do not prepare for it. Hence, the responses with the yes option clarify their own methods for preparation in their oral presentations. So They mentioned :

- Through searching in internet
- Read about the topic and gather information
- Memorizing and practicing with peers

Finally, we collected students' opinions about the role of dynamic assessment in developing their speaking skill. The data illustrate that majority of learners agree on the efficient impact and relationship that DA has on their oral performance through teachers' assistance, various techniques of providing dynamic assessment, strategic feedback, and peers help in facilitating the learning process.

To conclude, this questionnaire was a useful tool of collecting data from students. The results obtained were helpful in responding important research questions. Moreover, this questionnaire gave us an opportunity to affirm the role of dynamic assessment in improving third year students speaking performance. Additionally, through the analysis of students' answers it can be deduced that implementing dynamic assessment in oral classes is crucial in enhancing the learners' oral production.

### **3.5 Teachers' Questionnaire**

#### **3.5.1 Description and aim of teachers' questionnaire**

The present questionnaire is destined to teachers who are in charge of the Oral Expression Module at the department of English at the University of Mohamed Kheider, Biskra. It was

distributed hand to hand to teachers in order to make sure all the questionnaire will be answered. Hence, we received a suitable number of answers to carry out this research. The foremost aim of this questionnaire was to investigate the role of dynamic assessment in improving learners' oral proficiency.

This questionnaire is descriptive in nature and includes a combination of close-ended and open-ended questions. It is also composed of three sections as follows :

**Section one :** General information

**Section two :** The speaking Skill

**Section three :** Assessment to develop speaking

### **3.5.2 Administration of the teachers' questionnaire**

The current questionnaire has been handed to eight teachers of oral expression module at Mohamed Khaider University of Biskra. All teachers demonstrated their collaboration by providing us with invaluable responses. The latter serve our study in that it captures the teachers' perceptions, views, and attitudes towards the implementation of dynamic assessment in oral classes, and whether there exist a relationship between dynamic assessment and learners' speaking skill.

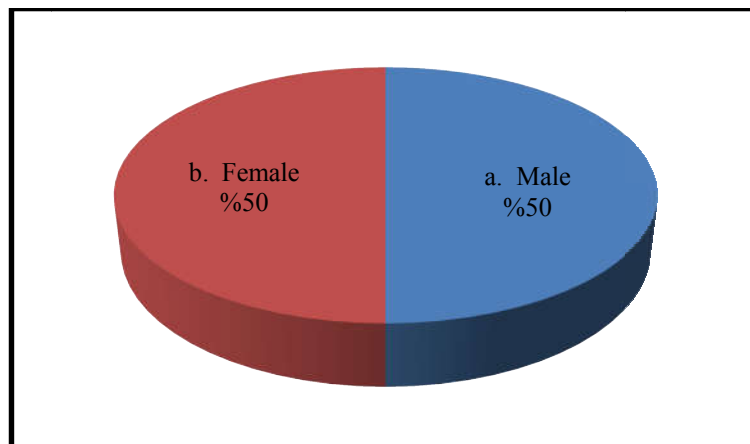
### **3.5.3 The Analysis of teachers' questionnaire**

**Section one :** General information

**Item 1. Gender**

Option	Number	Percentage
a. Male	4	50%
b. Female	4	50%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.15 Teachers' Gender**



**Figure 3.15 Teachers' Gender**

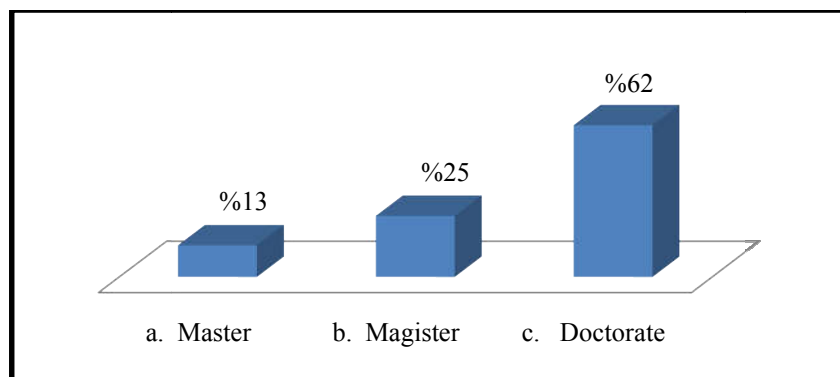
This question aims at revealing teachers' gender. As illustrated in the table above, (08) teachers contributed in this questionnaire. However, the results indicate that half of the participants are males and the other half are females.



**Item 2. What degree do you hold?**

Option	Number	Percentage
a. Master	1	13%
b. Magister	2	25%
c. Doctorate	5	62%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.16 Teachers' level of Education**



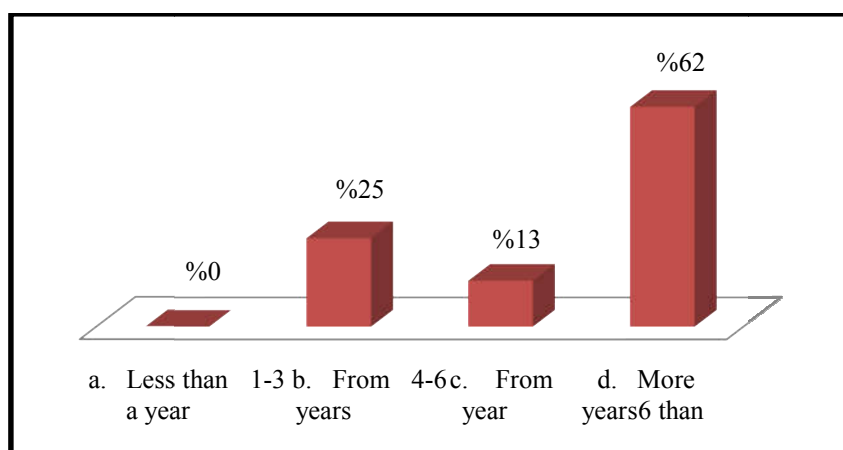
**Figure 3.16 Teachers' Level of Education**

The data demonstrated in figure above shows that 5 teachers (62%) hold a PhD degree and two Magister degree (25%) graduated teachers while one teacher 13% have a Master degree. This means that our teachers have high experience in teaching that we can benefit from their knowledge.

