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**ᐃᐅ TEACHERS ASSESSMENT
PRACTICE OF SPEAKING SKILLS IN
EFL CLASSES: THE CASE OF
CHAGNI GENERAL SECONDARY AND
PREPARATORY SCHOOL, GRADE 11
IN FOCUS. BY Muket Yihun**

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BAHIRDAR UNIVERSITY
FACULTY OF HUMNITIES
DEPRTMENT OF ENGLISH LANGUAGE AND
LITERATURE

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AUGUST 2017

BAHIR DAR, ETHIOPIA

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BY

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**A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

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AUGUST 2017

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I, undersigned, declare that the thesis is my original work, and has not been presented for a degree in other university.

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Signature.....

Date of Submission.....

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Abstract

The main purpose of this study was to examine the practice of speaking classroom assessment in EFL class in Chagni General Secondary and Preparatory School. Eighteen EFL teachers were selected using comprehensive sampling and 72 of grade 11 students were selected using simple random sampling as the participants of the study. Classroom observation, interview, questionnaire and document analysis were used to gather data. The reliability of the instruments was tested by cronbach alpha coefficient. The computed cronbach alpha of the instrument was 0.86 for the practice questionnaire items and 0.66 for observation checklist. Since the minimum cronbach alpha result is <0.5) or poor, the result showed above 0.66 is said to be acceptable, so that it was found as reliable. Both quantitative and qualitative methods of data analysis were used. The finding of the study revealed that EFL teachers rarely implement classroom assessment practices in their speaking classroom. Furthermore, EFL teachers did not use different classroom assessment methods in their school rather they use summative assessment to assess their students' performance. Teachers' lack of knowledge, students' lack of interest, lack of instructional materials, large class size, time constraints and classroom seating arrangements were some of the challenges to implement classroom assessment in speaking. Regarding classroom assessment guideline, the researcher observed no classroom assessment guideline to measure practical skills. A number of factors related to the school, the students and the teachers directly or indirectly hampered the practice of assessment in EFL speaking classroom. To conclude this, on the bases of findings, a few recommendations were forwarded i.e. teachers need to arrange strategies, teachers should benefit from sharing ideas themselves, continuous follow up and assistance and the like are presumed to enhance the teachers' actual assessment practices.

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Acronyms and Abbreviation

CA =Classroom Assessment

CATs = Classroom Assessment Techniques

EGSELCE = Ethiopian General Secondary Education Leaving Certificate Examination

CLT =Communicative Language Teaching

MOE= Ministry of Education

TESOL= Teachers of English to Speakers of Other Language

CPD = Continuous Professional Development

EFL= English as A foreign Language

ESL = English as a Second Language

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Language is a way of communication which enables people to understand each other. Of all the languages in the world today English deserves to be regarded as a world language. It is the common means of communication among the people of different nations. English is a medium of instruction as well as the language of administration in a number of Asian and African countries (Paul, 1989).

No doubt, education is a vehicle of thought where one can give skills, experiences, knowledge and other related basic life improvement. In this regard, English language has a vital advantage changing the generation to the new scientific approach to solve a problem. Brain Tifferin (1980) points out English language in the following manner:

Indeed, English language can be regarded as one of the major African languages, so wide spread is its use and essential as a tool in everyday life. In many countries, it is the official language, the language of administration, of the law, the national press, etc.

For this reason, English language has an important part in the education system of Ethiopia, because it is used as a medium of instruction from primary to tertiary levels. And this needs a well-designed teaching method, procedure and tasks that can enable learners to properly utilize the target language. Ethiopia needs educated people who have the ability to use the language and participate actively in the overall development of the country. This certainly requires students to read books written in English to adequately respond to the educational requirements. Thus, all what has been said directly or indirectly signifies the key role played by the English language in the country.

Since it has many advantages, different educational activities are being implemented to improve the language skills. So, assessment is one of the major educational activities. It plays a significant role in the educational development of a person and, of course of a nation. It can be defined as the process of gathering data and fashioning them into interpretable form for decision making. According to Palomba and Banta (1994) cited in Iseni (2011), assessment is the

systematic collection, review and use information about educational programs undertaken for the purpose of improving learning and development. Assessment is very vital in helping the learners become effective. It is a collection of different strategies for enabling students to become competent in their learning. According to different scholars in the field of education, without assessment it is difficult to pinpoint students' achievement or their failure to achieve their learning. In line with this, assessment focuses on learning and teaching outcomes in order to provide information for improving learning and teaching (Iseni, 2011).

Furthermore, assessment plays an indispensable role in fulfilling our gaps used with skills, assessment can motivate the unmotivated, restore the desire to learn and encourage students to keep learning and it can actually create achievement not simply measure the increased one.

None of this happens if assessment functions solely as accountability measure, as it does in the case of standardized testing and in determining grades. Because we now understand that assessment can work in positive ways to benefit learning, the time is right to add to our definition of good teaching use of assessment i. e. doing it right and using it well. (Stiggins, et. al 1992).

According to Gipps (1999), some people claim that contrary to standardized multiple-choice or short answer test which is efficient at sampling the acquisition of specific knowledge gained from a teacher, assessment should be able to examine in more depth the structure and quality of individual students learning speaking skills and understanding

Speaking is an interactive process in which an individual alternatively takes the roles of speaker and listener which includes both verbal and non-verbal components. To this end, the method used for assessing speaking skills depends on the purpose of the assessment. So, a method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principle of reliability, validity and fairness. The assessment tools must be accurate and consistent, it should represent the abilities we wish to measure it must operate in the same with a wide range of students, (Brown, 2007).

Therefore, testing speaking skill is no longer viewed as checking the outcomes, but rather regarded as part of the processes of learning. This notion, indeed underscores the idea of constructivist learning theory where by the focus is on assessment as process rather than as

product, and meaningful learning occurs when learners are actively engaged in constructing and expanding their knowledge and in working out how to apply their knowledge to solve problems (O'Malley and Pierce, 1996). Recently there has been a shift of emphasis in language testing away from traditional assessment to alternative assessment that is more authentic in their elicitation of meaningful communication (Brown, 2001). Alternative assessment methods on the one hand are concerned with gathering useful information that the teacher can use to support student learning (Hedge, 2000). Traditional assessment on the other hand, Reece and Walker (2003) argue that if students perceived the assessment procedures as unfair, it will have a negative impact on their effectiveness of assessment practice and methods. There are many classroom assessment methods which can be integrated in the daily classroom instruction: These are alternative assessments, sometimes called authentic assessment or classroom performance-based assessment (Hamayan, 1995). Different scholars like Coombe et.al.(2007), Sally Brown (2004:84), Punny,ur (1996:245) and Moya and O'mally (1994) also stated that self and learner centered assessment, portfolio assessment, student-designed tests, project and presentations, peer and group assessments and continuous assessment can be used with great success in today's language classroom assessment methods.

The optimists also say assessment will drive instruction in future and are being developed to do the job (Stinggins and Coklin, 1992). Another scholar, Brookhart (2011) has developed a theoretical model based on a synthesis of classroom assessment literature and social cognitive theories of learning and motivation.

In this model, the classroom assessment environment is conceived as classroom context experienced by students as the teacher establishes assessment purposes, assigns assessment tasks, sets performance criteria and standards, gives feedback and monitors outcomes. Based on this model, students' perception of the classroom assessment environment has been thought to influence students' motivational beliefs and achievement related outcomes. This postulation has been examined for elementary, middle and high school students as well as for college-level students (Wang, 2004).

Moreover, Guskey (2003:8) proves that the best classroom assessments serve as meaningful sources of information for teachers, helping them to identify what they taught well and what they need to work on. He also advises us that:

Assessment and learning are two inseparable but integral activities that teachers should use the correct instructional process as assessment must be an usual and frequent activity to inspire learners competence, creativity and demonstrate their ideas in an organized way.

Because of this importance, it is advisable to explore the practices of assessment in EFL speaking classroom. Since assessments are typically designed to measure specific elements of learning, e.g. the level of knowledge a student already has the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. Therefore assessments are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming or social services.

1.2 Statement of the problem

Pollard et al. (2002) stated that in recent years and in most parts of the world, assessment has become more and more important in education. This has occurred for two reasons, the first, and by far the most important has been the concern of governments to introduce ways of ‘measuring’ educational outputs, the second reason for the growth in the interest in the assessment derives from the increasing realization of the value of continuous assessment in informing teaching and improving learning. It seems that there is also a general consensus about the secondary and preparatory schools. “It is not only the teacher who can assess, students should also be engaged to do self and peer assessment activity” Grade 9-10 & 11 English Syllabus, in 2003 p,ix). In this regard, the new and revised English syllabus for grade eleventh which is produced by the Federal Democratic Republic of Ethiopia Ministry of Education in 2003 E.C clearly shows that grade eleven students should learn language skills by using classroom assessment techniques. Students are expected to improve not only speaking but also other languages skills. Even though EFL classroom assessment techniques are assumed to be practiced at grade eleven to the extent that the present researcher knows, there is no systematically collected evidence which show how much it is being practically implemented in classroom. The present researcher believes speaking classroom should be important. For instance, in our school as we discussed during CPD programme, EFL teachers had serious problems in assessing speaking skill. The assessing system used to see students’ achievement seems to be one of the great concerns to teachers but no one is performing the scientific way of assessment practices as well as methods. Even though the

school had prepared speaking assessment format, teachers did not use appropriately and effectively. Evaluation systems that give a single chance to the students like term-end examinations and standardized tests have been criticized because of the failure to show the real performance of learners. This problem inspired me to conduct a research for finding rational recommendations.

As Black and William (1998), stated the everyday practice of assessment in classroom is full of problems and short comings as the quotation indicate:

“Marking is usually conscientious but often fails to offer guidance on how work can be improved. In a significant minority of cases, marking reinforces under-achievement and under-expectation.”

Furthermore, previous studies on the assessment behaviors of language teachers have shown that teachers spend a relatively small amount of the time assessing individual student performance. Cheng (2001), Herman and Dorr-Bremme (1982), Stiggins and Conklin (1992) cited in Carmona (2010) states that researches show that the typical teacher can spend as much as a third of their professional time involved in assessment or related activities .

Brown and knight (1994) also claim that staff attitude and lack of know-how about assessment methods would influence the practice of assessment methods. Therefore, EFL learners should know how to assess and practice appropriate assessment methods as speaking can be cultivated through intentional instruction.

However, conducting classroom assessment in EFL speaking classroom is essential in our context since it helps both students and teachers to identity their strengths and weaknesses in the teaching and learning practice.

In the researcher’s knowledge, there are very few local studies that consider the manner in which teachers assess their students’ foreign language skills as part of the process of teaching and learning. Moreover, in researcher’s experience formal testing like mid semester and final semester exams are assumed to be the only type of assessment that teachers use.

Some local studies were conducted on the implementation of continuous assessment. For example, Birhanu (2013) conducted a research on continuous assessment issues and practices in

secondary school of Oromia regional state. He disclosed that regulations and policies should be put in place so that all schools can benefit from the practice and a uniform policy. Moreover, training for teachers should be encouraged especially in the use of continuous assessment strategies.

Another research was conducted by Mebea (2008) revealed that students' linguistic background, structural constraints, absence of college level assessment policy, inadequacies in the use of informal continuous oral assessment methods, negligence of formative continuous assessment were found to be the major factors affecting the implementation of continuous oral assessment.

Birhanu's (2013) study is related to the present study as it focuses on assessment issues. Both studies are different in their objectives. The objective of his study was about continuous assessment strategies and the relationship between continuous assessment used and students' performance in selected secondary schools in Oromia regional state. The researcher's study, on the other hand, has the objective of exploring the practice of classroom assessment in speaking and identifying the teachers' awareness about different methods of assessing students' speaking skill.

Similarly, Mebea's (2008) study is different from the researcher's study. The focus of Mebea's study was on the challenges of implementing oral continuous assessment on college students. The present study, however, focuses on the practice of classroom assessment in speaking on high school students.

However, the researcher has observed many problems in the assessment of speaking skill. These problems could be related to applying the practical assessment of speaking skills in EFL classes and very few of these researchers have tried to show how to assess speaking skill in EFL classroom and methods used to assess students' performance. Therefore, the researcher concluded that it is important to study EFL teacher's classroom practices of speaking assessment in EFL classes to address the problem and recommend possible solution(s).

Generally, this study aims to investigate teachers' practice with respect to classroom English language oral assessment; hence it will examine the teachers' current working speaking assessment and their practice, but with varying directions from the past studies. In addition, it is different in grade level and area from the previous local research works.

1.3. Research questions

The researcher has formulated the following leading questions to be answered in the course of the study.

1. How do teachers assess speaking skill of students?
2. Do teachers have awareness about the different methods of assessing students' speaking skill?
3. What challenges do teachers face in assessing students' speaking skill?

1.4. Objectives of the study

1.4.1 General objective of the study

The overall objective of this study was to assess the teachers' current practices, challenges and awareness of different methods of assessing students speaking skill.

1.4.2 Specific objectives of the study

The specific objectives of the study were:

1. To investigate the practices of teachers and students assessment speaking skill.
2. To find out whether or not EFL teachers have awareness of different speaking classroom assessment skill.
3. To examine the challenges that teachers face in assessing students' speaking skill.

1.5. Significance of the study

The results of the study:

- May serve for English language teachers who teach in Chagni secondary and preparatory school to think about how to implement classroom assessment techniques in their speaking classroom.

- May serve for school and district educational administrators to facilitate necessary infrastructures that can be the factors of implementing speaking skill assessment in classroom.
- May serve as a base for researchers to conduct another research on this area.

1.6. Delimitation of the study

This study was delimited to studying the current practice of assessment in EFL speaking classroom of secondary and preparatory school at Chagni, which is located in Amhara National Regional State, Awi zone. Hence, EFL teachers and students of this school at grade 11 were the focus of the study

1.7. Limitation of the study

This study had certain constraints, primarily; it is worth keeping in mind that the sample size of the study was limited to only 72 students and 18 teachers selected from Chagni secondary and preparatory school. Although the problem of the study requires more secondary and preparatory schools, the researcher was forced to take data only from this school due to time and financial constraints. This may have some impact to generalize the study. It would have been better and more effective if a good number of schools and participants had been included in the study to gather sufficient information and to obtain better results.

1.8. Operational definitions of terms

- **Assessment:** involves the collection of information and a learner's learning progress and achievement over a period of time for the purposes of improving teaching and learning.
- **Classroom Assessment** is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students.
- **Continuous Assessment:** assessments that take place over a period of time.
- **Testing:** it often takes the 'pencil and paper' form and it is usually done at the end of learning period, such as unit-test, mid-term test, semester-test etc.
- **Formative Assessment:** An ongoing, often daily process by which teachers gather and interpret information about aspects of students' learning and their own teaching.
- **Summative Assessment:** A procedure for gathering information about the students' achievement of the curriculum goal or objectives at the end of instruction or unit.

1.9. Organization of the paper

In this study, chapter one deals with background of the study, statement of the problem. Chapter two deals with a review of related literature. Chapter three describes design of the research, participant of the study, sample size and sampling technique, data collection instruments, and reliability of tools, data gathering procedures, and methods of data analyses. In chapter four, data analyses, results and discussion are reported. In chapter five, summaries, conclusions, and recommendations of the study are presented.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

In this chapter different literatures that are related with the problem under investigation will be discussed. The first section of this chapter deals with speaking and language teaching the second section will discuss about assessment and test. In the third and fourth section formative and summative assessment, classroom assessment (CA) and different classroom assessment methods will be discussed. Finally, the role of teachers in this context and advantages of classroom assessments in EFL speaking classes will be discussed.

2.1 Speaking and Language Teaching

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p, 13). Speaking is crucial part of second language learning and teaching. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

As reading and writing considered being the focus of language teaching, the ability to speak a foreign language was regarded as irrelevant and given little or no systematic attention prater (1991:11) cited in Brown (2007:16) and stern (1983:116). Richards and Rodgers (2001:4) states that speaking the foreign language was not the goal, and oral communication was limited to students’ reading aloud the sentences they had translated. Speaking was then made the primacy aim of language when direct method came. In the era of this method communication became the basis of grading the language teaching programs (Richards and Rodgers, 1986:10). It put emphasis on every day spoken language instead of literary language and target language is the means of instruction and communication. Both speech and listening comprehension are taught but reading and writing abilities which many students need are neglected (Stern, 1983:116). However, the reading approach that followed believed that reading was the only language skill which could really be taught within the available time. Thus, the essence of teaching of speaking or oral communication in the earlier days of language teaching history depends on the approach

which was in fashion during these days. Now many linguistics and ESL teachers agree on that students learn to speak in the second language by “interacting” communicative language teaching based on real-life situations that require communication. The primacy of speech was once again insisted on in the era of the Audio lingual method.

