

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Relizane
Faculty of Letters and Languages
Department of English**



**The Impact of Teachers' Assessment Techniques on EFL
Learners' Oral Performance
Case Study of 2nd Year License Students at Relizane University**

**A research proposal presented to the Department of English for partial fulfillment for
the Master's Degree in Language and Communication.**

Submitted by:

LALDJ Fatima El Batoul
BELHIRECHE Chourouk

Supervised by:

Dr. BENKADDOUR Cherifa

Board of Examiners

Dr. CHIBANI Safia	Chairperson
Dr. ZERRIFI Meryem	Examiner
Dr. BENKADDOUR Cherifa	Supervisor

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Dedication

In the name of Allah, the most Gracious, the most Merciful

I would like to dedicate this work to the source of my life, my parents whose unwavering support and encouragement have been my guiding light throughout this journey.

To my siblings Ikram, Amine and Adda.

To my nephew Abdelrahman

To my best friends Marwa, Ikram, Khadija, Soumia and Chaimaa

To my lovely classmates Khawla, Chaimaa and Karima

Last and not least I dedicate this thesis to my partner Chourouk BELHIRECHE

LALDJ Fatima El Batoul

Dedication

First, I dedicate this work to who made it possible:

To my parents, for their unwavering love and support.

To my sisters Ranya, Rajaa, Chahrazed, and Maria for their encouragement and affection

To my loved ones Hadil, Halouma, Yassine were a source of motivation throughout this journey

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Abstract

This study investigates assessment practices and learner perceptions in the context of oral language performance in English as a Foreign Language (EFL) classroom. Drawing on data from a questionnaire administered to 14 language teachers and interviews conducted with EFL learners, the study examines the types, frequency, and effectiveness of oral assessments, alongside the challenges encountered in their implementation. Results indicate a strong preference among teachers and learners for formative, interactive assessment methods—particularly oral presentations, group discussions, and class debates—which are viewed as beneficial for promoting fluency, confidence, and learner engagement. Authentic materials and frequent assessments are widely recognized as supportive of language retention and performance. However, barriers such as limited class time, large student groups, and inconsistent student participation hinder effective assessment. While self- and peer-assessment are acknowledged as valuable tools, they remain underused, indicating a need for further training and integration. Additionally, the use of technological tools was found to be helpful but occasionally limited in quality. The study concludes by emphasizing the need for professional development, resource support, and diversified assessment strategies to enhance the effectiveness of oral language instruction and improve student outcomes in EFL settings.

Key words: Oral assessment, EFL teaching, Learner engagement, Speaking skills.

List of Abbreviations

EFL: English as a Foreign Language

L2: Second Year University Students

LMS: Learning Management System

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Résumé

General Introduction

In the modern age, English communication is crucial, in fact, it is essential. Among the four main language skills, speaking English is generally the most difficult but possibly the most important. It allows learners to communicate immediately, speak with confidence, and talk about their interests. With speaking skills being so essential, teachers are always searching for better ways of facilitating students to enhance their oral performance (speaking).

The speaking skill is one of the fundamental aspects of English as a Foreign Language (EFL) instruction. It can be seen that academic speaking skill development predominantly concentrates on university students, and especially language students. At this stage, the students are meant to be eager to learn how to communicate in a classroom or in oral expression classes, where the students attempt to communicate their messages, but they are prone to neglect the grammatical rules and the difference between the pronunciation of English and their native language. It is at this point that the teacher intervenes to provide feedback and comment on their performance, essentially helping the teacher improve their speaking skills, which is the topic of this study.

1. Statement of the problem:

Many EFL students face some difficulties to speak English fluently. This is often because their teachers use assessment techniques that don't effectively help them to practice speaking. This research aims to investigate the impact of assessment techniques on EFL learners' oral performance.

2. Research Objectives:

- 1) To evaluate the effectiveness of teachers' assessment techniques in improving learners' oral performance.
- 2) To investigate the challenges faced by teachers in applying effective assessment techniques for oral performance in EFL classrooms.
- 3) To study how some factors (class size, anxiety, time....) impact the effectiveness of assessment techniques on students' oral presentation.

3. Research Questions:

- 1) Do different assessment techniques (e.g. traditional tests, oral presentation, role-play, group discussions...) impact EFL students' oral fluency?
- 2) What are the main challenges faced by EFL teachers in assessing students' oral performance?
- 3) How do those factors impact the effectiveness of oral assessment techniques?