**Item 3. How long have you been teaching English?**

Option	Number	Percentage
a. Less than a year	0	0%
b. From 1-3 years	2	25%
c. From 4-6 year	1	13%
d. More than 6 years	5	62%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.17 Teachers' Experience in Teaching English**



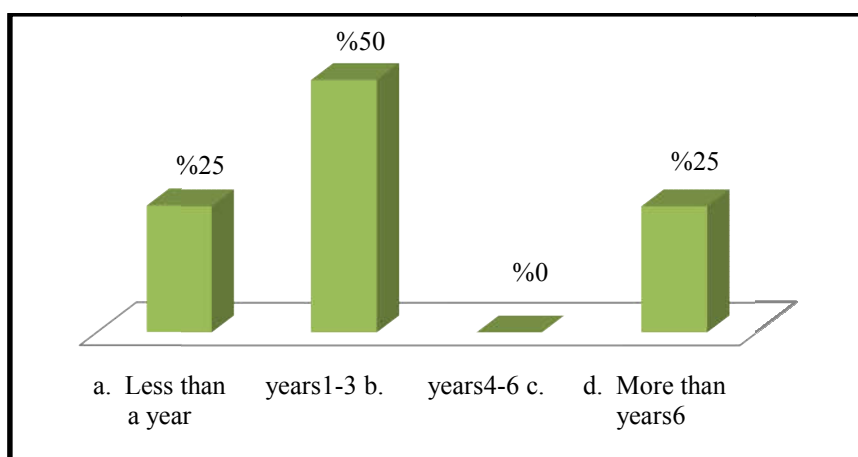
**Figure 3.17 Teachers' Experience in Teaching English**

The researcher seeks information about teachers' year of experience. In the table above, the findings indicate that two teachers 25% taught English at university from one to three (1-3) years, one teacher 13% taught English from four to six (4-6) years and five teachers 62% taught English at university for more than six years yet, no one choose less than a year.

**Item 4. For how many years have you been teaching the oral expression module?**

Option	Number	Percentage
a. Less than a year	2	25%
b. 1-3 years	4	50%
c. 4-6 years	0	0%
d. More than 6 years	2	25%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.18 Teachers' Experience in Teaching the Oral Expression Module**



**Figure 3.18 Teachers' Experience in Teaching the Oral Expression Module**

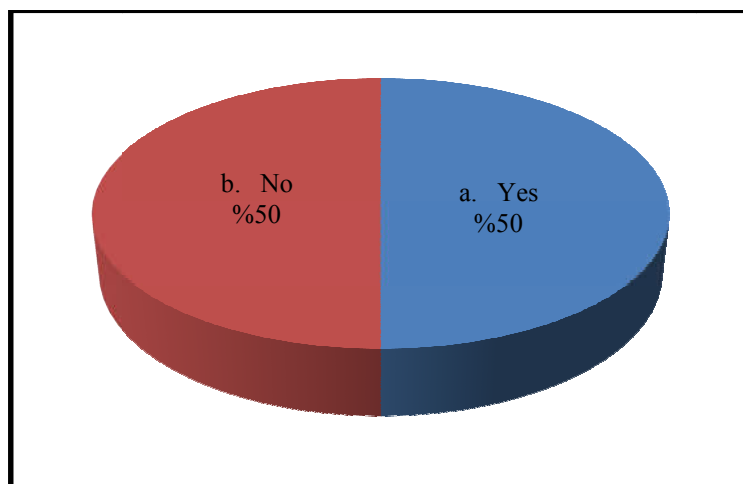
This question intends to find out how long teachers have been teaching speaking. The eight teachers' responses are as follows : Two teachers taught speaking for less than one year, the two other teachers for more than six years and the last four teachers from 1 to 3 years. Thus, teachers' experience of teaching the oral expression is varied which benefits the research because it ensures that the coming answers will be obtained from teachers with different experiences in teaching speaking.

**Section Two: The Speaking Skill**

**Item 5. Is teaching speaking your favorite course?**

Option	Number	Percentage
a. Yes	4	50%
b. No	4	50%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.19 Teachers' Responses about Whether Speaking is Their Favorite Course or Not**



**Figure 3.19 Teachers' Responses about Whether Speaking is Their Favorite Course or Not**

We can notice from the figure above that half teachers are intrested in teaching speaking. However, the other half 50% teachers do not like teaching it.

**Teachers' justifications**

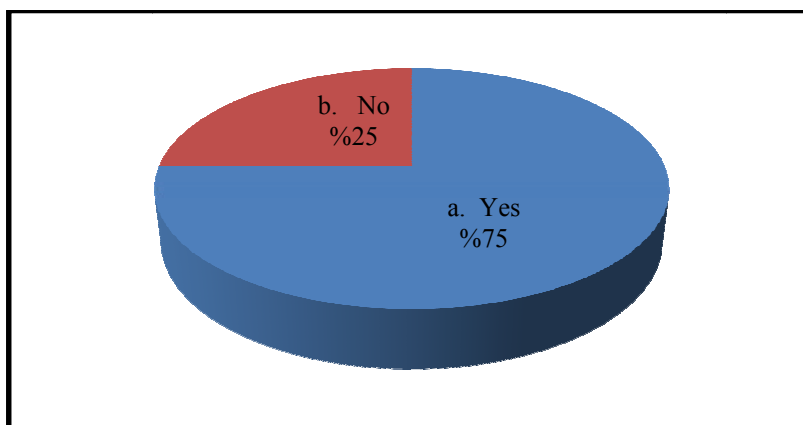
**a.For 'Yes'**

In their points of views teachers like to teach the oral expression module because it simulate language use in real life situations .It also helps develop learners' communicative competence and enable them to speak correctly in different contexts using the target language effectively.