The primacy (the fact of being important) of the oral language in the Audio Lingual Method was unquestioned regardless of the goal of the learner. In other words, the mastery of fundamental of the language must be through speech. The goal of Audio Lingual Method is to enable students to use the target language communicatively. Stern (1983:464) emphasized that like the direct method, it tries to develop target language skills without reference to the mother tongue. The Audio Lingual method was later criticized for not providing language learners with the spontaneous use of the target language. The mimicry (imitation) memorization and pattern manipulation were said to have questionable values if the goal of language teaching and learning was the communication of ideas, the sharing of information. This has led the idea of communicative competence in language teaching which was emphasized by another approach called communicative language teaching (Brown, 2007). Richards and Rodgers (1986:83 and 2001:172) states that communicative language teaching appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Communicative language teaching is abroad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language (Richards, 2001:36). According to Stern, (1983:167) communicative language teaching aim to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language communication.

2.2. Assessment and Test

The term assessment is used with a variety of meanings. In fact, Bachman (2005:6) argues that “assessment is used so generally in various ways in the field of language testing and educational measurement that there seems to be no consensus on what precisely it means.” As noted by Clapham (2000:150) also ‘assessment’ is used both as a general umbrella term covers all methods of testing and assessment, and as a term to distinguish ‘alternative assessment’ from ‘testing.’ As Iseni (2011:64) states:

A language test is away to judge what students know, in order to help them to improve their performance and give them a criterion for success. Assessment in education on the other hand is a process of gathering, interpreting, recording and using information about students responses to an educational task.

Bachman (2005:7) defines assessment as “the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded.” Valette (1994) argues that tests’ are large scale proficiency tests and that ‘assessments’ are school-based tests. Moreover, language testing has to do with the theories of test construction and test validation, but assessment is closely related to the evaluation of class performance using procedures such as self-rating, self-assessment, and authentic assessment, etc (Mc Namara 1996, Clapham, 2000). Ognniyi (1991:15) also states that testing is usually associated with student achievement relative to specified classroom objectives and teachers can determine his/ her students’ progress through the use of series of test.

With respect to the relationship between assessment and testing, Hedge (2000) states, assessment is the more inclusive term: It refers to the general process of monitoring or keeping track of the learner’s progress. Testing is one kind of assessment, one which is typically used at the end of a stage of instruction to measure student achievement. Airasisn (1991) in Moe (1999) also states assessment refers to the process of collecting, interpreting, and synthesizing information to aid in decision making. For many people, classroom assessing means using paper and pencil tests to grade pupils. However, it is more than testing. It includes information gathering on pupils, instruction, and classroom climate by teachers. This information help teachers understand their pupils, plan and monitor instructions, and establish conducive classroom atmosphere.

To sum up assessment and testing are essential for helping students progress in the language learning. They are usually used interchangeably by many people. However, the word test implies a paper-and-pencil instrument, administered under per specified conditions that are consistent across students.

It seems thus reasonable to regard assessment as a general process that involves using a range of different assessment methods, to collect information about level of attainment of instruction objectives in general and strengths weaknesses of individual students of in particular. Moreover, testing as a component of assessment entails both formal and informal testing procedures.

Assessment in general is closely connected with language assessment, which can be done through tests. A test is a method of measuring person's ability or knowledge on a given domain.

2.3. Formative and Summative Assessment

Assessment can usually be broken down in to two strategies that highlight the general purpose of the assessment taking place: summative and formative. Moe (1999:230) states that "formative assessments assess the learning progress of pupils in the classes: summative assessment on the other hand focuses on grading and certifying pupils' academic performance." According to Hedge (2000), assessment is said to be formative if the purpose is pedagogically motivated, where as it is said to be summative if the purpose is product-oriented. This means that formative assessment is ongoing feedback during learning. Summative assessment, on the other hand, summarizes the process at the end. According to Ognniyi (1991:14-15):

Formative assessment aims at ensuring a health acquisition and development of knowledge and skills by students. It also used to identify student need in order to guide them towards desired goal. As student needs and difficulties are identified, appropriate remedial measures are taken to solve such problems. Summative assessment on the other hand, primarily concerned with purposes, progress and outcomes of the teaching learning process.

Similarly, O'Farrell (2009) differentiate summative assessment is assessment that is used to signify competence or that contribute to a student's grade in a course, module, level or degree. Formative assessment on the other hand, is assessment strictly, used to provide feedback to the student on their learning. It provides the student with advice on how to maintain and improve their progress, but should not form part of their summative grade or mark.

It seems thus vital to recognize that formative assessment is very much concerned with collecting information about the students' progress and finding a way of helping them with their learning difficulties. The focus is, therefore, on the process of learning. With summative assessment however, are used to measure what students have learned at the end of a unit, to promote students, to ensure they have met required standards on the way to learning certification for school completion or to enter occupations, or as a method for entry in to further education and then the focus of attention is on the final outcome of learning.

2.4 Classroom Assessment

According to Stiggins and Conklin (1992) “classroom assessments are parts of the very instructional treatments that produce the desired outcomes. Assessment is the means by which information is gathered to make a variety of decisions.”

Assessment is probably the most important thing we can do to help our students learn (Sally Brown, 2004:82). As Guskey (2003:8) states “The best classroom assessment serves as meaningful source of information for teachers, helping them identify what they taught well and what they need to work on.” According to Angelo and Cross (1993) classroom assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. Furthermore, it provides early feedback before students are evaluated for grades so that necessary adjustments can be made.

Therefore, Effective assessments give students feedback on how well they understand the information and on what they need to improve, while helping teachers’ better design instruction. Assessment becomes even more relevant when student become involved in their own assessment. Students taking an active role in developing criteria, self-evaluation and goal setting, more readily accept that the assessment is adequately measuring their learning.

When teacher’s classroom assessment (CA) becomes an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless. To improve teaching learning activities in the classroom, teachers as well as students play a significant role to achieve educational objectives. So that the classroom assessment and its consequence is the result of both teachers and students.

2.5. Different Methods of Classroom Assessment

The following are some suggested approaches to assessment that we may find helpful. It is essential that a variety of approaches are used throughout the year, and that one method of assessment is not used too often. Each different learning activity can be assessed in different ways, and it is part of the teacher’s role to identify the most appropriate and helpful method for assessment. These assessment methods can be used to indicate the student’s progress towards the end of key stage description, and provide a record of the evidence of their learning.

2.5.1. Continuous Assessment

Continuous assessment is a classroom strategy used by teachers to support the attainment of goals and skills by learners over period of time (Bolyard, 2003). Similarly, Ogunniyi , 1991 states that :

Continuous assessment is a formative evaluation procedure concerned with finding out, in a systematic manner the overall gains that a student has made in terms of knowledge, attitude, and skills after a given set of learning experiences. The main objective of continuous assessment is not to judge but provide the students with maximum opportunities to learn and to demonstrate from time to time teaching-learning process.

Therefore, it part of the daily interaction between teachers and students, revealing valuable information about student learning, in terms of knowledge, thinking and reasoning (Ali and Akube, 1988) citted in (Al-kindy, 2005:123). Students can be given tasks developing skills in communication, logical thinking and creativity (ibid). Feedback helps students reflect on their own performances against assessment criteria and teachers can also tailor remedial tasks for those who have difficulty (Bolyard, cited in Al-kindy, 2005: 123).

Feedback is central to continuous assessment, unlike with formal testing, when a grade provides little indication which skills students “have mastered and which they have not” (Dunne and Lewis, 2000:383) cited in Al-kindy, 2005:123). Feedback in continuous assessment aims to improve “the quality and process of learning” (Harris and Bell, 1990:103), encouraging self-feedback as strategies to support effective learning so that students can measure their performances against assessment criteria. Students’ progress in this regard can provide teachers with the opportunity to assess the suitability of their teaching techniques and consider changes according to students’ needs (Harris and Bell, 1990). However, being asked to reflect on their own performance can be challenging for students (Bruner, 1986, cited in Torrance and Pryor, 1998), and teachers thus need to provide detailed feedback to support learners through the process of learning to reflect and self-assess (Torrance and pryor, 1998). Integrated to the concept of continuous assessment explicit objective-setting. Students will be better motivated if they have an idea what they are going to learn and consequently are going to be assessed on (Obinna, 1997).

Unfortunately, if learners have little knowledge about the criteria on which assessment is based, they may produce work according to their own internal criteria, which may contradict those prescribed by the course or syllabus (O'Malley and Pierce, 1996) cited in Al-kindy (2005). Knowledge of assessment criteria can help students internalized the concept of autonomous learning.

One area in which continuous assessment is particularly useful is in assessing speaking skills, which are difficult to assess through formal means and are often neglected for that reason (Calder Bank and Awwad, 1988) cited in Al-kindy(2005:124). When speaking is formally assessed, students can be afraid of taking risks in front of the examiner, leading to frustration. Continuous assessment procedures, though, including group work and preparation for oral tasks, can give them confidence (Mattos, 2000) cited in Al-Kindy (2005:124).

In general, continuous assessment is an important process for gathering the real information about the students' performance from long period of time. During continuous assessment, students need to know about the criteria of assessment because this can help them make judgments about their own learning and assume active roles in the assessment process, while increasing their motivation.

2.5.2 Self and peer Assessment

Peer learning and assessment are quite effective in terms of developing students' critical thinking, communication, lifelong learning and collaborative skills. Self and peer assessment are often considered to gather since they share many advantages. Peer assessment can help self-assessment. When students judge their peers' work, they can actually have the opportunity to examine their own work as well. Peer and self-assessment help students develop the ability to make judgments (Brown and knight 1994). With respect to self-assessment, Heaton (1990), Hedge (2000) and Ellis (2003) suggest that teachers should use self-assessment as an alternative way of assessing their students' oral ability. Heaton (1990), For example, also states an important means of classroom assessment takes the form of student self-evaluation. Students are asked to assess themselves each week according to the most appropriate grade listed on simple forms at the end of the week and briefly discuss their results individually with you.

This implies that self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria and teachers need to encourage their students to assess themselves. This will in turn make them feel a sense of responsibility for their own learning. According to Shabaan (2001:86) “self-assessment promotes students’ autonomy and independent learning skills, makes students more active in judging their own progress and encourage them to see the value of what they have learned.” Moreover, according to Brown and Knight (1994) self and peer assessment provide learners with the opportunity to learn each other. Regarding this, they say “using self and peer assessment” makes the process much more interesting because learners are able to share with one another the experience they have undertaken.” Shabaan (2001) also claimed that:

As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning students develop a sense of ownership and efficacy when they use teacher peer and self-assessment feedback to make adjustments and improvements and changes to what they understand (P:86).

This is to say that self and peer assessment require learners to actively participate in the process which will in turn help them gain learning experience. Although it is felt that self-assessment seems to be much more difficult to organize, Harris (1997) argues “if some students can bring cassette records to class, they can be used to record group role plays. Then, having agreed on the criteria, students can listen to their own performance, and assess them.” (P: 16). Similarly, students can record their own talks and speeches and then listen back them and make adjustments in the same way as they draft and redraft written texts in a process of writing approach (Harmer, 2001:144). This means that using cassette recorders for oral self-assessment procedures provides opportunity for the students to listen to their own recordings and assess them based on shared criteria with the group members. Hedge (2000), however, suggests that simple oral self-assessment checklist with the expression “I can” could effectively serve this purpose.

2.5.3 Oral Interview

It is one of the most popular techniques in educational research and it can be used to explore the views, experiences beliefs and motivations of individual participants. Robson (1993) cited in Moe (1999:179) defines as interview is a form of verbal questioning as its principal means of data gathering .

According to Richards (2001:61) interviews allow for more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups. Pierce and O'Malley (1992) cited in Shabaan (2001:5) suggest using visual cues in oral interviews at the early stages of acquisition. Thus a student may be asked to choose pictures to talk about, and the teacher's role is to guide the student by asking questions that require the use of related vocabulary.

As Shabaan (2001), EFL teachers can conduct structured or unstructured interviews that allow students to verbalize their attitudes, understand knowledge, thinking processes, ability to make connections, ability to communicate and ability to apply concepts. This can be done through answering questions posted by teachers. Teachers record the students' responses by taking notes and then develop a more complete summary after the interview has been conducted.

In general interviews are systematic ways of talking and listening to people and are another way to collect data from individuals to assess their performance through conversation.

2.5.4 Student –Teacher conferences

According to (Smith 1996, Allerson and Grabe 1986) cited in Shabaan (2001:5), provide opportunities for one-on-one interactions where the teacher can learn about a student's communicative abilities, emotional and social wellbeing, attention span, attitudes, pace of learning and strengths and weaknesses.

Therefore, conferences can be most effective when they follow focused observation. Observation could be done in class, for example, in cooperative learning groups, or out of class, for example, on the playground. Gomez, Parker, et al(1996) cited in Shabaan (2001:6) have developed an observational instrument for assessing learner's oral performance in naturalistic language settings, which focuses on these seven language abilities: understanding by others providing information needed by the listener, absence of hesitations, willingness to participate in conversations, self-initiated utterances, accuracy (in grammar, usage and vocabulary) and topic development.

Tambini (1999) cited in Shabaan (2001:6) also recommends the use of conferences to assess the oral and written abilities of children. He too, favors conferences that follow observations and

concentrate directly on the learning processes and strategies employed by the student. For assessing oral skills, he suggests that children could be evaluated primarily on their ability to understand and communicate with teachers and classmates. In assessment of writing tasks, conferences could be used to discuss draft of essays and evaluate progress.

To sum up, the students conferences were an effective informal way of assessing the students' progress in the language learning. They provide opportunities for interactions where the teacher learned about students' communicative abilities, emotional and social well-being

2.5.5 Role –play

According to Tompkins (1998) role play encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting and can create the motivation and involvement necessarily for learning to occur. This informal assessment technique combines oral performance and physical activity. He also argues that when the role playing technique is employed, it should be in targeted with other language learning activities, given the preparation and care which is required in any language learning method and level. Children of all ages, when assessed through this technique, feel comfortable and motivated, especially when the activity lends itself to cooperative learning and is seen as a fun way of learning Shabaan (2001:5). Similarly, Lindsay and knight (2010:20) confirm that role play involves information gap activities can provide students with the real purpose for using English in class. In relation to this, Heaton (1990) points out that “since it is always essential to give students a reason for speaking, we should devise suitable activities with this in mind” (1990). Moreover, he added:

Before we give a chance for students to participate in a role play, it is vital to give an opportunity what they like and do. Thus, teachers should design clear and simple activities to involve the learners in a role play.

Teachers are required to design appropriate and purposeful oral assessment tasks that encourages the spontaneous use of oral English for genuine communication. Moreover, teachers can involve students in role playing activities where students are encouraged to practice what they have learned by playing different roles. These roles plays need to be either “audio or video taped for evaluation and documentation” Lindsay and knight (2010:38). This means that students should

have the opportunity to use English in a meaningful way when they are assessed on their oral communicative ability.

2.5.6 Observation

The most common method used for getting information about the various things around us, is to observe those things and also the various processes related to those things. Observation is a means of data collection in which the researcher does not participate in the interactions.

Observation refers to the purpose full examination of teaching and learning events through systematic process of data collection and analysis, Chan (2008:40). As regards class room based observation, Hedge (2000) points out that with an increase in focus on communicative activities in the classroom such as “information transfer tasks role play and tasks designed to promote oral interaction” (2000:388), it can be argued that observation is a valid means of collecting information about the development of language skills and to assess the knowledge and understanding, group interaction and communication skills. For the importance of using class room observation, Flippo (1997) cited in Chan (2008:40) specifies that the practice of observing students in class as they do their work, assignments and other activities in a natural, authentic manner, can provide the teacher valuable information regarding students’ current and developing interests, motivation, strategies and work habits.

Regarding the procedures, Heaton (1990), suggests that teachers should go round the class from group to group and observe them and jot down one or two notes discretely about certain students while the oral activity is taking place. While observing the students, he advises teachers use a card or small note pad. This is where the teacher watches, and records the performance of pupils whilst they are on task. Through observation the teacher can assess the learner’s understanding and their progress towards achieving the stated outcomes. According to Shabaan, (2001) observations may be recorded in note form, with brief comments about particular learning activities, so that feedback can be provided. Alternatively, a simple checklist can be drawn up to focus on specific aspects of the learning process.

It seems that observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting.

2.5.7 Presentations

Presentation is important for assessment because they can provide a comprehensive record of students' abilities in both oral and written performance Shabaan,(2001:5). Furthermore, presentations give the teacher some insights in to student's interests, work habits, and organizational abilities. Presentations cover a wide range of meaningful activities including poetry reading, plays, role- plays, dramatizations and interviews (ibid).