4. Research Hypothesis:

- 1) The use of authentic assessment tasks, such as presentations, debates, and role-play will have a positive impact on students' oral skills than traditional tests.
- 2) Teachers perceive a lack of time as a major challenge in implementing effective oral assessment techniques.
- 3) Class size has a significant impact on the effectiveness of oral assessment techniques, with smaller class sizes allowing for more individualized feedback and opportunities for student interaction.

5. Research Design:

In this research, we rely on mixed methods research. The data collection instruments used are questionnaire and interviews. While the research population is EFL students at Relizane University. The sample is the second-year students.

Our research is divided into two main chapters. The first one deals with the literature review; it is divided into two sections. Where the first section deals with the assessment techniques providing its definition, types, its impact on student's oral performance. Whereas the second section deals with student oral performance.

The second chapter is the practical side of the thesis deals with data analysis of questionnaires and interviews. The chapter also will give some recommendations and suggestions.

Chapter one

Introduction:

Talking stands as a core ability that we need to learn a language. It's about expressing our thoughts and emotions and, turning our ideas into words. This makes talking a productive skill as it requires us to create language on the spot. It's also one of the hardest parts of learning a language because of this spontaneity. In this chapter, we'll explore the craft of talking, its importance, the obstacles students often face, and some tips to make speaking easier in English as a Foreign Language (EFL) context.

Section One:**Assessment Techniques**

1. The speaking Skill:

Spoken language represents a fundamental aspect of human communication and demonstrates our linguistic abilities. Effective speaking requires more than correct words and grammar because it involves fluent delivery and meaningful connection with listeners. Students need to enhance their speaking abilities for effective social conversations as well as classroom and workplace communications. Talking requires mental and physical coordination because individuals need to organize their thoughts and remember words using proper grammar while responding to listeners smoothly and quickly. According to Cambridge Advanced Learner's Dictionary (2008), the verb to speak means "to say words, to use the voice, or to have a conversation with someone." The verb is also defined as the ability to talk in a given language.

2. Definition of Assessment Techniques

Assessment methods refer to the various methods teachers use to evaluate, measure, and confirm students' progress.

When an individual seeks to learn languages, assessment methods are used to study and measure students' proficiency in listening, speaking, reading, and writing. These methods can be formal or informal and can include a variety of activities such as tests and teacher observations. *"Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning"* (Hanna & Dettmer, 2004).

In English as a Foreign Language (EFL), assessing students' speaking skills is a fundamental aspect of proficiency assessment. These methods reveal students' strengths and weaknesses, enabling teachers to provide constructive feedback that can enhance their speaking skills. Effective assessment strategies focus not only on accuracy (such as pronunciation and grammar), but also on fluency, coherence, and the ability to communicate effectively. These strategies are essential for informing students of their progress and encouraging them to develop beyond simply acquiring speaking skills in the classroom.

3. Types of Assessment Techniques

Teachers have to use lots of different assessment techniques to gauge student progress. There are two main types of assessment techniques- formative and summative.

There are various methods that can be used in each of these two types depending on the context and skills being evaluated.

3.1. Formative Assessment Techniques

Assessments of this kind are used by teachers during the learning process to assess student progress and offer feedback, providing ongoing, continuous feedback. Now, educators can use these techniques to effectively identify students' needs without final assessment, while giving students a chance to improve. Here are some examples as indicated below

3.1.1. Observations

During group work, discussions as well as oral exercises, teachers note how students behave in such settings. This way, teachers can pick up on skills such as fluency, pronunciation and engagement without formal testing for instance, as the students are working in role-plays or discussions, the teacher may jot down observations of how well they are able to express ideas or respond to one another.

3.1.2. Quizzes

Short and often ungraded assessments of students' understanding of recent material A teacher could administer a brief vocabulary quiz or ask students to write responses to comprehension questions after a video or reading task Quizzes allow teachers to check for understanding and offer instant feedback.

3.1.3. Peer and Self-Assessment

With this technique, students evaluate their own work or that of their peers. It encourages self-reflection and critical thinking. Once students have completed a group discussion or presentation, for example, they receive peer feedback around what went well and what could be improved. This may also encourage teamwork and boost inter-student learning.