**Item 6. Do you face any difficulties in teaching the oral expression module?**

Option	Number	Percentage
a. Yes	6	75%
b. No	2	25%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.20 Teachers’ Responses about Whether They face any difficulties in teaching the oral expression module or Not**

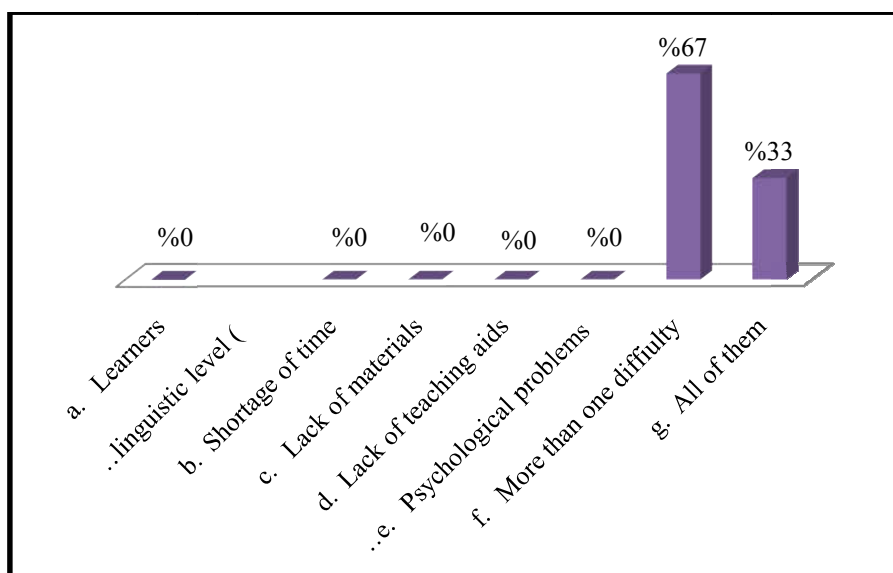


**Figure 3.20 Teachers’ Responses about Whether They face any difficulties in teaching the oral expression module or Not**

The findings show that the majority of teachers with the percentage of 75% state that they face they face many problems in teaching the oral expression whereas 25% of them believe that there is no difficult for them in teaching it.

**If yes, what are these difficulties?**

Later in this question, teachers were requested to express their difficulties. Almost all teachers claimed that their problems are more than one. So, we deduce that EFL teachers have different difficulties that they especially they face with learners either linguistic or psychological ones. In addition to that they mention the shortage of time and the lack of teaching aids and equipments such laboratories, media room etc.



**Figure 3.20.1 Teachers' Difficulties when Teaching Oral Expression Module**

**Item 7. What do you usually do to overcome those difficulties**

The teachers stated that to overcome oral difficulties they need to :

- Rely on themselves and work with the tools available
- Simplifying the tasks and trying to create a friendly and self atmosphere
- They usually btry to improvise with their own tools like : Laptop, loudspeakers etc...
- Try to encourage students with psychological problems

- Helps students speak even with mistakes, in addition to engaging students in the teaching and learning paths

**Item 8. What is your favorite method to teach the speaking skill?**

Option	Number	Percentage
a. Pair work	0	0%
b. Group work	0	0%
c. Presentation	0	0%
d. All of the above	5	63%
e. More than one method	3	37%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.21 Teachers' Favorite Method to Teach the Speaking Skill**

The purpose of this question was to recognise the teacher of the oral expression module favorite methods to teach the speaking skill. The teachers' answers reveal different uses of methods such as pair work, group work, and presentation.

**If you have other methods please mention them:**

In addition to the methods mentioned above, teachers, state that they are following other strategies like:

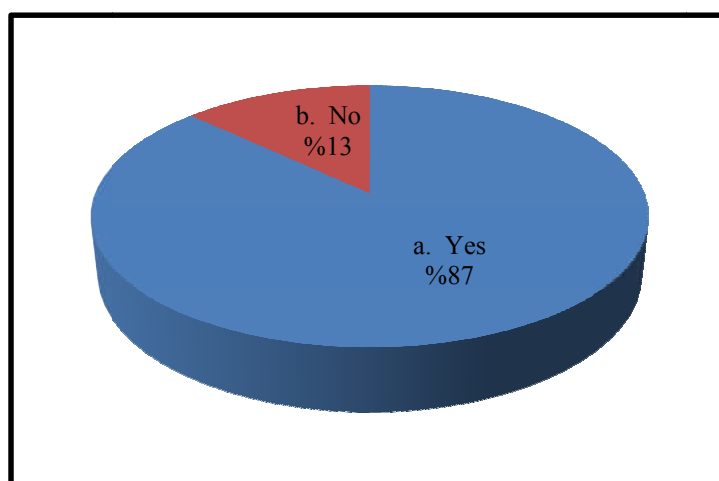
- ✓ Classroom debates
- ✓ Group discussions
- ✓ Using authentic materials

However, some teachers claim that it depends on the course objectives and students' tasks that they are going to perform.

**Item 9. Do you think that students are motivated to learn in this module?**

Option	Number	Percentage
a. Yes	7	87%
b. No	1	13%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.21 Teachers' Responses about Whether Their Students Are Motivated to Learn Oral Expression or Not**



**Figure 3.22 Teachers' Responses about Whether Their Students Are Motivated to Learn Oral Expression or Not**

The main aim of this question was to measure the extent to which the oral expression teachers know about their students-motivation to practice speaking. The analysis of the respondents answer in the given question generated two key views among teacher regarding students' motivation to learn in the oral expression module. On the one hand, seven teachers 87% out of eight claim that students are motivated to learn in this module. On the other hand, only one teacher think that students are not motivated 13%.