This implies EFL teachers can involve students in oral presentations assess their oral fluency. These oral presentations can include a variety of forms such as speeches, storytelling, retelling, recitations drama, videos, debates and oral presentations.

2.6 Advantages of Assessment in EFL Speaking Classroom

As Ogunniyi (1991:139) states that one time termly or yearly summative tests or examinations do not present a complete picture of a student's performance. So, continuous assessment is suggested as an alternative or addition. There is various numbers of advantages using classroom assessment in EFL speaking skill. First, classroom assessment is more likely to offer opportunities for teachers to directly observe linguistic performance through classroom observations or direct testing (Brown, 2007). According to the universal Grammar approach, linguistic competence referring to the underlying linguistic abilities or knowledge of language use can be directly observed whereas linguistic performance the domain of language use can be directly observed (Mitchell and Myles, 2004:57). McNamara (2000) points out that the assessment of linguistic performance allows us to make direct inference of an individual's ability, to use language appropriately or correctly in a variety of situations. Thus, reliable and valid assessment method needs to evaluate a test taker's performance rather than her/his linguistic knowledge. In particular, if the target language domain of assessment is speaking then the importance of direct testing using performance tasks is critically increased. This is in line with Brown (2007) argues that performance assessment contributes to improve content validity since students actually perform the target language use.

Second, Moon and Callahan (2001) insist that classroom assessment can promote test authenticity because it presents learners with situations or asks them to perform academic exercises that stimulate real-life experiences or problems. Test authenticity in relation to

performance assessment can be considered in the communicative language teaching approach. In terms of Canale and Swain (1980) communicative competence model, speaking by its nature needs to be judged on the basis of social context, interaction, communication and integrated skills, all of which can be provided in the classroom context involving peers and a teacher.

Third classroom assessment can serve as a powerful motivation factor. Crooks (1988) argues that tests in general have positive effects on enhancing learning motivation. Student can notice the gap between their linguistic competence and real language use while involving interaction with peers or a teacher. Consequently, it helps learners recognize what is really important and to know how to use what language they have learned in a variety of ways in real life situations.

Fourth, it promotes autonomous learners who are aware of weaknesses in their own speaking and can set goals, access necessary resources that will help the learning and create specific plans for improvement. Thus, in addition to assessing whether students speak well or not, the assessment should include away to see whether students engage in autonomous learning for “learning to speak” well by asking for goals and improvement plans (lynch, 2001).

Lastly, classroom assessment may be beneficial for reducing assessment any student anxiety associated with test taking. Concerning the relationship between test anxiety and test results, Crooks (1988) provides evidence of a negative correlation between such anxiety and test achievements in the overall assessment situation. Crooks (1988) concludes that the negative influence of learner’s higher anxiety on achievement tends to be greater on standardized tests than in classroom assessment, Underhill (1987) explains the positive function of classroom assessment in reducing test anxiety in relation to the test takers familiarity with the test environment and the assessor. Namely, when assessed by the students’ own teacher in the familiar classroom, students are more relaxed and confident and hence usually able to demonstrate better performance and proficiency than they can demonstrate in standardized tests

2.7. Teacher’s Role in Classroom- based Language Assessment

Classroom based language assessment is an integral part of language instruction where the teachers, as “agents” (Rea-Dickens, 2001), are the ones responsible for facilitating student learning and obtaining information about their progress and achievement, hence, also earning the name teacher assessment. From planning what to assess and how, through implementing

assessment procedures and monitoring students' performance to recording students' attainment and progress, the teacher is constantly making decisions on how to keep track of students' progress and attainment (Rea-Dickens, 2001). Either accomplished through a formal assessment producer or through in formal daily monitoring and observation, the teacher's knowledge of the students guides him/her to make subsequent pedagogical decisions and push learning further. Assessment "capacity" or "competence" has been identified as a factor that affects teachers' assessment practices (Cheng, Rogers, and Hu, 2004), and the important of language teachers' professional training and development in assessment has been raised (Bachman, 2005). In main stream education, Brookhart (2004) cited in Cheng, L. (2015) proposes a set of knowledge and skills that teachers need to be aware of. In particular, Brookhart (2004) cited in Cheng, L. (2015) emphasizes the importance of the ability to understand the "learning progression" in the corresponding content area. This "allows teachers to identify where a student is located in reference to a learning intention and helps teachers interpret students' work, focus feedback, and plan steps in instruction and assessment, while moving the student towards the goal" (ibid).

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter deals with the research methods used in the study. It discusses the research design, the participants of the study, sampling techniques, data gathering instruments and procedure of data collection and method of data analysis.

3.1. Research Design

This study aimed at investigating the practice of assessment in EFL speaking classroom at grade eleven. To this end, a descriptive research design was used to conduct the study. The researcher used this design as it helps to show immediate states of phenomenon.

3.2 .Participants of the Study

The target populations of the study were grade 11 students and English teachers in Chagni secondary and preparatory school in the 2016/2017 academic year (2009 E.C). The target populations of this study were 936 grade 11 students and 18 English teachers. Grade 11 was selected for the reason that the researcher is now teaching as an English teacher there. Hence, he is experienced how the site would help him to make the participants easily accessible for the study and follow-up of his plan of action accordingly. The reason for selecting only grade 11 as participants of the study was because grade 10th and 12th will take EGSLCE and entrance exam by May, which is about a month before the actual academic year end. In addition to this, the researcher is well aware from his experience that these grade level students became stressful and absent from the school around April to prepare themselves for exam. So, it could affect the research.

3.3 Sample Size and Sampling Technique

The total number of students enrolled in grade 11th in 2009 E.C was 936 (in nineteen sections). From the total of nineteen sections, the researcher selected 14 sections by using Simple random sampling or lottery method in order to give equal chance for all sections. Since there are 49 students in each section, 72 students (i.e. 5 in each from 14 sections) were selected using in

simple random sampling technique. On the other hand, all grade 11 English teachers (18) teaching these grade level were also taken as participants of the study using comprehensive sampling technique.

3.4. Data Gathering Instruments

Both quantitative and qualitative data were collected using different data gathering instruments. Among these, classroom observation, interview, questionnaire and document analysis were employed for the study to collect data. The quantitative method employed observation and questionnaire; the qualitative method on the other hand employed interview and document analysis.

3.4.1. Classroom Observation

Classroom observation was used as main data gathering instrument because it provides direct information. So, classroom observation was conducted in order to check the extent to which language teachers practiced classroom assessment methods (besides what they responded to questionnaires) in EFL class while the actual classroom is going on. Four teachers were selected for observation using simple random sampling. For the purpose of the observation, checklist was developed and employed. The observation was made based on checklist which focused on ‘classroom instructional activities employed by teachers’ and ‘instructional aids used in assessing students’ speaking skill. The checklist (semi structured) contained 9 items with ‘yes’ or ‘no’ answers (See Appendix F). In order to avoid potential personal unfairness that might occur in the meaning to be given what was observed, the observation was carried out by the researcher and an EFL teacher as a co-observer and this was conducted in four grade eleven classes based on their agreement. Each class was observed three times to make sure that whether the delivery of the instructional activities to assess students’ speaking skill had continuity or not. The co-observer and the researcher together saw the English lesson put a tick mark on the checklist when they observed the respective classroom instructional activities employed by teachers’ and instructional aids used in assessment process. Although each session was scheduled for 42 minutes, two minutes were devoted to teachers to move from one class to another. Therefore 12 classes of speaking session was taken 8 hours. Four teachers were observed three times each,

totally twelve classes or sessions. In order to be consistent between the participants, average result at point was taken.

3.4.2. Interview

The other instrument used for the collection of primary data for the study was an interview. It is helpful to supplement the information gathered through other instruments, as well as for the clarification of some unforeseen information. The researcher used this technique to get additional information from the participant and crosscheck the information obtained through other instruments. So, using this technique was found to be of paramount importance in gathering data on issues related to the participants' practices and challenges of implementing classroom assessment in speaking classes.

Two sets of interviews were employed. The first one was designed for teachers and the second was for students to assess their practices and challenges of assessment in EFL speaking classroom. The interview for both teachers and students comprised of semi-structured type. The purpose of using semi-structured interview for teachers and students was to crosscheck and probe or ask detailed questions to get more information about the practice and challenges of assessment in EFL speaking classroom. Five interview questions were prepared for teachers (See Appendix E), whereas students were interviewed four questions (See Appendix B). Eight of seventy two students and four of eighteen EFL teachers were selected as participants for the interview. The selections of students were carried out by systematic random sampling. First the list of all (72) students was written and then every ninth student was taken but teachers were taken by lottery system. The interview was slightly adapted by the researcher from the review of related literature. The interview took place in face to face situation with the participants in the classroom after the data had been collected through observation. To make the interview acceptable the interaction was tape record based on their permission and played back during data analysis.

3.4.3 Questionnaires

To elicit the necessary data, the researcher used a questionnaire for the sample participants. So, the researcher used this technique to obtain information from large group of subjects in short period of time. Data gathering with this instrument used to supplement, maximize and

crosscheck the data gathered through classroom observation. Thus two sets of questionnaires' (one for teachers and another for students) were designed and administered to collect the necessary data from the respondents. In the questionnaire closed ended questions were used to obtain information. The questionnaire was prepared for teachers and students separately. Eighteen teachers and 72 students participated in responding the questionnaires. From the teachers' questionnaire, 1-10 were slightly adapted from the study of (Chan, 2008) and questions 11-22 were prepared by the researcher himself. These items were designed in line with the literature review(please see Appendix A and D) It was designed by using a five-point Likert scale where 1 indicates ('strongly disagree,' 2 indicates 'disagree,' 3 stands for 'undecided,' 4 indicates 'agree,' and 5 stands for 'strongly agree') for favorable items and vice versa for unfavorable items. The items were thematically categorized into two dimensions: teachers' practices and challenges of classroom assessment in EFL speaking classroom (Please see Appendix A and D).

Moreover, to obtain information about teachers' application with different oral assessment methods, another questionnaire was developed by using statement of five point Likert scale ranging from (5 indicating 'always' 4 indicating 'frequently' 3 indicating 'sometimes' 2 indicating 'rarely' and 1 indicating 'never'). This technique is appropriate for gathering information about teachers' practice and it has been adapted from the study of Mebea (2008).

The students' questionnaire (See Appendix A) was developed by adapting the teachers' questionnaire and modifying it so that it would fit the learners' level of understanding. To minimize the potential misunderstanding, it was papered in Amharic language. So, all of the statements were translated from the teachers' questionnaire and adapted to fit the learners' level of cognition. The translation was carried out by the help of an Amharic teacher for the purpose of clarity and comprehensibility to all respondents.

3.4.4. Document Analysis

In addition to the above instruments of data collection, document analysis was used to supplement the data that were collected through observation, interview and questionnaire. Therefore, essential documents were collected and analyzed. There were school plan for the implementation of speaking classroom assessment, teachers' speaking assessment reports or profiles prepared by the school or teachers.

3.5. Validity and Reliability of Data Collection Instrument

The validity and reliability of the research tools were checked before collecting data for the study. To test the validity and reliability of instruments, the researcher carried out the pilot testing of the instruments at the neighboring school, Dangila General Secondary and Preparatory School on six grade eleven English language teachers. This school is chosen because it is closer to the researcher's school and accessible to the researcher.

To establish the validity of the questionnaire, experienced EFL teachers asked to review the questions. A pilot study was conducted to test the reliability of the questionnaire. Reliability analysis yielded a cronbach's of 0.86 for the questionnaire and 0.66 for observation checklist. Since the minimum cronbach alpha result is (< 05 or poor), the result showed above 0.66 is said to be acceptable so that it was found as reliable.

Similarly, a pilot testing of the students' questionnaire was also made at the same school on 30 grade eleven students. Based on the comments of the advisor and EFL teachers, necessary correction was done to improve the validity and reliability of the instruments. The researcher obtained that some of the questionnaire items were double-barreled and had unclear instructions. Double-barreled questions, unclear instructions and ambiguous items were revised or avoided. For example, Item 23 (in my practice I use portfolio assessment to assess students speaking skill) was avoided as students did not know about it. Additionally, from double barreled questionnaire, Item 2 and 5 were revised. Item 2 for example, "my teacher uses classroom assessment (self-assessment, peer assessment, group assessment....) to demonstrate my communicative ability," was revised as "My teacher uses more formative assessment (i.e., assess students during class)

than summative assessment (i.e., assess students in a period of time, e.g., monthly exam, midterm exam, final exam) to assess students' speaking skill." Similarly, some interview items were revised and avoided because they asked perception of people.

3.6. Procedures of Data Collection

After the researcher had selected specific design for the study which was consistent with the objectives of the research, the next step was collecting the research data. In collecting the data, it is important to use the procedures' which elicit high quality data, since the quality of any research study depends largely on the quality of the data collected and the data collection procedure.

Before collecting any data, the school principal, teachers and students were asked for permission to participate and give genuine information, and permission was obtained. To avoid data contamination the researcher made observation prior to other data collection instruments. Before the questionnaire and interview data were collected, four English language teachers teaching at grade eleven were selected for the observation data collection. The selection was made using simple random sampling. In collecting the data, each teacher was observed three times making a total of twelve sessions with a co-observer. The observation was made based on a checklist which focused on the actual practice of assessment in speaking classroom.

To conduct interview, place and time was arranged in accordance with the convenience of teacher and student respondents. The interview was conducted with four EFL teachers having related experiences in teaching English in secondary school and grade eleven. Eight students were also selected for the interview to get additional information. In the interview, both teachers and students were asked to assess their practice and challenges of assessment in EFL speaking classroom. The interview questions for the students were prepared in Amharic. The reason was to guarantee the students understanding of the interview questions.

After the classroom observation and interview data were collected, questionnaire was administered. In order to administer the questionnaire, the researcher first contacted with grade eleven English teachers and students separately. The copies of the questionnaires were distributed for teachers and told them to return on the same day. Similarly students' questionnaire was distributed after gathering the participants in a separate classroom and giving

an adequate assistance and orientation. The orientation was given by reading the cover page of the questionnaire and explaining the objectives of the study before the students answer the questionnaire. All participants were encouraged to ask questions so that they would not have any problems with respect to the content, the language, and the ways to deal with the questionnaire. The researcher told them to complete the questionnaire correctly and honestly. They were told that every student had to work on by him/herself without asking a friend. Sixteen items questionnaire for students were prepared in Amharic for the same reason mentioned in the students' interview questions. All the teachers' and students' questionnaires were returned.

3.7. Methods of Data Analysis

The data obtained from the participants through observation, interview, questionnaire and document were analyzed both quantitatively and qualitatively. These methods helped the researcher to see the issue under the study both from qualitative and quantitative perspectives. It is used to compensate the weakness of the one method by the strength of another method. Quantitative research method helped to analyze a data which were quantitative in nature (questionnaire and observation) whereas, qualitative research was used to analyze those data which were not quantitative in nature (interview and document analysis).

The data gathered through each method were treated separately and thematically, so, an interpretation was made with the intention to reach possible conclusions leading to workable recommendations.

The classroom observation was basically be used to know the practice of classroom assessment in EFL speaking classes. So, the data gathered through classroom observation checklist was described in connection with the questionnaires. That is to say the data gathered through observation was computed in percentage based on the frequency of classroom assessment practices and methods that teachers used.

In analyzing the qualitative data from interviews, first the interviews were transcribed literally from the tape recording. Then a set of topic headings that describe the issue discussed in the interview were identified. The topic headings were coded to the related material in each transcript, separate complete lists of topic headings were used in order to prevent redundancy emerging from different interview transcripts. Then, copies of the transcript material were

reorganized into topic heading groups. Thematic analysis was made by directly quoting the respondents.

The quantitative data collected through questionnaire from teachers and students were organized, tabulated and described quantitatively, using simple statistical techniques such as frequencies, percentage and mean values for the numerical interpretation. Meanwhile, the mean score of each item, which was used to check the overall practice of classroom assessment, was computed in line with the coding numerals. As stated by Taylor, (1973) cited in Beyene (2008), Likert assigned numerical values to response and the numerical representation (the coding) of the items went through the following two ways; the favorable items (statements which directly address teachers' practice of assessment in EFL speaking classroom) were coded as: 'strongly agree'(SA)=5, 'agree'(A)=4, 'undecided'(U)=3, 'disagree'(D)=2 and 'strongly disagree'(SD)=1. The unfavorable Items (those which are designed to crosscheck the teachers address no practices of assessment in EFL speaking classroom) were coded in the reverse manner as: 'strongly agree'=1; 'agree'=2 ; 'undecided'=3; 'disagree'= 4; 'strongly disagree '=5.

As a respondent may rate either the maximum point 5 or the minimum point 1 for a certain item, the expected mean value is to be 3 (five plus one, divided by 2). Hence, a higher mean score indicates the respondents' frequent classroom practices (karava-Doukas, 1996 cited in Beyene, 2008) and vice- versa. Therefore, the analysis was done relating the computed percentage and mean values and the results ranging between mean scores 5 to 1.

The data which were found from school plan for the implementation of classroom assessment, and teachers' speaking assessment reports were analyzed qualitatively.

To make ease of analysis for the responses of the questionnaire, the following scales value are given (Alkharusi, H.et al (2012).

1.00-1.79 = strongly disagree (strongly unfavorable)

1.80-2.59 =disagree (unfavorable)

2.60-3.39 = undecided (medium)

3.4-4.19 = agree (favorable)

4.20-5.00 = strongly agree (strongly favorable)

CHAPTER FOUR: RESULTS AND DISCUSSIONS

The focal point of this chapter is presenting the data and discussing the result. To make the analysis easier, four different major sections of data gathering tools have been listed. These include classroom observation, interview, analysis of the teachers and students response for the questionnaire and document analysis respectively.

4.1 The Analysis of Classroom Observation

The analysis and presentation of the data collected through classroom observation which focused on the practice of classroom assessment presented below. To fulfill the purpose of the observation, four selected EFL teachers were observed three times each. The classroom observations were conducted in normally arranged classes where speaking assessment would take place. The data were collected based on the requirements of the classroom checklist (please see Appendix, F). The observation was conducted by the researcher and his co-observer. The result of the observed cases was presented in the following tables being divided in four themes as:

1. Classroom conditions and instructional materials
2. Methods and classroom assessment practices,
3. Activities of students in EFL speaking classroom assessment practices and
4. Speaking assessment guide line/ document.

Classes were observed to know how the classroom condition and instructional materials used in the assessment process.

Table 1: classroom conditions and instructional material

No	Items	Yes		No		Total	
		N	%	N	%	N	%
1	Classroom arrangement is suitable for using classroom assessment like group and peer assessment.	1	8.4%	1	91.6%	2	100%
2	Dose the teacher use recording material in speaking classroom?	2	16.7%	10	83.3%	12	100%

Note:-N= number of the observer classes
 %= frequencies in percent

As indicated in Table 1, the data obtained from the observation proved that the classroom seating arrangement was not appropriate for implementing classroom assessment like peer and group assessment. The observation result indicated that 8.3% the classroom seating was arranged to facilitate classroom assessment practices. On the other hand, 91.6% of the observation result indicated that the classroom seating was not arranged to facilitate classroom assessment practices. This indicated that the classroom seating arrangement was not well facilitated for students to attend the teaching learning process appropriately.

Availability of instructional materials was also the major factors to enhance the whole process of education. So, in Table 1 the observation result indicated that 16.7% of the observed classes did use instructional materials like recording or audio visual materials in EFL speaking classes. On the other hand, 83.3% of the observed sessions did not use instructional materials like recording or audio visual materials in EFL speaking classes. This implied that there was a gap on using different supplementary resources.

To sum up, sitting arrangement and the utilization of instructional material in the observed classes was found to be at a minimum level.

Table 2: Method and classroom assessment practices

No	Practices	Yes		No	
		N	%	N	%
3	The teacher attempts to assess the students’ oral skills through different classroom assessment techniques;				
	a. Peer assessment	0	0	12	100%
	b. students self-assessment	0	0	12	100%
	c. teacher assessment	2	16.7%	10	83.3%
	d. group assessment	1	8.4%	11	91.6%
4	Does the teacher use conversation, dialogue and or debate?	1	8.4%	11	91.6%
5	Dose the teacher make students do oral presentation?	1	8.4%	11	91.6%

Note: _ N= number of the observer classes
 %= frequencies in percent

In Table 2 above, the classroom observation result indicated that the majority of the classroom activities expected to be practiced by the classroom teachers and students themselves were not observed. For instance, 100% of the observed classes showed there was no use of different classroom assessment methods like self and peer assessment. As it can be understandable from the above table, students did not get a chance to assess their peer and their own work. However, various scholars have asserted that self and peer assessment help students develop higher level skill. Classroom activities which can make students involve in real speaking practices are not well performed by the teachers. For instance, 8.4% of the observed classes conduct conversation, dialogue and or debate and oral presentation. On the other hand, 91.6 % of the observed sessions teachers did not conduct conversation, dialogue and or debate and oral presentation. This implies that the majority of the teachers were not eager to improve students speaking practice by giving different classroom activities. As classroom observation result revealed 16.7 % of the observed classes used teacher assessment. On the other hand, 83.3 % of them did not use these activities in

their classroom. This indicated that although using classroom assessment methods to assess students' speaking skill was important, teachers did not use them in their real classroom.

As classroom observation result revealed 8.4 % of the observed classes used group assessment. On the other hand, 91.6 % of them did not use these activities in their classroom. The above analysis indicated that although using group assessment methods to assess students' speaking skill was important, teachers did not use them in their real classroom.

As the data depicted, it seems plausible to conclude that Grade 11 English teachers did not engage their students using different classroom assessment methods since it is fundamental to help students improve their speaking skill.

Table 3: Activities of students in EFL speaking classroom assessment practices

No	Items	Yes		No	
		N	%	N	%
6	There is students' motivation on the practice of different classroom assessment in oral skill.	0	0	12	100%
7	Are students given feedback? a. By their teacher	0	0	12	100%
	b. By their partner(s)	0	0	12	100%
8	How are students assessed their pronunciation and or intonation? a. By their teacher	0	0	12	100%
	b. By themselves (after record their speech)	0	0	12	100%
	c. By their partner(s)	0	0	12	100%

Note:-N= number of the observer classes
%= frequencies in percent

The observation result of Table 3 showed that students were not portraying the required behavior for their own learning. This means none of the students participated in speaking classroom assessment practices and their motivation was low. The observation result indicated that 100% of the students were not motivated to practice different classroom assessment methods. Moreover, among 12 observed sessions, in all of the observed classes, feedback for students work and assessing students' pronunciation and intonation were not given.

To conclude, the above table indicated that students were not interested to be assessed using speaking assessment methods. Additionally, teachers did not give timely feedback for the students' performance although regular feedback can enhance students' language learning.

Table 4: Speaking assessment guideline / document

No	Items	Yes		No	
		N	%	N	%
9	The teacher has assessment guideline / document to assess students' speaking skill, (portfolio)	0	0	12	100%

Note:-N= number of the observer classes
%= frequencies in percent

The observation result of Table 4 indicated that there was no assessment guideline to assess students' speaking skill. From the observed 12 sessions, all of them did not have assessment guide line which is used to assess students' speaking skill using different assessment techniques.

To summarize, the above observation checklist in general showed that seating arrangement was not good and teacher never used audio visual material. Moreover, teachers did not use different speaking classroom assessment technique and they did not give feedback for the work of students. Additionally, students were not motivated to take part in these techniques. To the end, there was no appropriate assessment guideline to assess students' speaking skill in the school except the format of continuous assessment with different assessment points in it.

4.2 Analysis of interview

The interview contains question that supplement the findings of observation and questionnaire so as to get more information about the practice of classroom assessment. The analysis of the data gathered was organized into two categories, classroom assessment methods teachers used and factors affecting implementation of classroom assessment in speaking classroom

4.2.1 Analysis of interview on classroom types and method that teachers used in speaking classroom

Teachers were interviewed to indicate the type and method of assessment they used in assessing students' speaking skill. The findings from the analysis indicated that classroom assessment methods were almost neglected. One of the participant teachers for example suggested:

“Alright ... mostly I use teacher assessment,” and he reasoned out that students focused on grammar and did not give attention for speaking skill. The other 2 teachers declared that they mostly use group assessment because it helps to develop learners’ confidence.

Moreover, in the item 1, 1 teacher claimed that she usually used peer assessment and sometimes she used group assessment. Probably she used group assessment for enabling students to discuss each other in a classroom.

The students were also interviewed to indicate the type of assessment their teachers used in class to assess their speaking skill. Students’ interview result revealed that most of the time they were assessed their speaking skill through mid and final exams. Among the respondents almost all of them said that their teachers use summative assessment.

Regarding item 1, 2, & 3 which referred to the type and methods teachers’ used, almost all participant students stated their teachers used summative assessment but not formative. Besides, their teachers gives monthly exam, after completing the given chapter or units. For stance, “Our teacher assesses us by giving monthly and final exams. It may be due to shortage of time, he mostly uses summative assessment.” (Students 1, 4, 6 & 8)

From the above analysis, to concluded that teachers mostly use summative assessment and students were witnessed they merely took summative assessment or paper- pencil tests, in other ways, classroom assessment methods were neglected to improve students assessment practice.

4.2.2. Factors affecting implementation of classroom assessment in speaking classroom

The findings from the interview generally indicated EFL teachers have a number of challenges to implement assessment in speaking classroom.

4.2.2.1 Physical factors

From the interview analysis the respondents claimed large classroom size and seating arrangement as problems to implement classroom assessment. Three of the respondents for example stated there are different challenges to assess students. The first one is the time allocation i.e. is shortage of time to implement classroom assessment. The second one is large class size.

Here, again, another teacher has given the same reason: “Yah...there are many type of challenges, when I try to assess students. The presence of large number of students is one of the challenges that I faced.” (Teacher 4).

4.2.2.2 Factors related to students

The interviewees complained that the learners’ lack of interest to participate in different methods of teaching was the main obstacle to put classroom assessment in practice. One of the teachers suggests he faces a lot of challenges, from these the major one, students are not interested in speaking.

Most of the time students are interested in learning grammatical structure. For example, the following participant directly stated: “Our ...umm...our students umm...focus on grammar and not good at speaking. So, they don’t give attention to speaking skill.”(Teacher 1) “As I focus on grammar, my participation is medium.”(Students 7)

Additionally, most students have problems of pronunciation and speaking in front of people in English. The following participants suggested:

“Yes, I face challenges. Mostly my challenges are pronunciation and speak in front of students due to fear of making mistake.”(Student 2)

“Yes, there are challenges that I faced. As English is my second language, I have a problem of pronunciation and unable to participate in the class.”(Student 3)

“Most of the time I faced challenges of pronunciation, meaning of words and frightening to speak in front of students by fearing making mistake and being laughed at.”(Student 8)

4.2.2.3 Factor related to teachers

The analysis of the interview revealed that teachers seem they were not implementing classroom assessment. Most teachers often teach and assess using grammar and give less emphasis to speaking assessment. This showed teachers felt that students were not capable and willing enough for participating in assessment activities in the classroom. Therefore teachers were hardly implementing different classroom methods in the class. For example one of the students showed:

“Yah, I...additionally, most of our teachers focus on grammar.

The researcher asked the purpose of the information obtained from classroom assessment and the teachers suggested the following:

“Umm...I use it for two purposes. The first is to evaluate students and the second is to give mark.”(Teacher 1)

“I use to measure students’ cognitive ability and to give mark.”(Teacher 2)

To summarize the findings of the study, the responses of both the teachers’ and students’ interview demonstrated that teachers were in difficulties to implement different classroom assessment methods in the speaking classroom and students were shaped and guided by the dominant teacher led and traditional assessment practice. The factors that affect the implementation of classroom assessment were grouped as physical factors, students’ factors and teachers’ factors. As the interview results revealed most teachers seem to be perceived classroom assessment methods as practices as tests like mid semester and final semester examinations and the result are used to give marks.

4.3 Analysis of questionnaire

The data collected through teachers’ questionnaire about practice was organized in tables. Although some of the questionnaire items were related, the researcher has grouped more related items of the questionnaire together for ease of analysis and discussion. Therefore, all the items in each questionnaire were grouped into the following four categories.

1. The questionnaire related to conceptual perspective of teachers on practice of classroom assessment.
2. The questionnaire related to the role of the teacher on practicing classroom assessment.
3. The questionnaire related to the role of the school on practicing classroom assessment.
4. The questionnaire related to methods teachers’ use in the classroom assessment.

4.3.1 Analysis of teachers' response to questions related to classroom practice.

The following table shows the teachers' response on their conceptual perspectives. The total number of respondents for all tables is 18 and the percent is 100. Teachers were asked to indicate their classroom assessment practices in EFL speaking classes.

Table 5 below presents the results of teachers' response to conceptual perspective of their classroom practices with regard to assessment in EFL speaking classroom.

Table 5 Conceptual Perspective Teachers' on Practice of Speaking Classroom Assessment

Scale value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
2	I have enough skill to implement speaking classroom assessment	Fr %	0 0	4 22.2	0 0	10 55.5	4 22.2	18 100%	2.22
5*	I need to attend workshops on the use of classroom.	Fr %	10 55.5	1 5.6	1 5.6	4 22.2	2 11.1	18 100%	2.28
15	I know how to assess students using different techniques of assessment.	Fr %	4 22.2	0	0	10 55.5	4 22.2	18 100%	2.4
Grand Mean									2.31

As can be seen from the above Table 5 under item 2, 14 (77.7%) of respondents expressed their disagreement that they have enough skill to implement classroom assessment. Four (22.2%) of them expressed their agreement. Moreover, the result of the mean value 2.22 showed that the mean score of teachers' response was found lower than the expected mean (3). For the reverse coding for the negatively worded Item 5, 11(61.1%) of the respondents said they agree for the needs of presenting workshops on the use of classroom assessment. While 1(5.6%) and 6(33.3%) of them said they are uncertain and disagree respectively. The mean value is 2.28, which is below the expected mean. For the knowledge of using different assessment methods to assess students' speaking skill, under item 15, 10(55.5%) and 4(22.2%) of the respondents reported

disagree and strongly disagree. Merely 4(22. 2%) of them said that they strongly agree in a similar way and its mean value is 2.4 which means it is some extent unfavorable according to the one to five Likert scale which has a negative result, that teachers did not agree with the idea.

As the mean value of each statement from teachers questionnaire indicates that teachers have less knowledge to implement speaking classroom assessment in EFL classes.

Table 6, The role of the teacher on the practice of classroom assessment

Scale value			5	4	3	2	1	total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
4	I use paper- and- pencil tests more than classroom assessments in assessing students' speaking skill.	Fr %	10 55.5	3 16.7	0 0	0 0	5 27.8	18 100	2.28
6	When assessing students, I use role play tasks in speaking assessment	Fr %	2 11.1	2 11.1	0 0	11 61.1	3 16.7	18 100	2.38
7	I give timely and constructive feedback when I implement classroom assessment in speaking skill.	Fr %	4 22.2	0 0	0 0	7 38.8	7 38.8	18 100	2.27
10	I integrate formative assessment (i.e., assess students during class) as a part of my teaching activities	Fr %	2 11.1	3 16.7	1 5.5	7 38.9	5 27.8	18 100	2.44
11	I emphasize students' language learning process more than their achievements in speaking classroom.	Fr %	2 11.1	4 22.2	0	8 44.4	4 22.2	18 100	2.55
13	I make classroom speaking assessment a part of language teaching and learning process.	Fr %	4 22.2	1 5.5	0 0	11 61.1	2 11.1	18 100	2.66
14*	In my practice I do not give constructive feedback on students' classroom oral performance.	Fr %	3 16.7	11 61.1	0	3 16.7	1 5.5	18 100	2.33
17	In my practices I use re-tell story and reporting from written stimulus being orally assessed.	Fr %	1 5.5	3 16.7	1 5.5	9 50	4 22.2	18 100	2.33
19	In my practice, I use visual stimuli tasks such as pictures to prove a topic conversation to students in speaking tasks.	Fr %	0	2 11.1	0	12 66.6	4 22.2	18 100	2.0
22	I invite students to develop assessment criteria when I design speaking assessment.	Fr %	2 11.1	1 5.6	0	10 55.5	5 27.7	18 100	2.16
	Grand Mean								2.34

Key=5 strongly agree 4: Agree 3: Undecided 2: Disagree 1: Strongly disagree

Table 6, above for Item 4 on the use of paper and pencil tests more than classroom assessment in assessing students' speaking skill, 13(72.2%) of them said they agree and only 5(27.8) of them said they disagree and this shows that teachers do not use classroom assessment methods. For the 6th Item, 14(77.8%) of the respondents said that they disagree on the use of role play tasks in speaking assessment but 4(22.2%) of them expressed their agreement. As to Item7, most of the respondents 14(77.6%) of them reported their disagreement on giving timely and constructive feedback when implementing classroom assessment in speaking skill. However 4(22.3%) of them said they agree on the issue. As to item 10, 12(66.5%) of the respondents showed their disagreement on integrating formative assessment as part of teaching activities. Whereas 5(27.8%) of them on the other hand said they agree. Item 11, 12(66.6%) of the respondents indicated their disagreement whereas the rest 6(33.3%) indicated their agreement on emphasizing students' language learning process more than their achievement in speaking classroom.