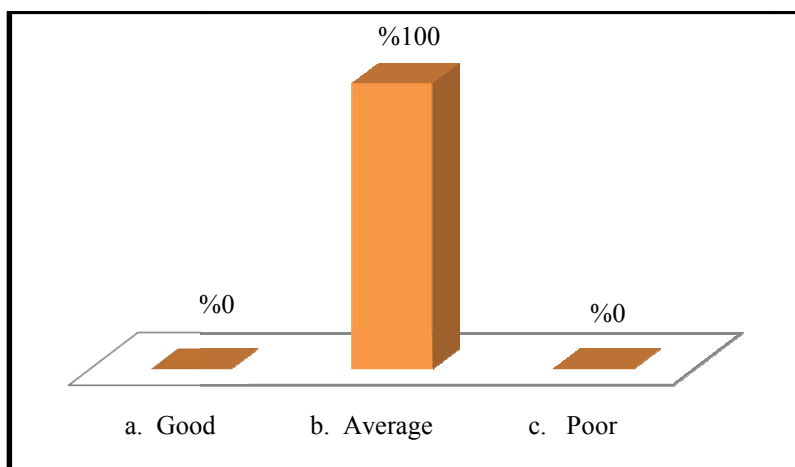
**If no, please say why?**

The teacher justifications are that some learners like more writing and they are facing the fear of public speaking.

**Item 10. How do you assess your learners' level of oral proficiency?**

Option	Number	Percentage
a. Good	0	0%
b. Average	8	100%
c. Poor	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.22 Teachers' Evaluation of their Students' Level of Oral Proficiency**



**Figure 3.23 Teachers' Evaluation of their Students' Level of Oral Proficiency**

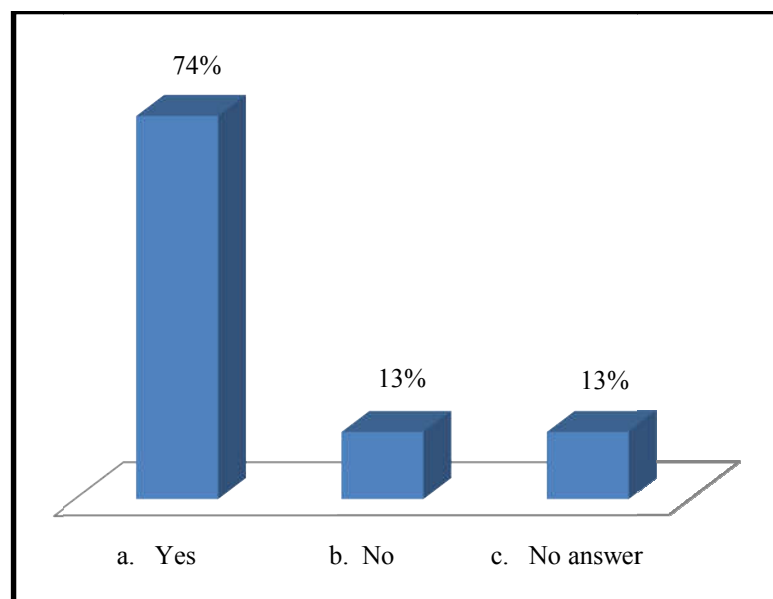
According to their answers, it is clear that learners have average level of the speaking skill 100% which needs to be improved, but at the same time they do not have bad one.

**Section Three: Assessment to Develop Speaking**

**Item 11. Do you implement dynamic assessment in your class?**

Option	Number	Percentage
a. Yes	6	74%
b. No	1	13%
c. No answer	1	13%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.23 The Teachers' Implementation of Dynamic assessment in their Classes**



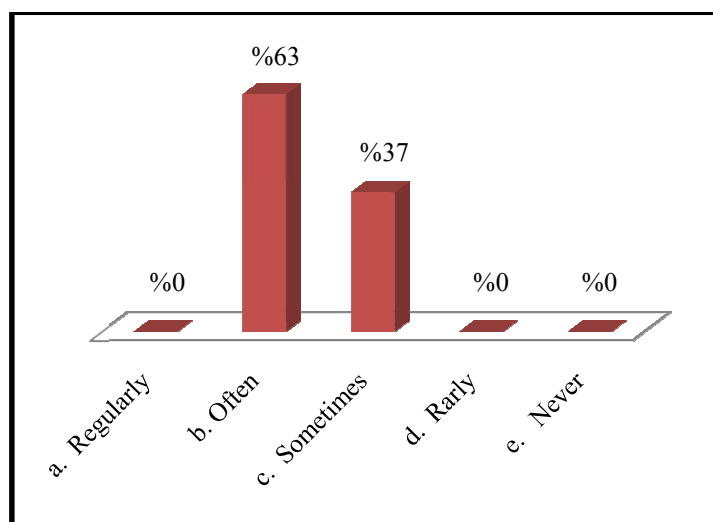
**Figure 3.24 The of Teachers' Implementation of Dynamic assessment in their Classes**

We notice that the majority of teachers 74% answer yes that they use dynamic assessment in their classes, however the rest of them 13% answered with negative answer no.

**Item 12. How often do you implement dynamic assessment in your classroom**

Option	Number	Percentage
a. Regularly	0	0%
b. Often	5	63%
c. Sometimes	3	37%
d. Rarely	0	0%
e. Never	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table 3.24 Frequency of Teachers' Use of Dynamic Assessment**



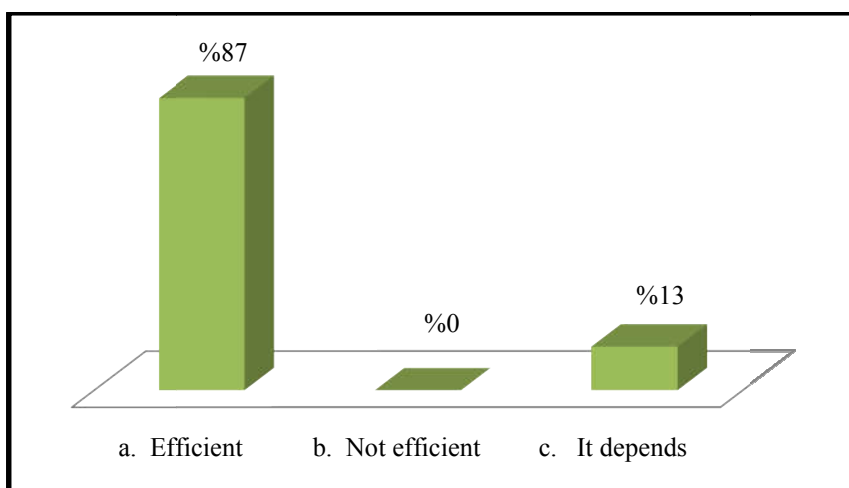
**Figure 3.25 Frequency of Teachers' Use of Dynamic Assessment**

The results presented in the above figure exhibit how often teachers implement dynamic assessment in their classes. Statistically speaking, more than half of the respondents 63% responses were "often". This is followed by an approximate percentage 37% represents those who chose the third option "sometimes". However, no one chooses the three rest options "regularly, rarely, or never".