The majority 13(72.2%) of the respondents expressed their disagreement for making classroom assessment parts of language teaching and learning process. However, 5(27.8%) them expressed their agreement on the issue.

For the second unfavorable item 14 about not giving constructive feedback on students' oral performance, 4(22.3%) of the respondents indicated their agreement 14(77.8%) of the respondents whereas said they disagree. This implies that teachers do not give feedback on the work of students. The same is true for item 17, that 13(72.2%) of the respondents showed their disagreement on using retelling story and reporting from written stimulus as a speaking test when students are being orally assessed. On the other hand, 4(22.3%) of them said they agree on the issue.

For the use of visual stimuli tasks such as pictures to provide a topic of conversation to students in speaking tasks item 19, 16(88.8%) of them said they disagree and only 2(11.1%) of them said they agree. The last Item 22, 15(83.2%) of the respondents expressed their disagreement on inviting students to develop assessment criteria when designing speaking assessment tasks and 3(16.7 %) of them said they agree.

From table 6, the mean value of Item 11, is 2.55. The result indicates that the teachers' agreement is neutral (undecided). Similarly, the mean value for items 6, 7, 10, 13, 16,17,19,22,

are 2.38, 2.27, 2.44, 2.66, 2.44, 2.33, 2.0, 2.16 respectively which means it lies under disagree/unfavorable. Item 4 and 14 a mean value of 2.28 and 2.33 a large proportion of the respondents 13 and 14 totally, 27 pointed out that they use paper and pencil test and did not give constructive feedback for improving students' assessment practice.

In general, the mean score of teachers' response seems to point out that they did not use different methods of classroom assessment in their speaking classes rather they used paper and pencil tests. Additionally, although feedback is a good practice for students to know about their learning, teachers did not give sufficient feedback in teaching learning process. Many researchers however support positive feedback can help students' academic performance and individual competence in the classes.

Table 7: The role of school on the practice of classroom assessment

Scale Value	Statement		5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Item		F %							
18	There is assessment guide line /document in the school to assess students' speaking	Fr	3	0	0	10	5	18	2.22
		%	16.7	0	0	55.5	27.8	100%	

As it was described in Item 18 under Table 7, the majority 15(83.3%) of the respondents expressed their disagreement on the accessibility of assessment guideline in the school to assess students' speaking skills. While 3(16.7%) of the respondents said they agree on the issue. The mean value of this Item is 2.2 which is below the expected mean score (2.91 < 3.00).

As indicated in the Table above, the total mean value of this item is below the expected mean scores. This shows that the teachers are not assessing the students' speaking skills by using classroom assessment guide line /document in actual speaking classrooms.

Table 8 Questionnaire Related to Methods Teachers' use in the practice of classroom assessment.

Scale value	Statements		5	4	3	2	1	total	mean
			1	2	3	4	5		
Items									
1	In my practice, I use more formative assessment (i.e., assess students during class) than summative assessment (i.e assess students in a period of time, e.g., monthly exam. Midterm exam, final exam, final exam.) to assess students' speaking skill.	Fr %	3 16.7	3 16.7	0 0	8 44.4	4 22.2	18 100	2.61
3	In my practice, I use oral presentation tasks in the speaking assessment.	Fr %	1 5.55	3 16.7	2 11.1	10 55.5	2 11.1	18 100	2.5
8	When assessing students in speaking classroom, I use a lot of student self assessment.	Fr %	0	3 16.7	0	7 38.9	8 44.4	18 100	1.88
9	When assessing students, I use a lot of peer assessment.	Fr %	2 11.1	2 11.1	0	12 66.6	2 11.1	18 100	2.4
12	I use classroom assessment for assessing students' communicative ability more than terminal examination.	Fr %	0 0	0 0	2 11.1	10 55.5	6 33.3	18 100	1.77
16	In my practice I use more classroom assessments than traditional test in EFL speaking classroom.	Fr %	0	5 27.8	0	11 61.1	2 11.1	18 100	2.44
20	When assessing students' speaking skill, I use a lot of teacher assessment.	Fr %	2 11.1	3 16.7	0	3 16.7	10 55.5	18 100	2.11
21	In my practice, I use a lot of classroom observation to examine students' learning.	Fr %	2 11.1	1 5.6	1 5.5	11 61.1	3 16.7	18 100	2.33
	Grand Mean								2.255

Table 8, above Item 1, provides more than half 12(66.6%) of the respondents expressed their disagreement that they use more formative assessment to assess students' speaking skill. 6(33.4%) of them on the other hand reported they agree. Similarly for Item3, most of the respondents, 12(66.6%) reported their disagreement and 4(22.3%) of them reported their agreement. On using self-assessment in speaking classroom item 8, most of the respondents 15(83.3%) expressed their disagreement but 3(16.7%) of them said they agree. concerning

Item 9, 14(77.7%) of the respondents expressed their disagreement and 4(22.2%) of them expressed their agreement on the use of peer assessment in speaking classroom.

On the use of classroom assessment for assessing students' communicative ability than terminal examination, for Item 12, 16(88.9%) of the respondents said they disagree and 2(11.1%) of them reported that they are under undecided. As to Item 16, 13(72.2%) of the respondents reported that they disagree on the use of classroom assessment than traditional tests in EFL speaking classroom. The rest 5(27.8%) of them said they agree.

As Item 20 in table 8, 13(72.2%) of the respondents showed their disagreement on using a lot of teacher assessment to assess students speaking skill. It is only 5(27.8%) of the respondents who said agree. Item 21 on the use of classroom observation to examine students' learning 14(77.8%) of the respondents reported that they disagree but 3(16.7%) of them said they agree.

The finding of the data analysis the table above has shown that there is a problem using the assessment methods assuring the expected mean score (2.255). Even though they believe that assessment practice plays an important role in developing students' speaking skill, teachers did not perform the methods well in the classroom.

4.3.2 Challenges on EFL teachers' practices of classroom assessment

Of the 14 difficulty areas, shortage of teaching materials, lack of students' interest, unable to manage classroom during classroom assessment, increase teachers' work load, time consuming activities, subjective grading and large class size are mostly challenges to teachers' non-use of classroom assessment.

Table 9, EFL teachers' responses on the difficulties contributing to non-use of classroom assessment

No	Difficulties contributing to non-use of classroom assessment	Difficulties		Rank
		Frequency	Percent	
1	I had lack of training about how to implement oral language assessment.	6	33.3	5
2	There was shortage of teaching material	18	100	1
3	Lack of students interest in the participating of classroom assessment	18	100	1
4	There was no speaking assessment criterion	18	100	1
5	Managing classroom during classroom assessment is difficult.	17	94.4	2
6	Classroom assessments increased teachers work load.	18	100	1
7	Classroom assessments were time consuming.	16	88.8	3
8	The grading of classroom assessment was subjective.	16	88.8	3
9	I was unfamiliar with how to use the implementing techniques of classroom assessments.	3	16.7	6
10	Classroom assessments were expensive.	6	33.3	5
11	I had too much to teach and did not have the time to use classroom assessments.	2	11.1	7
12	There were too many students in my classes.	18	100	1
13	I had too many classes of students to teach.	2	11.1	7
14	Seating arrangement is not suitable to implement speaking classroom assessment.	12	66.6	4

As indicated in Table 9, teachers put difficulties that hindered classroom assessment in EFL speaking classes. For instance 100% of the participants reported that they face these six difficulties: teaching material, lack of students' interest, speaking assessment criteria, increasing teachers' work load and number of students in a class. This means these are the most serious difficulty areas in implementing class room assessment in speaking classrooms. Moreover, 94.4% of the participants reported that they encounter difficulty in managing time. In line with this, 88.8% of the participants reported as sources of difficulties in their attempt to implement classroom assessments are seating arrangement. With respect to this challenges or difficulties, 66.6% of EFL teachers reported that they had lack of training to implement oral language assessment.

From the above table on difficulties contributing to non use of classroom assessment, teachers responded that lack of teaching material (audio and video recordings), lack of students' interest, absence of speaking assessment criteria and large class size are the most serious difficulties affecting the implementation of classroom assessment. With respect to this difficulty, the respondents again reported that difficult to manage, time consuming and subjective grading are the next difficulties which is affecting the classroom assessment. In addition, sitting arrangement and lack of training was other difficulties reported by respondents.

The result from teachers' questionnaire showed that the practice of classroom assessment is unmanageable for a number of reasons aforementioned in the above table 8. Due to this reason; teachers mostly use paper and pencil methods than different speaking classroom assessment techniques to assess their students.

4.3.3 Classroom oral assessment methods used by teachers in speaking classroom

Teachers were asked to indicate the frequencies of different type of assessment methods they use in assessing students' speaking skills. The findings from the analysis of teachers' response indicated that using classroom assessment methods in speaking skill is almost neglected. The following table presents this data.

Table 10, Classroom oral assessment methods used by teachers

No	Classroom assessment methods/ techniques used by teachers	4	3	2	1	Remark
1	Oral questions and answer	0	1	5	12	
2	Paper and pencil tests	14	0	1	3	
3	Role play and drama	0	0	3	15	
4	Storytelling and reporting	0	0	4	14	
5	Oral interview	0	3	5	10	
6	Presentation	3	3	2	10	
7	Student conference	0	0	1	17	
8	Teacher assessment	0	1	3	14	
9	Self-assessment	0	3	5	10	
10	Peer and group assessment	0	3	11	4	
11	Observation (using rating scales, check list)	0	0	2	16	
12	Tasks involving description instruction, information exchange, etc.	0	1	2	15	
13	Short oral test	0	1	2	15	
14	Using different teaching materials	0	0	1	17	

Note: - 4 – Always 3- Frequently 2- Sometimes 1- Never

The result in Table 10 indicated that 77.7% and 16.7 % of the respondents only always used paper-pencil tests and presentation respectively. On the other hand, 61.1% and 27.8% of the respondents said that sometimes used peer and group assessment and oral interview respectively.

However other useful classroom oral assessment methods like student conference 94.4% of the respondents never used it at all. Role play and drama, tasks involving description and short oral tests 83.3% of the respondents never used them. Moreover, as indicated in the table 9, almost no one used observation (using rating scales, checklist) for assessment purpose. Storytelling and reporting, teacher assessment 77.7 %, oral questions and answers, oral interview and self-assessment 55.5% of, and presentation 55.5% of the respondents never used these methods. Additionally, 94.4% of the respondents said that they never used different teaching materials to facilitate the students learning.

As can be seen in Table 10, the most frequently used classroom methods are paper-and pencil tests and presentation respectively. Whereas the others are the least frequently used methods.

The information from teachers' questionnaire in general indicated that teachers mostly use summative assessment than formative assessment to assess students' speaking skill. However, classroom assessment methods that engage the students in the assessment process seem to be practiced sometimes or rarely.

4.4 Analysis of students' response to questions related to classroom practices

Students were asked to indicate their classroom assessment practices in EFL speaking classes. Tables 11, 12 and 13 below present the mean value for the various issues of classroom assessment. In this area, fourteen favorable and two reverse coding (unfavorable) items were computed.

Table 11 Conceptual perspective students to their speaking assessment practice

Students were asked to indicate their conceptual perspective on the practice of classroom assessment. The following table shows the result.

Scale value			5	4	3	2	1	Total	Mean	
Item	Statements		1*	2*	3*	4*	5*			
3	My teacher has enough skill to implement classroom assessment.	Fr, %	5 6.9	7 9.7	6 8.3	42 58.3	12 16.6	72 100%	2.29	
4*	My teacher needs training in implementing classroom oral assessment tasks in English	Fr, %	20 27.7	21 29.2	7 9.7	12 16.6	12 16.6	72 100%	2.65	
11*	I face challenges (shyness, fear in performing classroom oral assessment tasks in English	Fr, %	26 36.1	28 38.8	8 11.1	5 6.9	5 6.9	72 100%	2.09	
14	My teacher motivated me when I am assessed using different methods	Fr, %	3 4.2	5 6.9	4 5.5	45 62.5	15 20.8	72 100%	2.1	
15	I have never faced challenges in performing classroom oral assessment tasks in English.	Fr, %	7 9.7	10 13.9	5 6.9	41 56.9	9 12.5	72 100%	2.51	
	Grand Mean									2.33

As illustrated in the above Table 11 Item 3, the majority 54(74.9%) of the respondents indicated their disagreement on my teacher has enough skill to implement classroom assessment, the rest 12(16.7%) and 6(8.3%) of them reported that they agree and undecided respectively. As to Item 4 about “My teacher needs training in implementing classroom oral assessment tasks in English,” 20(27.7%) and 21(29.2%) of the respondent expressed their strongly agreement and agreement but 24(33.2%) of them rejected and 7(9.7%) of them are undecided. For the second unfavorable Item 11, about I face challenges in performing classroom assessment tasks in English, 54(69.9%) of respondents expresses their agreement but 8(11.1%) of them rejected the idea. For students’ motivation when their assessed using different assessment techniques, 60(83.3%) of respondents said they disagree. Whereas, 4(5.5%) and 8(11.1%) of them expressed their undecided and agreement respectively. On the statements I have never faced challenges in performing class room oral assessment tasks in English, Item 15, 50(68.5%) of the respondents said they disagree and 17(23.4%) of them expressed their agreement.

The mean value of Item 3(2.29) and 14(2.1) respectively lies under unfavorable/ disagreement. For the unfavorable Item 4 and 11, their mean values are 2.65 and 2.09. For item15 on the other hand, 2.5 is its mean value which lies under undecided according to 5 likert scale.

On the conceptual perspective of students Item 3 and 4 on teachers’ need of training and my teacher has enough skill, 2.29 and 2.65 are mean values which indicate the teachers’ lack knowledge to implement speaking classroom assessment. For the rest items 11, 14, and 15, the mean values are 2.09, 2.1, and 2.51. The grand mean value (2.33) for these items shows that students have challenges and are not motivated to implement classroom assessment.

From the above description, we can say that teachers must have knowledge to put assessment into practices but they lack it to implement classroom assessment in speaking classes. Additionally, students faced challenges and lacked motivations to implement classroom assessment although they need to be motivated teachers are responsible to motivate students.

Students were passed through 6 items which contain the practice of classroom assessment. The result is indicated in the following table.

Table 12: Students’ response on their speaking classroom assessment practice

Scale value	Items	Practices	Fr & %	5	4	3	2	1	Total	Mean
				1*	2*	3*	4*	5*		
1		My teacher uses more formative assessment (i.e., assess students during class) than summative assessment (i.e., assess students in a period of time, e.g, monthly exam, midterm exam, final exam) to assess students’ speaking skill.	Fr %	11 15.3	12 16.7	5 6.9	32 44.4	12 16.7	72	2.69
5		My teacher gives me constructive feedback when I use peer and self assessment in speaking classroom.	Fr %	14 19.4	9 12.5	5 6.9	31 43.5	13 18.1	72	2.72
6		When I am orally assessed, my teacher encourages me to use retell story and report written stimulus as a speaking test.	Fr %	4 5.5	8 11.1	5 6.9	32 44.4	23 31.9	72	2.13
7		In designing speaking assessment tasks, my teacher invites me to develop classroom assessment criteria.	Fr %	17 23.6	4 5.6	2 2.9	23 31.9	26 36.1	72	2.48
8		My teacher assesses me more classroom assessments than traditional paper and pencil tests in EFL speaking classroom	Fr %	3 4.2	10 13.9	1 1.3	30 41.6	28 38.8	72	2.08
13		In my speaking classroom, my teacher makes me use visual stimuli tasks such as pictures to provide a topic of conversation.	Fr %	7 9.7	8 11.1	7 9.7	32 44.4	18 25	72	2.36
		Grand Mean								2.41

Key: 5: Strongly agree 4: Agree 3: Undecided 2: Disagree 1: Strongly disagree

As illustrated in Table 12 Item 1, 32(44.4%) and 12(16.7%) of the respondents expressed their disagreement and strongly disagreement. While 5(6.9%), 12(16.7%) and 11(15.3%) of them expressed their uncertainty, agreement and strongly agreement respectively on teacher uses more formative assessment (i.e., assess students during class) than summative assessment (i.e., assess students in a period of time e.g, monthly exam, midterm exam, final exam) to assess students’ speaking skill. Item 5, my teacher gives me constructive feedback, 44(61.6%) and 5(6.9%) of the respondents said they disagree and uncertain the rest, 9(12.5%) and 14(19.4%) said they are agree and disagree respectively. For encouraging students to use retell story and report written stimulus as a speaking tests, 55(76.3%) of the respondents expressed their disagreement. Only 5(6.9%) and 12(16.7%) of them expressed their uncertainty and agreement. About inviting

students to develop classroom assessment criteria 49(68%) of the respondents reported that disagree. However, 2(2.7) and 21(29.2%) of them are uncertain and agree. A considerable portion of the respondents 58(80.4%) expressed their disagreement that teacher assesses more classroom assessment than traditional paper tests in speaking classroom 1(1.3%) and 13 (18.1%) of them on the other hand are uncertain and agree. On the use of visual stimuli tasks such as pictures to provide a topic of conversation, 50(69.4%) of the respondent reported their disagreement and 7(9.7%) of them are uncertain but the rest 15(20.8%) said they agree

The mean value for Item 1,5,6,7,8, and 13 is 2.69, 2.72, 2.13, 2.48, 2.08 and 2.36 respectively which means it is some extent under unfavorable/disagree according to the 5 Likert scale which has negative result, students disagree with the idea.

As it was indicated in the Table above, the grand mean value (2.41) for the different issues of classroom assessment methods are below the expected mean 3. This shows that students are not being assessed their speaking skill by using classroom assessment methods in actual speaking classrooms.

In general, although using classroom assessment has many advantages for both the teacher and the student, it is not being used in the real classroom to help students improve their speaking skill. Additionally, the classroom assessment methods are not practiced by students because their teachers do not make them use these methods in the classroom.

Table 13 Questionnaire related to methods students use in the practice of classroom assessment.

Scale value	Practices		5	4	3	2	1	Total	Mean
			1	2	3	4	5		
Items									
2	When I am assessed my speaking skill, my teacher uses oral presentation tasks.	Fr	9	8	11	26	18	72	2.5
		%	12.5	11.1	15.3	36.1	25		
9	When I am assessed my speaking skill, my teacher encourages me to use self-assessment.	Fr	3	8	3	27	31	72	1.95
		%	4.2	11.1	4.2	37.5	43.1		
10	In my speaking classroom, my teacher makes me use a lot of peer assessment.	Fr	9	8	2	49	4	72	2.56
		%	12.5	11.1	2.8	68.1	5.5		
12	When implementing assessment in speaking classroom, my teacher makes me use group assessment.	Fr	4	6	5	47	10	72	2.26
		%	5.5	8.3	6.9	65.3	13.8		
16	When assessing students' speaking skill, my teacher uses a lot of teacher assessment.	Fr	2	7	5	45	13	72	2.16
		%	2.7	9.7	6.9	62.5	18.1		
	Grand Mean								2.286

As to item 2 on use of oral presentation, 44(61.1%) of the respondents said they disagree and 11(15.3) and 17(23.6%) of them said they are uncertain and agree. As to the use of self-assessment 58(80.6 %) of the respondents expressed their disagreement but 3(4.2%) and 11(15.3%) of them expressed their uncertainty and agreement, similarly, on the use of peer assessment 53(73.6 %) of the respondents were disagreed, and 2(2.8%) and 17(23.6%) of them said they are uncertain and agree on the issue. As to the use of group assessment, 57(78.8%) of the respondents replied that they disagree, and 5(6.9%) and 10(13.8%) of them said they are uncertain and agreed respectively.

As to the last item 16 on the teacher uses a lot of teacher assessment, 58(80.1%) of the respondents expressed their disagreement and the rest 5(6.9%) and 9(12.4%) of showed their uncertainty and agreement. The expected mean result from Table 13 item 2(2.5), 9(1.95), 10((2.56), 12(2.26), 16(2.16) are responded negatively. This also implies that teachers failed to apply classroom assessment in the EFL classes.

To conclude, the analysis of the data disclosed that the extent of assessment methods in the school (grand mean value 2.286) was found to be low. The teachers confirmed that they use the method in their classroom below the expected mean 3, this indicated they use 'sometimes' which leads the conclusion that the practice of using the classroom methods are low. Accordingly, most teachers used summative assessment in their classrooms frequently which mean paper-pencil test method.

4.5 .Analysis of document

The researcher tried to get guideline/document from the school, from the department heads and from teachers which was used by teachers to assess the students' speaking skill, but there was no documents. This indicated that there was no classroom assessment guideline in the school which consists of different assessment methods to assess students' speaking skill except the format of continuous assessment with different points in it.

To conclude, the change of behavior in teaching learning process will be checked only by means of assessment. But, the document which includes classroom assessment methods was not prepared in this school, and this affects the teaching learning activities and instructional process. Without having proper plan of classroom assessment devices, it will not be easy to bring changes in teaching learning process and it affects the quality of education.

4.6. Discussion

The main purpose of the present study was to assess the current practice of speaking classroom assessment. It was intended to explore to what extent speaking classroom was being implemented. Data were collected using observation, interview, and questionnaire and document analysis. The data were analyzed thematically and separately with in each instrument in the preceding section. The findings of the analysis was integrated and discussed in this section. The discussions of the findings were made in relation to the research questions posed. That is to say the organization of the discussion was made in a way to address the objectives of the research.

The first research question was aimed to find out EFL teachers practice of classroom assessment in speaking classes. To address the objective of this question, observation, interview, questionnaires, and document analysis were used.

The result of the observation indicated that the implementation of classroom assessment was low. Similarly, the information obtained from the teachers' and students' questionnaire showed the same result for the non-implementation of classroom assessment. The grand mean of the teachers' and students' questionnaire was 2.3 and 2.35, respectively; this was below the expected mean 3 according to the 5 Likert scale and lies under undecided according to the scale values. The mean score of both teachers and students seem to point out that teachers did not practice classroom assessment in their classes rather they use paper-and-pencil tests. Furthermore, similar result was obtained from students' interview. Almost all students reported in the interview that their teachers assessed them using summative assessment. Document analysis also indicated that there was no classroom assessment guideline in the school that teachers assessed students' performance. As can be seen from the above analysis the most commonly used classroom assessment methods are the traditional method of assessment (paper-and-pencil test). The information from different data analysis indicated that teachers mostly use summative (i.e., assess students in a period of time, e.g., monthly exam, mid semester, final semester exam) more than formative assessment to assesses students speaking skill. However, classroom assessment methods that engage the students in the assessment process seem to be ignored and very low.

This is because teachers use a limited range of assessment tools that serve mostly for summative purposes is among the problems faced. Thus, teachers' lack of commitment and understanding about the purpose of speaking assessment, economy, and work load of both teachers and students as constraints faced while putting assessment in to practice. Furthermore, the other reason to the low practice of speaking assessments raised by students are teachers' in appropriate implementations of various assessment methods, lack of feedback and transparency in grading the work of students and assessment methods that are totally prescribed as factors that put the practice of assessment in a problematic situation.

This issue is consistent with the study of Chan (2008), Simachew (2012) and Birhanu (2013). The study of Chan indicates that concerning the type of alternative assessments, paper-and-pencil test types was the most frequently used assessment type. Similarly, Simachew (2012:1) states that tests are the most dominantly used tools of assessment at different levels of

educational setting. Furthermore, Birhanu (2013) assured written tests (i.e. teacher made tests) were the most commonly used assessment methods.

The second research question was set to know the awareness of teachers about different methods of assessing students' speaking skill. This question was intended to determine whether teachers have knowledge on different speaking classroom assessment methods.

The result of classroom observation indicated that teachers had poor performance in applying classroom assessment methods rather they mostly assess students' performance using summative assessment.

The same result obtained from questionnaire. The result from both teachers' awareness to apply classroom assessment, the results from the data analysis indicated that they have less knowledge to implement speaking classroom assessment in EFL classes. This finding is consistent with the study of Birhanu (2013) and Fan, (Wang 2011), (Koh 2011); Quilter and Gallini(2000) cited in Alkharusi (2012). Birhanu (2013) states most of the sample secondary school teachers lack skills of assessing students' performance in using continuous assessment. Similarly, Fan, wang & wang 2011; koh 2011; Quilter & Gallini 2000 cited in Alkharusi(2012) indicate, research has consistently reported that teachers in general lack adequate knowledge about educational assessment deemed necessarily for appropriate assessment practice.

Regarding the third research question on investigating problems related to applying classroom in speaking skill, respondents forwarded many challenges. The objective of this research question was to investigate the major factors that hinder the effective practice of speaking classroom assessment.

The result obtained from the classroom observation showed there were problems in the implementation of classroom assessment in speaking classes. From the classroom observation, shortage of teaching materials', lack of student' interest and absence of speaking assessment guide line were seen as difficulties to implement speaking classroom assessment. The result from teachers' questionnaire further seems to support the practice of classroom assessment was unmanageable for a number of reasons ; shortage of teaching material, lack of students' interest, absence of speaking assessment guide line, increase teacher work load, time consuming

activities, subjective grading, large class size and seating arrangement. Due to these reason, teachers mostly used paper and pencil assessment methods to assess their students' performance.

This result concedes with the study of Brown and Hudson (1998) and Chan, (2008). Brown and Hudson (1998) point out that alternative assessment better would better meet young learners' needs and these methods can be time consuming, subjective and difficult to achieve with in a large class. Similarly, Chan (2008) states that time constraints with work over load context, large class size, and time consuming activities mostly contribute to teachers' non use of continuous assessment.

Generally, it seems logical to conclude that teachers use only few assessment methods that are suitable to assign grades using paper and pencil test. Likewise, they may also not have a clear idea about the purpose of assessment methods as well as implementing the assessment practice.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDTION

This chapter deals with the summary of the findings, conclusion and some possible recommendation of the study. The main purpose of this study was to assess grade 11 EFL teachers practice of classroom assessment in Chagni General Secondary and Preparatory School.

5.1. Summary

The main purpose of this study was to assess the practice of speaking classroom assessment in EFL classes. It was also intended to explore the knowledge of EFL teachers to apply different speaking classroom assessment methods and to examine the challenges that teachers face to put into practice speaking classroom assessment.

The study engaged both quantitative and qualitative method of data analysis and descriptive survey research design. To this end, classroom observation, interview, and questionnaire were utilized as instruments of data collection. Simple random sampling was used to select 72 out of 936 student populations. Moreover, 18 EFL teachers who teach this grade level were included in the study through comprehensive sampling technique. Data were collected from teachers and students through questionnaire and interview. For the interview, 4 teachers and 8 students were selected as participants. For classroom observation, 4 English teachers were selected using simple random sampling. Moreover, the document analysis was made to get additional information on the issue under study. Furthermore, the obtained data was analyzed by employing statistical tools frequency, percentage and mean value. The results obtained from these four tools were triangulated to create holistic picture of the study.

Based on the research questions, the major findings of the study were summarized as follows:

- Teachers rarely implement classroom assessment rather they use summative assessment to assess students and they consider classroom assessment as a series of paper and pencil tests to measure students' performance. Additionally, most teachers consider classroom assessment as tiresome and time consuming.
- Most teachers lack knowledge to implement classroom assessment methods and did not use them in their speaking classes.

- The result obtained from the study revealed a number of reasons for not using classroom assessment method. Different challenges associated with teacher factors, student factors and physical factors prevented teachers from practicing classroom assessment in speaking classes. Those challenges were: Lack of instructional materials (audio visuals), teachers' inadequate knowledge of the ways and methods of classroom assessment practice, lack of interest, increase teachers' workload, time consuming activities, large class size, subjective grading, absence of classroom assessment guide line and seating arrangement were the most common challenges that hindered teachers from practicing classroom assessment in speaking classes.

5.2 Conclusion

Based on the discussion and the findings of the study, it is possible to conclude the practice of classroom assessment of speaking in the school.

- The overall findings of the study indicated that in spite of the importance of classroom assessment for teachers and students, its application in the real classroom is very low. Teachers failed to practice speaking classroom assessment and rather tend to use summative assessment or paper and pencil tests to assess students' performance. From this it is concluded that teachers hardly implement speaking classroom assessment.
- The findings of this research also indicated the inapplicability of speaking classroom assessment due to teachers' lack of knowledge/awareness about different classroom assessment methods.
- It is also presented that different challenges which were associated with teacher factors, student factors and physical factors prevent teachers from practicing classroom assessment in their real classroom.
- To conclude, based on these findings, for the students, the practice of speaking assessment in Chagni Preparatory School had many problems. Although some students accepted the practice of speaking assessment and methods as helpful to their skill development, most students complained that their teachers did not practically use the methods properly and fairly. As a result, teachers did not cultivate an independent learner in the school.

5.3. Recommendations

Based on the conclusion drawn it would seem reasonable to forward the following recommendations:

- Teachers need to arrange strategies for including students in the speaking assessment process if improvement is sought to come. Otherwise, students may miss important opportunities for the development of assessment skills in their future career.
- It might be better if the school administrations make continuous follow up and assistance for the teachers. (for example, supervising students in teaching and speaking practice co-curricular activities) could all contribute to the improvement of assessment practice. Hence, the departments as well as the concerned stake holders need to strive to reduce such structural constraints.
- It would be helpful if teacher training institutions (colleges and universities) be aware of the gap between the teachers' theoretical knowledge of classroom assessment and their practical implementation in classrooms and try to train teachers on both the theoretical and practical aspects of classroom assessment in EFL speaking classroom. Furthermore, concerned bodies such as the school administrations, supervisors and agencies in the Ministry of Education should make a concerted effort to arrange and give training for the teachers on practical aspects of classroom assessment instruction. This could be done by preparing workshops, seminars or in-service training.
- Teachers could benefit from sharing ideas among themselves. Therefore, I recommended that the school need to arrange programs concerning ways of using a range of assessment methods that can be used in assessing students performance.
- Although the nature and the scope of the study do not seem to allow drawing any far reaching conclusion or generalizing the results, it is clear that it needs additional research on the perception of teachers and students on the practice of classroom assessment. As evident in the study there are a number of other factors related to teachers and students like misperception of classroom assessment and being uninterested in applying classroom assessment may affect the practicability of classroom assessment in EFL speaking classes.

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Appendix A

A questionnaire Filled by grade 11 Students

Dear students:

The purpose of this questionnaire is to collect Information about the current practice of assessment in speaking classroom at chagni General secondary and preparatory school. You are kindly requested to respond to all the questions or statements according to the instruction given. Your information will be used only for the research purpose and thus will be kept confidential. As a further assurance. You don't need to write your name

Thank you in advance for your valuable time and co -operation!

The researcher

1. BACK GROUND INFORMATION

Direction I: write the appropriate information here.

1. Sex ----- male ----- female -----
2. Age -----
3. Grade ----- Section -----

Part I: Questions related to practices and challenges of classroom assessment.

Direction I: for each of the following statements (1-17), please indicate your agreement and or disagreement by putting a cross mark (x) in the appropriate column according to the following scales :

1. Keys: - 5. Strongly agree
4. Agree
3. Undecided
2. Disagree
1. Strongly Disagree

No	Items	5	4	3	2	1
1.	My teacher uses more formative assessment than summative assessment to assess students' speaking skill.					
2.	When I am assessed my speaking skill, my teacher uses oral presentation tasks.					
3.	My teacher has enough skill to implement classroom.					
4.	My teacher needs training in implementing classroom oral assessment tasks in English.					
5.	My teacher gives me constructive feedback when I use peer and self-assessment in speaking classroom.					
6.	When I am orally assessed, my teacher encourages me to use retell story and report from written stimulus as a speaking test .					
7.	In designing speaking assessment tasks my teacher invites me to develop classroom assessment criteria.					
8.	My teacher assesses me more classroom assessments than traditional paper and pencil tests in EFL speaking classroom.					
9.	When I am assessed my speaking skill, my teacher encourages me to use self assessment.					
10.	In my speaking classroom, my teacher makes me use a lot of peer assessment					
11.	I face challenges in per forming classroom oral assessment tasks in English.					
12.	When implementing assessment in speaking classroom, my teacher makes me use group assessment.					
13.	In my speaking classroom, my teacher makes me use visual stimuli tasks such as pictures to provide a topic of conversation.					
14.	I am motivated when I am assessed using different speaking assessment techniques.					
15.	I have never faced challenges in performing classroom oral assessment tasks in English.					
16.	When assessing student's speaking skill, my teacher uses a lot of teacher assessment.					

Appendix B:

Interview questions (for grade 11 students)

The main purpose of this interview is to understand how you practically do classroom assessment in your EFL speaking classroom every discussion will be kept confidential and you are expected to be open enough to express anything related to classroom assessment. The researcher also will not disclose your name in the data analysis. So, everything will be confidential

1. What types of assessment does your teacher implement to assess your speaking skill? Formative assessment (i.e., assess students during class) or summative assessment (i.e. assess students in a period of time, e-g, monthly exam, midterm exam, final exam).
2. Do you face any challenge (s) while you are being assessed your speaking skill in the classroom? If so, what are the major challenges?
3. How do you participate when your teacher speaking skill using classroom assessment methods?
4. Which speaking assessment method (teacher assessment, peer assessment, self assessment, group assessment, etc) do you prefer to be used in assessing your speaking skill? Why?