**Item 13. What do think about the use of dynamic assessment as a means of improving learners' speaking skill?**

Option	Number	Percentage
a. Efficient	7	87%
b. Not efficient	0	0%
c. It depends	1	13%
<b>Total</b>	<b>8</b>	<b>100%</b>

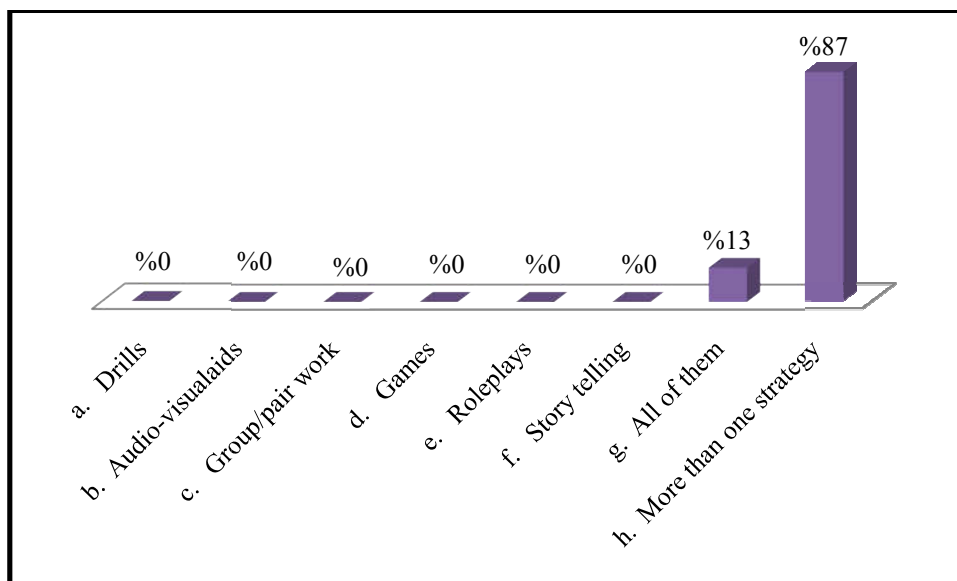
**Table 3.25 Teachers' Opinions about the use of dynamic assessment as a means of improving learners' speaking skill**



**Figure 3.26 Teachers' Opinions about the use of dynamic assessment as a means of improving learners' speaking skill**

The results reveal that the majority of teachers 87% are aware of how it is very important to use dynamic assessment in improving learners' speaking skill, 13% of them find that it maybe depends on the nature of tasks or learners' personalities. Hence, we noticed that no one of teachers said that is not important. This indicates that all of teachers know how much dynamic assessment is efficient in teaching the speaking skill.

**Item 14. Which strategies do you use when assessing your students dynamically?**



**Figure 3.27 Teachers' Used Strategies when Assessing Their Students Dynamically**

The data displayed above, show that 100% of the teachers state that they prefer to use more than one strategy when evaluating their learners dynamically, these strategies can be summarized in : Drills, story telling, pair and group work, games, role plays, and audio-visual aids.

**Item 15. According to your experience in the classroom, what would you do to help your learners to improve their speaking skill?**

This question was included to give teachers the opportunity to display the modifications that they would provide to improve speaking; they stated:

- ✓ Focus more on providing students with listening activities
- ✓ Offering them with a huge or variety number of vocabulary
- ✓ Insert listening to native speakers and try to emulate them
- ✓ Make use of a variety of communicative activities
- ✓ Not to focus on students' mistakes instead find ways to clarify more

**Item 16. Please cross the responses that corresponds to your opinion (see appendix)**

Teachers were asked to choose whether they: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree with the given statements:

**The first statement:** All teachers need to be familiar with dynamic assessment.

The results obtained show that half of respondents agree about this statement i.e (50%) selected "Agree" while (37%) selected "Strongly agree". Only one teacher (13%) answered with "Neutral". However, no one of them "Disagree" or "Strongly disagree" with the statement. As a result, a significant number of respondents are aware and familiar with dynamic assessment as a tool of assessment which can help in improving learners' oral performance.

**The second statement:** Dynamic assessment is an effective tool in improving learners' speaking skill.

In the second statement the claim is that dynamic assessment is an effective tool that will improve learners' oral proficiency. The responses clearly indicate that the majority of answers show a strong agreements about the statement as (37%) responded by "Strongly agree" and (50%) "Agree". Besides, only one teacher with the percentage of (13%) was neither agree nor disagree with the proposed statement question. Therefore, we can conclude that the majority of the respondents are aware of dynamic assessment as an efficient tool in boosting learners' speaking skill.

**The third statement :** Teachers need frequent training in dynamic assessment.

As can be seen from the results obtained, there are different opinions about the options: "Agree" (50%), (37%) to "Neutral", and (13%) to "Disagree". However, no one choose the two other options "Strongly agree" and "Strongly disagree". Hence, teachers' confirmed that

they learned alternative approaches of dynamic assessment to evaluate learning outcomes and they are trained to use it.