Appendix C

The Amharic Version of Students' Questionnaire

ባህር ዳር ዩኒቨርሲቲ

ድህረ ምርቃ ትም/ቤት

የውጭ ቋንቋዎችና ሥነ- ፅሁፍ ትምህርት ክፍል በ11ኛ ክፍል

ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች :-

የዚህ መጠይቅ አብይ ዓላማ በቻግኒ አጠ/2ኛ /ደረጃና/ከ/መስ/ት/ቤት የንግግር ክህሎትን ለማስተማር የክፍል ውስጥ የምዘና አተገባበር ምን እንደሚመስል ለመለየትና ችግሮችን በመለየት የመፍትሄ ሀሳብ ለማቅረብ ነው። የምትሰጡትን ለመረጃ ለጥናትና መረጃ ብቻ እንደሚውል በመገንዘብ በትክክልና በትግስት ሁሉንም መጠይቅ በትዕዛዙ መሰረት እንድትመልሱ ስጠይቅ ለሚደረግልኝ ትብብር ከወዲሁ በማመስገን ነው ። ስም መጻፍ አያስፈልግም ።

ክፍል አንድ :- ዳራዊ መረጃ

መመሪያ 1:- በተገቢው ሳጥን ውስጥ የ“x” ምልክት ያድርጉ

1. ዕድሜ
2. ጾታ ወንድ ሴት

ክፍል ሁለት

መመሪያ 1:- በሚከተለው ሠንጠረዥ ውስጥ በስተግራ በኩል ለቀረቡት ጥያቄዎች በቀኝ በኩል ከተሰጡት አማራጮች የእኔን ሀሳብ ይወክላል የምትሉትን

ከምርጫዎቹ ባንደኛው ፊት ለፊት ወይም ሰር ባለው ክፍት ቦታ የ “x” ምልክት በማድረግ መልሱ ። በሰንጠረዥ ውስጥ የተመለከቱት ምርጫዎች የሚከተሉትን ይወክላሉ ።

መፍቻ :- 5. በጣም እስማማለሁ 2. አልስማማም

4. እስማማለሁ 1. በጭራሽ አልስማማም

3. መወሰን ያቅተኛል

ተ.ቁ	ጥያቄ	5	4	3	2	1
1.	የእንግሊዘኛ መምህራ በክፍል ውስጥ ከማጠቃለኛ ምዘና ይልቅ ሂደታዊ ምዘናን ይጠቀማል /ትጠቀማለች ::					
2.	በንግግር ምዘና ወቅት መምህራ በንግግር የሚቀርቡ ተግባራትን እድጠቀም ያደርገኛል /ታደርገኛለች::					
3.	የእንግሊዘኛ መምህራ የክፍል ውስጥ በንግግር ምዘና አተገባበር ላይ በቂ ክህሎት አለው / አላት::					
4.	የእንግሊዘኛ መምህራ የክፍል ውስጥ በንግግር በቂ ክህሎት ምዘና አተገባበር ላይ ስልጠና ያስፈልገዋል /ያስፈልጋታል ::					
5.	በእንግሊዘኛ የንግግር ክፍለ ጊዜ እራሴን በራሴ ከጓደኞቼ ጋር የክፍል ውስጥ ምዘና ተግባራዊ ሳደርግ መምህራ ገንቢ ግብረመልስ ይሰጠኛል/ትሰጠኛለች::					
6.	በክፍል ውስጥ የንግግር ምዘና ወቅት መምህራ በጽሑፍ ያለን ተረት መልሽ እንድናገርና ሪፖርት እንዳደርግ በማድረግ ይመዘኛል/ ትመዘኛለች::					
7.	የክፍል ውስጥ የንግግር ችሎታ ምዘናን ለመተግበር መምህራ የፖርትፎሊዮ ምዘናን ይጠቀማል ::					
8.	የክፍል ውስጥ የንግግር የምዘና መስፈርቶች ሲዘጋጁ መምህራ እኔ እንድሳተፍ ይጋብዘኛል /ትጋብዘኛለች ::					
9.	የእንግሊዘኛ መምህራ የየንግግር ክህሎቴን ለመመዘን ከተለምዶዎ የወረቀት ዕሉፍ ፈተና ይልቅ የክፍል ውስጥ ምዘናን በመጠቀም ይመዘኛል/ትመዘኛለች ::					
10.	በእንግሊዘኛ የንግግር ክህሎቴን ምን ያህል እዳዳበርኩ በምመዘንበት ወቅት መምህራ እራሴን በራሴ እንድመዘን ያበረታታኛል/ ታበረታታኛለች::					
11.	በእንግሊዘኛ የንግግር ክፍለ ጊዜ መምህራ የእርስ በእርስ የንግግር ምዘና ከጓደኛዬ ጋር እንዳካሂድ ያደርገኛል/ታደርገኛለች ::					
12.	በእንግሊዘኛ ቋንቋ የክፍል ውስጥ የንግግር ምዘና ተግባራትን ለማከናዎን ስሞክር ችግር ያገጥመኛል::					

13.	የክፍል ውስጥ የንግግር ችሎታ ምዘና ሲተገበር መምህራ የቡድነን ምዘና ክንደኞቹ ጋር እንዳክናዎን ያደርገኛል/ታደርገኛለች ::					
14.	በክፍል ውስጥ ምዘና መምህራ ለቃለ ምልልስ ስዕላዊ መግለጫ ተግባራትን በርዕስነት ይሰጠናል/ትሰጠኛለች					
15.	የተለያዩ የክፍል ውስጥ የንግግር ምዘና ዘዴዎችን ስጠቀም በጣም እነቃለሁ ::					
16.	በእንግሊዘኛ ቋንቋ የክፍል ውስጥ የንግግር ምዘና ተግባራትን ለማክናዎን ስሞክር ችግር አጋጥሞኝ አያውቅም ::					
17.	የእንግሊዘኛ መምህራ የንግግር ክህሎቴን ለመመዘን በአብዛኛው የመምህር ምዘናን ይጠቀማል /ትጠቀማለች ::					

ክፍል.3 ለ11ኛ ክፍል ተማሪዎች የተዘጋጀ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዓላማ የክፍል ውስጥ ምዘና በንግግር ክፍለ ጊዜ እንዴት እንደሚተገበር ለመረዳት ነው። የምናካሂደው ማነኛውም ውይይት በሚስጥር የሚያዝ መሆኑንና በመረጃ ትንተና ጊዜም ስማቸውን የማይገልጽ መሆኑን እያረጋገጥኩ ስለ ክፍል ውስጥ ምዘና ያላችሁን ሀሳብ በግልጽ እንደምትነግሩኝ በማመን ነው ::

1. መምህርህ/ሽ የእንግሊዘኛ የንግግር ክህሎትህ/ሽን ለመመዘን የትኛውን የምዘና ዓይነት ይጠቀማል/ትጠቀማለች? ሂደታዊ (በክፍል ውስጥ ምዘና) ማጠቃለያ ምዘና(ወርሃዊ ፈተና፣ማጠቃለያ ፈተና ...ወዘተ)
2. የንግግር ክህሎትህን/ሽን በክፍል ውስጥ ስትመዘን/ኝ ችግር አጋጥሞህ/ሽ ያውቃል? ካጋጠመህ/ሽ ዋና ዋና ችግሮች ምን ምን ናቸው?
3. በተከታታይ የክፍል ውስጥ ንግግር ምዘና ስትመዘን/ኝ ተሳትፎህ/ሽ ምን ይመስላል?
4. በየትኛው የንግግር ክህሎት መመዘኛ ዘዴ (የመምህር ምዘና፣የእርስበርስ ምዘና፣የራስን በራስ ምዘና፣የቡድን ምዘና፣የፖርትፎሊዮ ምዘና፣ወዘተ...) ብትመዘን/ኝ ትመርጣለህ/ ትመርጫለሽ/?ለምን?

Appendix D

A Questionnaire Filled by Grade 11 English Teachers

Dear Teachers:

The purpose of this questionnaire is to obtain information regarding the current practice of classroom in speaking classroom at chagni Secondary and preparatory school .So; you are kindly requested to respond to all the questions based on the instructions given.

In responding to the questions, please note the following:

1. All the question are equally important to obtain the objectives of the study, Hence, failure to complete any of them will affect the overall study.
2. All your responses will be kept confidential and will be used only for the research purpose.
3. Don't write your name in any part of this paper.

Thank you in advance for your invaluable time and co-operation.

The researcher

1. Back ground or Personal information

Direction I:-please give information about, yourself for the following categories below.

A cross mark (x) in the appropriate box where necessary.

1. Sex : Male Female
2. Level of education : first degree second degree
3. The total number of years you have been teaching English.
1-5 years 6-10 years 11-15 years 16and above

Part I: - Questions related to teachers' practice and challenges on classroom assessment

Direction I: - Items (1-23), in the table below are accompanied with five options: 'strongly agree', 'undecided', 'disagree' and 'strongly disagree'. Please, indicate your agreement by putting across (x) mark in the appropriate box.

Key: 5. Strongly Agree 2. Disagree
 4. Agree 1. Strongly disagree
 3. Undecided

No	Items	5	4	3	2	1
1.	In my practice I use more formative assessment (i.e., assess students during class) than summative assessment (i.e., assess students in a period of time ,e.g. monthly exam, mind term exam final exam) to assess student 'speaking skill					
2.	I have enough skill to implement classroom assessment.					
3.	In my practice, I use oral presentation tasks in the speaking assessment.					
4.	I use paper and –pencil tests more than classroom assessments in assessing students' speaking skill.					
5.	I need to attend workshops on the use of classroom assessment					
6.	When assessing students, I use role play tasks in the speaking assessment.					
7.	I give timely and constructive feedback when I implement classroom assessment in speaking skill.					
8.	When assessing students in speaking classroom, I use a lot of student self-assessment.					
9.	When assessing students, I use a lot of peer assessment.					

10.	I integrate formative assessment (i.e., assess students during class) as a part of my teaching activities.					
11.	I emphasize students Language learning process more than their achievements in speaking s					
12.	I use classroom assessment for assessing students' communicative ability more than terminal examination.					
13.	I make class room speaking assessment apart of language teaching and learning process.					
14.	In my practice, I don't give constructive feedback on students' classroom oral performance.					
15.	I know how to assess students using different techniques of assessment					
16.	I n my practice, I use more classroom assessments than traditional tests in EFL speaking classroom.					
17.	In my practice, I use re-tell story and reporting from written stimulus are being orally assessed.					
18.	There is appropriate assessment guide line or document in the school to assess students speaking skill.					
19.	In my practice, I use visual stimuli tasks such as pictures to provide a topic of conversation to students in speaking tasks.					
20.	When assessing students' speaking skill, I use a lot of teacher assessment.					
21.	In my practice ,I use a lot of classroom observation to examine students 'Learning					
22.	I invite students to develop assessment criteria when I design speaking assessment.					

Part II: - please read the following items (23) and put across (x) mark in the appropriate box (you can mark more than one)

23. The difficulties I encountered when I used classroom assessment in EFL Speaking classroom (check all that you apply)

- I have lack of training about how to implement oral language assessment
- There is shortage of teaching material.
- There is lack of students' interest in participation of classroom assessment.
- There are no speaking assessment criteria.
- Managing classroom during classroom assessment is difficult.
- Classroom assessments increase teachers' work load.
- Classroom assessment is time consuming.
- The grading of classroom assessment is subjective.
- I am unfamiliar with how to implement techniques of classroom assessments.
- Classroom assessment is expensive.
- I have too much to teach and don't have time to the classroom assessments.
- There are too many students in my classes.
- I have too many classes of students to teach.
- Seating arrangement not suitable to implement speaking classroom assessment

Part III. Methods or techniques of classroom assessment

Direction I: - The following are classroom assessment methods EFL teachers can use in assessing students. By putting across(x) mark in the space provide indicate to what extent you use them for assessing you students' speaking skill.

No	Classroom assessment methods used by teachers	always	Frequently	Some time	Never	Remark
1.	Oral questions and answer					
2.	Paper and pencil tests					
3.	Role play and drama					
4.	Storytelling and reporting					
5.	Oral in text view					
6.	Pretension					
7.	Student conference					
8.	Teacher assessment					
9.	Self-assessment					
10.	Peer and group assessment					
11.	Observation (using rating scales, check list)					
12.	Tasks involving description instruction information exchange ,etc					
13.	Short -oral tests.					
14.	Using different teaching materials					

Appendix E:

Interview questions (for EFL teachers)

The main purpose of this interview is to understand how you practically do classroom assessment in your EFL speaking classroom. Every discussion will be kept confidential and you are expected to be open enough to express anything related classroom assessment the researcher also will not disclose your name in the data analysis. So, everything will be confidential.

1. What type of assessment do you implement to assess the students' speaking skill? Formative assessment (i.e. assess students during class) or summative assessment (i.e., assess students in a period of time e.g. monthly exam, midterm exam, final exam etc...).
2. Which classroom assessment methods (teacher assessment, peer assessment, self-assessment, group assessment etc.) do you use to assess your students' oral communicative ability?
3. For what purpose do you use the information obtained from classroom assessment?
4. Do you face any challenges(s) while trying to use classroom assessment (teacher assessment, self-assessment, peer assessment, group assessment, etc.) in speaking classroom? If so, what are the major challenges that you face?
5. How do students participate when they are assessed their speaking skill using different classroom assessment methods?

Appendix F

Classroom observation checklist

- I. personal In formation
1. sex of the observed teacher (Tick one)
 Male Female
 2. Teacher experience in years:-----
 3. Qualification (s)-----
 4. Number of students in the class-----
- II. Evaluation check list

No	Evaluation assessment practices	yes	No
		No/ %	No%
1.	Classroom arrangement is suitable for using classroom assessment like group and peer assessment		
2.	The teacher attempts to assess the students oral skill through deferent classroom assessment techniques: a. self-assessment b. Peer assessment c. group assessment d. teacher assessment		
3.	There is students' motivation on the practice of different classroom assessments to techniques in speaking skill.		
4.	Dose the teacher use conversation, dialogue or debate?		
5.	How are students given feedback? A. by their teacher B. by their partner(s)		
6.	Does the teacher make students do oral presentation?		
7.	Does the teacher use : A. recording materials in speaking classroom		

	B. Audio visual materials in speaking classroom?		
8.	How are students assessed their pronunciation and or intonation? A. by themselves after record their speech B. by their teacher C. by their partner(s)		
9.	The teacher has assessment guide line or document to assess students' speaking skill.		

Appendix G

Interview transcript for EFL teachers

The main purpose of this interview is to understand how you practically do classroom assessment in your EFL speaking classrooms. Every discussion will be kept confidential and you are expected to be open enough to express anything related classroom assessment. The researcher also will not disclose your name in the data analysis. So, everything will be confidential.

Q1: what type of assessment do you implement to assess the students' speaking skill? Formative assessment (i.e. is assess students during class) or summative assessment (i.e. assess students in a period of time, e.g. monthly exam, midterm exam, final exam, etc.).

T1: "umm...when I assess my students mostly I use the combination of the two."

T2: "ok, umm...personally, I use the two methods of assessment."

T3: "ok, I use formative assessment."

T4: "I use umm...both formative and summative assessment."

Q2: which classroom assessment methods (teacher assessment, peer assessment, self-assessment group assessment etc.) do you use to assess your students' oral communicative ability?

T1: "umm...mostly I use teacher assessment."

T2: "umm...that I mostly depends on the nature of the topic. Some topics invite you to use peer assessment and some others invite you to use group assessment. Probably I use group assessment because it enables students to discuss each other."

T3: "umm...most of the time I use peer assessment i.e.to speak each other."

T4: Yah... I use self-assessment and group assessment mostly."

Q3: For what purpose do you use the information obtained from classroom assessment?

T1: "umm...I use it for two purposes. The first is to evaluate students and the second is to give mark."

T2:" I use to measure students' cognitive ability and to give mark."

T3:" ok, to identify the level of students' achievement and ability."

T4: "Now... I use now... this umm...classroom assessment to measure how much they understand the lesson and their achievement."

Q4: Do you face any challenge(s) while trying to use classroom assessment (teacher assessment, self-assessment, peer assessment, group assessment etc...) in speaking classroom? If so, what are the major challenges that you face?

T1: "our...umm...our students umm...focus on grammar and not good at speaking. So, they don't give attention for speaking skill."

T2: "Yes, there are different challenges to assess students. The first one is the time allocation i.e. there is shortage of time to implement classroom assessment. The second one is the large class size and the last one is there is no students' willingness."

T3: "In my classroom assessment, when I tell them to use English in the class, they use their mother tongue language."

T4: "Now...of course, I face a lot of challenges. They are not interested in speaking, they are afraid and are not good at speaking."