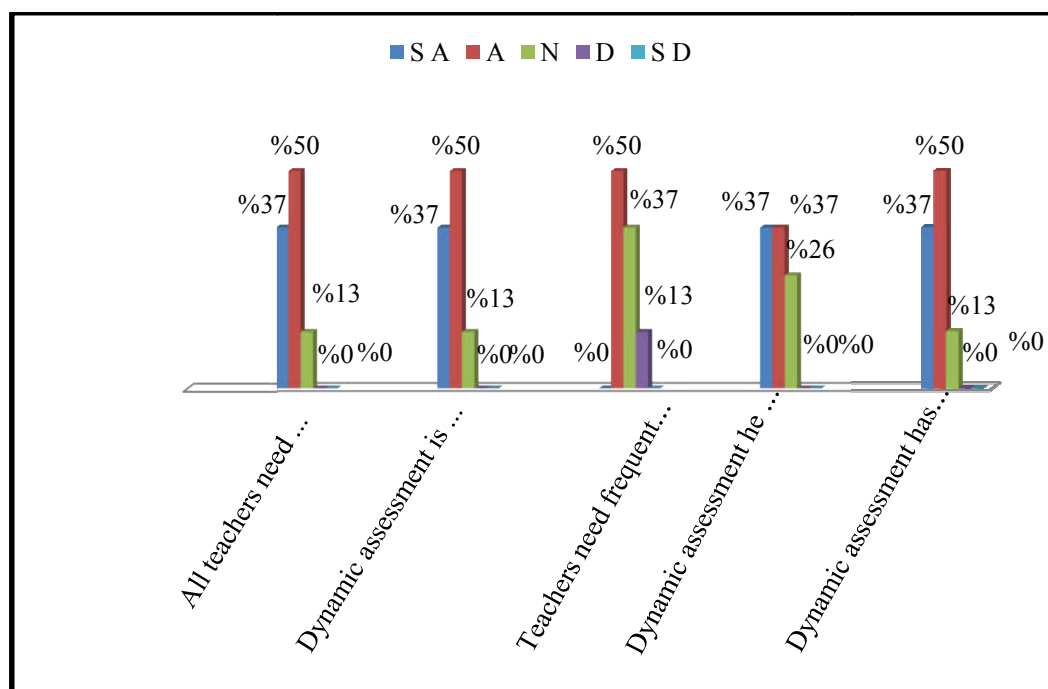
**The fourth statement:** Dynamic assessment helps to diagnose learners' strengths and weaknesses.

It is clear from the data obtained that almost all respondents chose equal selection for strongly agree and agree (37%). However, only (26%) of them chose neutral and none of them chose the left options disagree and strongly disagree. So, they took the same percentage (0%). Therefore, dynamic assessment allows students to identify their difficulties and strengths in the speaking skill during the oral expression session in order to develop their communicative competence.

**The fifth statement:** Dynamic assessment has more strengths than weaknesses.

We proposed this statement to check whether they consider it as advantageous or disadvantageous. It is clear that half of respondents (50%) chose Agree. Additionally, (37%) strongly agree with the statement, and (13%) showed no agreement or disagreement with the given statement. Furthermore, no one "disagree" or "strongly disagree". Thus, teachers assist learners dynamically in order to determine their strengths and weaknesses also to discover what they are able to do now and their abilities in the future.

That is to say, the great majority of EFL teachers consider using dynamic assessment as a beneficial tool to develop learners' oral performance.



**Figure 3.28 Degree of Teachers' Agreement**

### 3.5.4 Discussion of The teachers' questionnaire findings

This questionnaire was destined and delivered to EFL teachers of oral expression at the University of Mohamed Kheider, Biskra. It was meant to collect data concerning teachers' perceptions about dynamic assessment to enhance EFL learners' speaking skill.

The collected data from the first section (general information) demonstrate that the participants were half 50% males and 50% females. Additionally, the majority of teachers hold PhD and Magister degree. Moreover, teachers of oral expression who were targeted in this questionnaire have a considerable experience in this field. The majority have taught English in general and oral expression specifically at the university for more than six years. Hence, the obtained data will be valid and based on a vast knowledge of the speaking skill and professionalism of how is speaking effectively taught. Besides, the second section was devoted to the speaking skill. In this respect teachers are asked about if speaking their favorite course. We notice from the findings that half of the teachers 50% said yes. However, the other 50% claimed that no teaching speaking is not their cup of tea. Teachers with yes answers



justify their responses by saying that while teaching speaking learners' will be able to develop their communication, also it allows to simulate language use in real life situations and help them to speak correctly and fluently in different contexts. Meanwhile, this does not mean that they do not face difficulties in teaching this module since the majority of teachers 75% claimed that they face many obstacles in teaching the oral session. Then, we asked the teachers to count some of those problems so, they mentioned :

- ✓ Learners' psychological problems
- ✓ Lack of teaching aids
- ✓ Shortage of time
- ✓ Learners' linguistic level

In the same way, they were asked to state what they usually do to overcome those difficulties therefore, they claimed :

- ✓ Encourage students with psychological problems
- ✓ Help students speak even with mistakes
- ✓ Rely on themselves and work with the tools available...
- ✓ Create a friendly atmosphere
- ✓ Encourage them to be exposed to the target language

Along with this, most of the teachers state that they use various methods to teach the speaking skill such as: presentations, group/pair work, classroom debates, and the use of authentic materials. In addition 87% of teachers claim that students are motivated to learn in the oral expression module. On the other hand, 13% of them state that students are not very interested in learning it because they are bored most of the time and demotivated to learn because of their fear of public speaking. In the last question of this section we asked the teachers about how they assess their learners' level of oral proficiency, all the teachers

declared that students' level is average in speaking 100% because they still have some problems that they need to cover.

Furthermore, section three of this questionnaire was about assessment to develop speaking. Most of the teachers state that they often implement dynamic assessment in their classes continuously due to its significance as a means of improving learners' speaking skill. Consequently, they use different strategies when assessing them dynamically like: drills, games, role plays, story telling, and multiple authentic materials. In addition to that, teachers were asked about their suggestions that they may provide to help their learners to improve their speaking skill so, they came as follows :

- ✓ They believe in listening to native speakers and try to imitate them
- ✓ Offering students with a variety of vocabularies
- ✓ Do not focus on learners' mistakes, but try to find way to clarify more

At the end of this questionnaire five statements were proposed to the Oral Expression teachers in order to see their degree of agreement or disagreement towards dynamic assessment as a tool to evaluate learners' oral performance. The majority of the teachers said that they have positive attitude towards this type of assessment and they will apply it more often in their own classes due to their positive effect.

Consequently, based on the findings attained from this questionnaire, we conclude that teachers are aware of the significance of dynamic assessment as an assessment tool, also the acquired results validated our proposed hypothesis and proved that DA could be an effective strategy to boost third year EFL students' development of their communicative competence.