Q5: How do students participate when they are assessed their speaking skill using different classroom assessment methods?

T1: "Ok...as I have said in the previous question most students focus on grammar and their participation is medium."

T2: "Ok, students have a good participation."

T3: "Students' participation ...high achievers participate well and low achievers participation is low due to fear."

T4: "In my extent...of course they are good."

Appendix H

Interview transcript for EFL Students

Q1: what types of assessment does your teacher implement to assess your speaking skill? Formative assessment (i. e. assess students during class) or summative assessment (i.e. assess students in a period of time, e.g. monthly exam, midterm exam, final exam).

S1: "My teacher uses summative assessment but not formative assessment."

መምህራ ከሂደታዊ ምዘና ይልቅ ማጠቃለያ ምዘናን ይጠቀማል።

S2: "Our teacher uses summative assessment (monthly exams, tests and final exams)to assess us and it doesn't help us improve our knowledge of speaking."

መምህራችን ወርሃዊ እና ማጠቃለያ ፈተና በመስጠት ይመዘናል።

S3: "Umm...first I thank you. My English teacher uses summative assessment."

ምምም፤ በመጀመሪያ አመስግናለሁ። የእንግሊዝኛ መምህራ የሚጠቀሙት የማጠቃለያ ምዘናን ነው።

S4: "My teacher uses formative assessment."

መምህራ ሂደታዊ ምዘናን ይጠቀማሉ።

S5: "Most of the time the teacher uses summative assessment."

አብዛኛውን ጊዜ መምህራ የሚጠቀሙት የማጠቃለያ ምዘናን ነው።

S6: "The teacher uses summative assessment."

መምህሩ የሚጠቀሙት የማጠቃለያ ምዘና ነው።

S7: "The teacher uses summative assessment. He gives us monthly exam after completing the unit."

መምህሩ የሚጠቀሙት የማጠቃለያ ምዘና ነው። በየምዕራፉ መጨረሻ ወርሀዊ ፈተና ይሰጡናል።

S8: "Our teacher uses summative assessment. He assesses us by giving questions at the end of the unit."

መምህራችን የሚጠቀሙት የማጠቃለያ ምዘናን ነው። በምዕራፉ መጨረሻ ያሉ ጥያቄዎችን እንድንሰራ በማድረግ ይመዘኑናል።

Q2: Do you face any challenges while you are being assessed your speaking skill in the classroom? If so, what are the major challenges?

S1: "Yes I face challenges. This is because the language is my second language and I don't give concentration. Additionally, most of our teachers focus on grammar and teacher centered method."

አዎ አጋጥሞኝ ያውቃል። ምክንያቱም ቋንቋው ሁለተኛ ቋንቋዬ በመሆኑ ትኩረት አልሰጠውም። በተጨማሪም መምህራንን ስዋሰው ላይ ስለሚተኩሩ እና የትምህርት አሰጣጡም መምህር ተኮር በመሆኑ ነው።

S2: "Yes I face challenges. Mostly my challenges are pronunciation and unable to speak in front of students due to fear of making mistake."

አዎ ችግር አጋጥሞኝ ያውቃል። አብዛኛውን ጊዜ ቃላትን በትክክል ማንበብ አለመቻል እና ስህተት ብሰራ ይሳቅብኛል ብዬ በመፍራት በተማሪ ፊት ወጥቶ መናገር አለመቻል ያጋጠሙኝ ችግሮች ናቸው።

S3: "Yes, there are challenges that faced. As English is my second language, I have a problem of pronunciation and unable to participate in the class."

አዎ ችግር ያጋጥማል ። እንግሊዘኛ ቋንቋ ሁለተኛ ቋንቋዬ በመሆኑ ቃላትን አስተካክሎ የመናገር ችግር እና በክፍል ውስጥ ለመሳተፍ የመፍራት ችግር አለብኝ።

S4: "Yes, I never faced challenges because my teacher tells me my mistakes and I have no problem."

አዎ እኔ አጋጥሞኝ አያውቅም። ምክንያቱም የክፍል መምህራ ስህተቴን ስለሚነግሩኝ ችግር አጋጥሞኝ አያውቅም።

S5: "As to me when I participate in the class, I never faced challenges. My teacher encourages me to participate in the class."

እንደራሴ እኔ በክፍል ውስጥ ተሳትፎ ሳደርግ ችግር አጋጥሞኝ አያውቅም። በክፍል ውስጥ እንደሳተፍ መምህራ ያበረታቱኛል።

S6: "No, I have never faced challenges. When I am asked to present in the class, I present well."

አይ ችግር አጋጥሞኝ አያውቅም። በክፍል ውስጥ የሚቀርቡ ነገሮችንም አቀርባለሁ።

S7: "I have many challenges. Unable to read, unable to understand idea, unable to speak and grammar problems are some of my challenges."

ቃላትን አስተካክሎ የማንበብ፣ በትክክል የመናገር፣ ሀሳብን የመረዳት እና የስዋሰወ ችግር አለብኝ።

S8: "I faced challenges of speaking, preposition and verb."

የመናገር፣ የመስተዋድድ እና የግስ አጠቃቀም ችግር አለብኝ።

Q3: How do you participate when your teacher assesses your speaking skill using classroom assessment methods?

S1: "As to me I am good but when I compare myself with other students in other schools, I am very weak." እንደ ራሴ ጥሩ ተሳትፎ አለኝ። ከሌላ አቻ ትምህርት ቤት ተማሪዎች ጋር ስነጻጸር ግን በጣም ደካማ ነኝ።

S2: "Since the language is my second language, when I am compared with other students, I am weak in pronunciation and communication."

ቋንቋው ሁለተኛ ቋንቋዬ እንደመሆን መጠን ከሌሎች ተማሪዎች ጋር ስነጻጸር ቃላትን በማንበብና በመግባባት ደካማ ነኝ።

S3: "As to me I am weak and may be the problem is the teachers or the students."

እንደእኔ ደካማ ነኝ። ችግሩ ከመምህሩም ሆነ ከተማሪው አንጻር ሊሆን ይችላል። እኔ ግን ደካማ ነኝ።

S4: "I have good participation since it is my second language."

እንግሊዘኛ ቋንቋ ሁለተኛ ቋንቋዬ እንደመሆኑ አንጻር ጥሩ ተሳትፎ አለኝ።

S5: "As to me, when I am assessed in the classroom, my participation is weak."

እንደ ራሴ በክፍል ውስጥ ስመዘን ተሳትፎዬ ደካማ ነው።

S6: "I participate in the class as I can."

የምችልውን ያክል እሳተፋለሁ።

S7: "As I focus on grammar, my participation is medium."

ስዋሰው ላይ ስለማተኩር ተሳትፎ መካከለኛ ነው።

S8: "My participation is medium."

ተሳትፎን የምገልፀው መካከለኛ ነኝ።

Q4: which speaking assessment method (teacher assessment, peer assessment, self assessment, group assessment etc) do you prefer to be used in assessing your speaking skill? Why?

S1: "As my suggestion it is better to use group assessment in order to discuss and share idea."

እንደራሴ አስተያየት የቡድን ምዘና ቢሆን የተሻለ ነው። ምክንያቱም በመወያየት የልምድ እንድንለዋወጥ ስለሚደረግ ነው።

S2: "Peer assessment is better because we can share different ideas from friends."

የእርስ በርስ ምዘና የተሻለ ነው። ምክንያቱም ከተማሪዎች ጋር የተለያዩ ልምድ እንድንለዋወጥ ስለሚደረግ ነው።

S3: "As to me I prefer group assessment because we can get better ideas by assessing each student's work."

እንደራሴ የምመርጥው የቡድን ምዘና ነው ። ምክንያቱም የቡድኑን ስራ በመመዘን የተሻለ ሀሳብ እንደናገኝ ስለሚረዳ ነው።

S4: "I prefer group assessment because when we discuss with friends, we can discuss freely and get corrections of mistakes."

እኔ የቡድን ምዘና እመርጣለሁ። ምክንያቱም ስንወያይ ስህተታችንን በግልፅ እንደናውቅና እንድንረዳ ይረዳናል።

S5: "As to me, I prefer to be assessed by group assessment because when we assess each other's work, we can share ideas."

እኔ እንደራሴ በምዘና የምመርጠው የቡድን ምዘና ነው። ምክንያቱም የእንዳንዳችንን ስራ ስንመዘን ልምድ እንለዋወጣለን።

S6: "Group assessment because there may be that I don't know but my friends know. So, we can share good ideas.

የቡድን ምዘና ምክንያቱም እኔ የማላውቀውን ንደኞቼ ሊያውቁ ይችላሉ፤ ስለዚህ ጥሩ ሀሰብ እንድንለዋወጥ ያደርገናል።

S7: "Umm...peer assessment is better because we can discuss and solve our problem."

የእርስ በርስ ምዘና ጥሩ ነው። ምክንያቱም ችግራችንን እየተወያየን ለመፍታት ስለሚያስችለን።

S8: "Peer assessment is better because we can share ideas by assessing each other's work."

የእርስ በርስ ምዘና ጥሩ ነው። ምክንያቱም እርስ በርሳችን በመወያየት የማናውቀውን እንድንወቅ ያደርገናል።

እኔ በቡድን ምዘና ብመዘን እመርጣለሁ። ምክንያቱም በቡድን ሁኔታ ብንመዛዘን የተሻለ ግንዛቤ ሊኖረን ይችላል።

Table 12 teachers' responses to the practice of classroom assessment

Scale value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1	In my practice, I use more formative assessment (i.e., assess students during class) than summative assessment (i.e. assess students in a period of time, e.g., monthly exam, Midterm exam, final exam, final exam.) to assess students' speaking skill.	Fr %	3 16.7	3 16.7	0 0	8 44.4	4 22.2	18 100	2.6
2	I have enough skill to implement speaking classroom assessment	Fr %	0 0	4 22.2	0 0	10 55.5	4 16.7	18	2.2
3	In my practice, I use oral presentation tasks in the speaking assessment.	Fr %	1 5.6	3 16.7	2 11.1	10 55.5	2 11.1	18 100	2.5
4	I use paper- and- pencil tests more than classroom assessments in assessing students' speaking skill.	Fr %	10 55.5	3 16.7	0 0	0 0	5 27.8	18 100	3.7
5*	I need to attend workshops on the use of classroom.	Fr %	10 55.5	1 5.6	1 5.6	4 22.2	2 11.1	18	3.8
6	When assessing students, I use role play tasks in speaking assessment	Fr %	2 11.1	2 11.1	0 0	11 61.1	3 16.7	18 100	2.4
7	I give timely and constructive feedback when I implement classroom assessment in speaking skill.	Fr %	3 16.7	1 5.6	0	7 38.8	7 38.8	18 100	2.2
8	When assessing students in speaking classroom, I use a lot of student self assessment.	Fr %	0	3 16.7	0	7 38.9	8 44.4	18 100	1.9
9	When assessing students, I use a lot of peer assessment.	Fr %	2 11.1	2 11.1	0	12 66.6	2 11.1	18 100	2.4
10	I integrate formative assessment (i.e., assess students during class) as a part of my teaching activities	Fr %	2 11.1	3 16.7	1 5.6	7 38.9	5 27.8	18 100	2.4
11	I emphasize students' language learning process more than their achievements in speaking classroom.	Fr %	2 11.1	4 22.2	0	8 44.4	4 22.2	18 100	2.6

12	I use classroom assessment for assessing students' communicative ability more than terminal examination.	Fr %	0 0	0 0	2 11.1	10 55.6	6 33.3	18 100	1.7
13	I make classroom speaking assessment a part of language teaching and learning process.	Fr %	4 22.2	1 5.6	0	11 61.1	2 11.1	18 100	2.7
14*	In my practice I do not give constructive feedback on students' classroom oral performance.	Fr %	3 16.7	11 61.1	0	3 16.7	1 5.6	18 100	3.7
15	I know how to assess students using different techniques of assessment.	Fr %	4 22.2	0	0	10 55.5	4 22.2	18	2.4
16	In my practice I use more classroom assessments than traditional test in EFL speaking classroom.	Fr %	0	5 27.8	0	11 61.1	2 11.1	18 100	2.4
17	In my practices I use re-tell story and reporting from written stimulus being orally assessed.	Fr %	1 5.6	3 16.7	1 5.6	9 50	4 22.2	18 100	2.3
18	There is assessment guide line /document in the school to assess students' speaking	Fr %	3 16.7	0 0	0	10 55.5	5 27.8	18 100	2.2
19	In my practice, I use visual stimuli tasks such as pictures to prove a topic conversation to students in speaking tasks.	Fr %	0	2 11.1	0	12 66.6	4 2.2	18 100	2.0
20	When assessing students' speaking skill, I use a lot of teacher assessment.	Fr %	2 11.1	3 16.7	0	3 16.7	10 55.5	18 100	2.1
21	In my practice, I use a lot of classroom observation to examine students' learning.	Fr %	2 11.1	1 5.6	1 5.6	11 61.1	3 16.7	18 100	2.3
22	I invite students to develop assessment criteria when I design speaking assessment.	Fr %	2 11.1	1 5.6	0	10 55.5	5 27.7	18 100	2.2
Grand Mean									2.301

Table 13 students' responses to the practice of classroom assessment

Scale value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Practices	Fr & %							
1	My teacher uses more formative assessment (i.e., assess students during class) than summative assessment (i.e., assess students in a period of time, e.g. monthly exam, midterm exam, final exam) to assess students' speaking skill.	Fr %	11 15.3	12 16.7	5 6.9	32 44.4	12 16.7	72 100	2.7
2	When I am assessed my speaking skill, my teacher uses oral presentation tasks.	Fr %	9 12.5	8 11.1	11 15.3	26 36.1	18 25	72 100	2.5
3	My teacher has enough skill to implement classroom assessment.	Fr, %	5 6.9	7 9.7	6 8.3	42 58.3	12 16.6	72 100	2.3
4*	My teacher needs training in implementing classroom oral assessment tasks in English	Fr, %	20 27.7	21 29.2	7 9.7	12 16.6	12 16.6	72 100	3.34
5	My teacher gives me constructive feedback when I use peer and self assessment in speaking classroom.	Fr %	14 19.4	9 12.5	5 6.9	31 43.5	13 18.1	72 100	2.7
6	When I am orally assessed, my teacher encourages me to use retell story and report written stimulus as a speaking test.	Fr %	4 5.5	8 11.1	5 6.9	32 44.4	23 31.9	72 100	2.1
7	In designing speaking assessment tasks, my teacher invites me to develop classroom assessment criteria.	Fr %	17 23.6	4 5.6	2 2.9	23 31.9	26 36.1	72 100	2.5
8	My teacher assesses me more classroom assessments than traditional paper and pencil tests in EFL speaking classroom	Fr %	3 4.2	10 13.9	1 1.3	30 41.6	28 38.8	72 100	2.02
9	When I am assessed my speaking skill, my teacher encourages me to use self assessment.	Fr %	3 4.2	8 11.1	3 4.2	27 37.5	31 43.1	72 100	1.9
10	In my speaking classroom, my teacher makes me use a lot of peer assessment.	Fr %	9 12.5	8 11.1	2 2.8	49 68.1	4 5.5	72 100	2.5
11*	I face challenges in performing classroom oral assessment tasks in English	Fr, %	26 31.1	28 38.8	8 11.1	5 6.9	5 6.9	72 100	3.9
12	When implementing assessment in	Fr	4	6	5	47	10	72	2.3

	speaking classroom, my teacher makes me use group assessment.	%	5.5	8.3	6.9	65.3	13.8	100	
13	In my speaking classroom, my teacher makes me use visual stimuli tasks such as pictures to provide a topic of conversation.	Fr	7	8	7	32	18	72	2.3
		%	9.7	11.1	9.7	44.4	25	100	
14	I am motivated when I am assessed using different assessment techniques.	Fr,	3	5	4	45	15	72	2.1
		%	4.2	6.9	5.5	62.5	20.8	100	
15	I have never faced challenges in performing classroom oral assessment tasks in English.	Fr,	7	10	5	41	9	72	2.5
		%	9.7	13.9	6.9	56.9	12.5	100	
16	When assessing students' speaking skill, my teacher uses a lot of teacher assessment.	Fr	2	7	5	45	13	72	2.1
		%	2.7	9.7	6.9	62.5	18.1	100	
	Grand Mean								2.353

*2009 E.C Chagni Higher Education preparatory and General secondary school students
Continuous Assessment Format*

<i>No</i>	<i>Students full name</i>	<i>sex</i>	<i>Home work</i>			<i>Assignment</i>			<i>Quiz</i>			<i>Class activity</i>			<i>Project work(s) and lab(N)</i>			<i>mid</i>	<i>Tol. Cont</i>	<i>Final exam.</i>	<i>Total</i>
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