### **3.6 The main results of the analysis**

To sum up, the findings generated from students' and teachers' questionnaires contributed in reaching the considered research aims. The respondents' answers were beneficial and useful; learners and teachers showed positive attitudes towards dynamic assessment in oral classes, and they viewed it as a highly effective strategy to prompt their interaction and ameliorate their oral performance. In addition to that, it helps EFL learners to be more motivated and encouraged to speak whether inside or outside the class. Therefore, the acquired results validated our proposed hypothesis and answered our research questions. The results also prove that dynamic assessment is an effective strategy to boost EFL students' speaking skill.

### **Conclusion**

Throughout this chapter, the information gathered were analyzed and discussed. Basically, we have used two data gathering tools; namely, teachers and students' questionnaire which attempts to clarify the relationship between dynamic assessment and learners' oral proficiency. The results obtained from the utilized research instruments enabled us to indicate that both teachers and students assented to the proposed type of assessment. Hence, the discussion and the analysis of the respondents' answers validated our suggested hypothesis and fulfilled the intended objectives of this research.

### **General conclusion**

In the field of foreign language teaching and learning, a major concern is how to boost students' engagement to reach effective outcomes, and how to find the most appropriate methods to achieve this goal which is of a crucial significance. In this work, we attempt to investigate teachers' and students' perceptions towards using dynamic assessment to improve students' oral proficiency in EFL classes. Through this study we also aim to answer the research questions stated earlier and to check the validity of our stated hypothesis which postulates that if we implement dynamic assessment effectively in oral classes, EFL learners' oral performance will improve. As a result, we found out that there exists a close relationship between dynamic assessment and students' speaking proficiency.

The present research is a total of three chapters. The first two chapters are related to the theoretical part, in which we provide a description of the most basic concepts and elements related to the field of language assessment and the notion of the speaking skill. While the third chapter is concerned with the practical part of this investigation, where the descriptive method is used in order to investigate the role of dynamic assessment to develop the speaking skill.

This research makes use of two data collection tools. Two semi-structured questionnaires were administered to both thirty (30) third year EFL students and eight (08) EFL teachers who teach or have experienced teaching oral expression.

Accordingly, the finding from both questionnaires proved that dynamic assessment is an effective tool to evaluate learners and to boost their oral performance achievement. Besides, the obtained results revealed that both teachers and students are aware of the requirements of teaching the speaking skill through the implementation of dynamic assessment, and they are well-accustomed with DA and its importance in EFL learning. Besides, they have a positive

attitude towards exposing students to this kind of assessment inside the classroom to improve their speaking skill.

To sum up, through the analysis, interpretation, and discussion of the data gathered, the findings answered the research questions and show that the assumed hypothesis are correct.

### **Limitations of the study**

It is common that when conducting any research, researchers might face some or many obstacles. In our research we faced some difficulties such as:

1. The lack of reference about dynamic assessments, we could not find sufficient information online.
2. Helplessly, having no access to the paid content.
3. The small number of participants of both questionnaires particularly teachers of oral expression, only eight (08) accepted to fill in.
4. Another difficulty is changing the data collection tools. Normally, this study was supposed to be supported by a classroom observation, yet, because of time limitation we could not manage to do so.

### **Recommendations**

In the light of the obtained results, we would like to suggest the following recommendations that teachers and learners need to have particular pedagogical qualities inside the EFL classroom.

#### **Recommendations for teachers**

1. Teachers are highly recommended to take training courses in dynamic assessment techniques.
2. Increase awareness about classroom assessment and support authentic assessment approaches could yield by embedding classroom assessment as a subject in the authenticity of education.
3. Developing a mini-unit of instruction to introduce students to assessments grids and protocols as well as the notion of dynamic assessment in order to raise their learners' awareness of the importance of DA as a major component for their success.
4. Teachers need to evaluate continually learners oral capacities, to be developed.
5. Teachers must implement dynamic assessment in their classes to identify learners' weaknesses till they master the speaking skill.
6. Teachers should organize a session devoted to explaining self and peer assessment techniques.
7. Teachers have to involve students in their own assessment on regular basis.

#### **Recommendations for learners**

1. Students should change the traditional attitudes towards assessment.
2. Learners should know about the importance of learning speaking skill, in learning second or foreign language.

3. Learners should be aware of the importance of dynamic assessment, and should be aware that the more they go through it, the more their oral production improves.
4. Students ought to show commitment to the activities proposed by their teachers, and take part whenever needed to guarantee reaching satisfactory results.
5. Students are recommended to follow the teachers' instructions and show respect to classmates when they are talking inside the class.
6. Learners need more exposure to the target language.

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# Appendices

## Appendix 1 : Students' Questionnaire

### Questionnaire for Students

Dear student,

This questionnaire is conducted by a Master two student in order to know more about how you improve your oral communication in relation to dynamic assessment. We would be very thankful if you could answer the following questions to help in gathering information about evaluating the speaking skill. Your answers will be kept confidential, your honest responses are very important and highly appreciated. Please tick, cross or give a full answers in the spaces provided.

Thank you for your collaboration

#### Section one : General information

1. Gender
  - a. Male
  - b. Female
2. Are you repeating this year ?
  - c. Yes
  - d. No
3. In which skill do you face most difficulties in learning English ?
  - f. Speaking
  - g. Writing
  - h. Reading
  - i. Lisetning
4. Do you like speaking in English ?
  - a. Yes
  - b. No

If no, please say why ?

.....

.....

.....

5. When learning the English language, do you think that the speaking skill is :
  - d. Very important

- e. Important
- f. Not important

Please justify in each case,

.....

.....

.....

**Section two : The speaking skill**

6. How would you assess your present level at speaking ?

- e. Excellent
- f. Good
- g. Average
- h. Low

7. Which do you find more difficult ?

- e. Speaking
- f. Writing

Please justify

.....

.....

.....

8. What are the main difficulties you are facing in your speaking ?

- h. Lack of vocabulary
- i. Spelling
- j. Organisation of ideas
- k. Grammatical rules
- l. Psychological proplemes



9. What do you usually do to overcome those difficulties ?

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

10. Do you usually get good or bad marks in the oral expression module ? In both cases, how do you explain that ?

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

**Section three : Assessment and developing speaking**

11. How does your oral expression teacher evaluate your performance in class ?

- d. Continuously
- e. At the end of the semester

12. Do you see your teacher as the only way to improve your oral skill ?

- d. Yes
- e. No

If no, what is your own way to improve your speaking skill ?

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

13. Do you prepare for your oral presentation ?

- a. Yes
- b. No

If yes, how do you prepare for it ?

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

14. How would you prefer to be evaluated ?

c. During the course

d. At the end of the instructional unit

Please, say why ?

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

15. Do you accept to be continuously assessed by your teacher ?

a. Yes

b. No

Justify please, in both cases

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

16. Continuous assessment :

d. Motivates you

e. Demotivates you

Justify your answer please ?

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

17. Please cross the responses that represent your opinion

Section	Statment	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Dynamic Assessment</b>	Learners favour dynamic assessment to other types of					

	assessment					
	Teachers' continuous and direct remarks helps them improve their oral proficiency					
	Dynamic assessment helps learners to be aware of their strengths and weaknesses					
	Dynamic assessment sometimes inhibits learners' potentials.					
	Continuous interaction with the teacher is crucial in developing the speaking skill					
	Teachers' oral feedback helps learners overcome many linguistic obstacles					
	Teacher should vary in the techniques of providing dynamic assessment					

Thank you for completing the questionnaire

## Appendix 2: Teachers' Questionnaire

### Questionnaire for Teachers

Dear Teachers,

This questionnaire aims to gather data about the relationship between dynamic assessment and learners speaking performance. We will appreciate if you could share with us your opinions, ideas, and experiences, about this subject matter. You are kindly requested to answer the following questions by putting a tick (✓) in the appropriate box, with expressing your ideas and comments when necessary.

#### Section one : General information

1. Gender :

c. Male

d. Female

2. What degree do you hold ?

d. Master

e. Magister

f. Doctorate

3. How long have you been teaching English ?

e. Less than a year

f. From 1-3 years

g. From 4-6 year

h. More than 6 years

4. For how many years you have been teaching the oral expression module ?

e. Less than a year

f. 1-3 years

g. 4-6 years

h. More than 6 years

#### Section two : The Speaking skill

5. Is teaching speaking your favourite course ?

c. Yes

d. No

If yes, Please justify

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

6. Do you face any difficulties in teaching the oral expression module ?

- a. Yes
- b. No

If yes , what are these difficulties ?

- a. Learners' linguistic level ( Vocabulary, Grammmare)
- b. Shortage of time
- c. Lack of materials
- d. Lack of teaching aids
- e. Psychological problems ( Anxiety, Shyness, Fear of speaking)

7. What do you usually do to overcome those difficulties ?

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

8. What is your favorite method to teach the speaking skill ?

- f. Pair work
- g. Group work
- h. Presentation
- i. All of the above

If you have other methods please mention them :

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

9. Do you think that students are motivated to learn in this module ?

- c. Yes

d. No

If no, please say why ?

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

10. How do you assess your learners level of oral proficiency ?

d. Good

e. Average

f. Poor

### Section Three : Assessment to develop speaking

11. Do you implement dynamic assessment in your class :

d. Continuously

e. At the end of the semester

12. How often do you implement dynamic assessment in your classroom ?

f. Regularly

g. Often

h. Sometimes

i. Rarely

j. Never

13. What do think about the use of dynamic assessment as a means of improving learners' speaking skill ?

d. Efficient

e. Not efficient

14. Which strategies do you use when assessing your students dynamically ?

a. Drills

b. Audio-visual aids

c. Group/pair work

d. Games

e. Role plays

- f. Story telling
- g. All of them

15. According to your experience in the classroom, what would you do to help your learners to improve their speaking skill ?

.....

.....

.....

16. Please cross the responses that represent your opinion

Section	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Dynamic Assessment</b>	All teachers need to be familiar with dynamic assessment					
	Dynamic assessment is an effective tool in improving learners' speaking skill					
	Teachers need frequent training in dynamic assessment					
	Dynamic assessment helps to diagnose learners' strengths and weaknesses					
	Dynamic assessment has more strengths than weaknesses					

Thank you for your collaboration.

## المخلص

يعتبر التقييم جزء مهم في اطار التعليم والتعلم حيث تهدف هذه الدراسة الى جمع اراء كل من الاساتذة والطلبة لدور التقييم الديناميكي اثناء عملية التعليم والتعلم وذلك بصدد تحسين وتطوير التعبير الشفوي لدى الطلبة. هذا البحث القائم استخدمنا فيه المنهج الكمي، وذلك من أجل التحقق من صحة الفرضيات المطروحة، حيث اعتمدنا بالخصوص على أجوبة عينة الدراسة. وللوصول الى النتائج قمنا بالاستناد الى استعمال استبيانين كأداة لجمع البيانات، الأول موجه الى أساتذة الانجليزية بجامعة محمد خيضر بسكرة. أما الاستبيان الثاني فموجه لطلبة السنة الثالثة ليسانس لغة انجليزية بقسم اللغة الانجليزية. وتبين من خلال الاستبيانين ان الأساتذة والطلبة على دراية تامة بمدى أهمية التقييم المستمر في تطوير مهارة الكلام لدى الطلبة حيث أن النتائج المتحصل عليها من استبيان الطلبة أثبتت ان تطبيق التقييم الديناميكي في حصص التعبير الشفوي يساعدهم على تحسين مهارة الكلام لديهم وينمي انتاجهم اللغوي. أما بخصوص استبيان الأساتذة فننتج الدراسة بينت ان موقفهم كان موقفا ايجابيا. بالتالي فان الفرضيات المطروحة قد تم تأكيد صحتها واثباتها من الطرفين. ومن هنا نستنتج أن التقييم الديناميكي استراتيجية ضرورية في تحسين الناتج اللغوي للطلبة في تعلم اللغة الأجنبية ولهذا يجب استخدامه من قبل الأساتذة والطلبة.

**الكلمات المفتاحية:** التقييم، التقييم الديناميكي، مهارة الكلام.