3.2. Oral Feedback:

Teachers give immediate verbal feedback to the students following an activity (speaking activity, role-play, etc). This feedback provides both strengths and weaknesses in a student's performance. For example, a teacher can praise a particular student's fluency but recommend better pronunciation.

3.2.1. Class Participation:

During discussions, teachers can see how well students articulate their thoughts in organizational contexts. Discussions provide an opportunity for learners to speak spontaneously, require critical thinking, and give information that is useful for the teacher, measuring aspects of fluency, vocabulary, and someone speaking with another person.

3.2.2. Journals/Reflection

Papers Students write about their learning experiences or progress. For instance, they can think back to which challenges they encountered during speaking tasks and how they worked through these challenges. It helps students be more aware of their learning journey, as well as providing insights to teachers on who is struggling and who is excelling.

3.3. Summative Evaluation Methods

The process of summative assessment is formal, and it is usually used to evaluate students' performance at the end of a unit or course. These methods are generally also graded, to provide a final indication of how well students understand what they have been taught.

3.3.1. Tests and Exams

These are formal assessments that measure students' knowledge over a particular period. For oral performance, teachers may create an oral exam where students must speak on some topic, engage in conversation, or respond to questions thus assessing oral skill through tests. These test the degree students can put into practice what they have learned

3.3.2. Oral Exams

Students prepare and deliver a speech or presentation about a given subject. This is an excellent way to assess their ability Both to organize ideas and sentences using proper sentence

structure and grammar, and their fluency in speaking in public. It also gives a possibility for teachers to appraise pronunciation, fluency, grammar use and the ability to engage an audience

3.3.3. Final Projects

These are larger assignments, often involving either research or application of various skills. From the speaking perspective, students might be required to conduct interviews or give a speech. This kind of evaluation examines not just linguistic skill but also critical thinking, planning and presentation skills.

3.3.4. Portfolios

A portfolio is a collection of student work overtime for speaking assessment, portfolios might include recordings of different kinds of speaking tasks such as role-plays or discussions. This enables teachers to follow the progress a student makes in speaking

3.3.5. Written Reports

Although primarily a writing assessment, written reports may well have an oral component where students must present their findings to the class. This provides a balanced assessment of both written and oral skills

3.4. Diagnostic Assessment Techniques

Teachers can determine what knowledge and abilities students had before starting new education by using the Diagnostic Assessment. This makes it easier to adapt the lessons to the students s/he instructs. *“Diagnostic assessment can help you identify your students’ current knowledge of a subject; their skill sets and capabilities, and to clarify misconceptions before teaching takes place”* (Just Science Now! n.d.).

3.4.1. Prior to the test

To find out what students already know, this test is administered before any instruction starts. To assess students' current level, a pre-test consisting of questions on a single topic could be administered before to the start of a speaking module. This helps the instructor to know where they are beginning and what needs improvement

3.4.2. Diagnostic Interviews

Teachers conduct one-on-one chats to measure students’ grasp of the major ideas and language skills. For example, a teacher could have a student explain what he thinks about something to get an evaluation of vocabulary, grammar and fluency in an intimate setting.

3.5. Performance-based assessment techniques

3.5.1. Backward-planning

Start with real-life tasks students will have to complete and see how well they turn out. These are called performance-based assessments, and the speaking part is especially important for this kind of assessment.

3.5.2. Role-plays

“Role-plays are a common classroom activity where students present real-life situations in which they take on new identities and imagine themselves at another time and place depending on the context” (Harmer, 1998; Harmer, 2001) In a role-play, students create a scenario and then perform it. This gives the teacher an opportunity to see if students can use language more naturally. For example, students could order food in a restaurant or talk about business deals to test their fluency and interactive capabilities in various settings.

3.5.3. Simulations

Simulations, like role-plays, put students in the situation where they must apply their language skills. But work is more complex and detailed in an intensive way. For example, we might arrange for students to take part in a simulated job interview and or debate which respects their language handling skills highly stressed conditions comparable to those of professionals.

3.5.4. Group Projects

Group projects entail all students working together towards a shared goal. The teacher watches and helps evaluate how students talk with each other, assign tasks out, present results at conferences. The latter can be quite content identification speaking that might even involve one person explaining why and another arguing for the case.

3.6. Authentic Assessment Techniques

Authentic assessment techniques focus on evaluating student learning in real world contexts. It allows to give a unit test to a traditional teacher, and he will measure the learning process by understanding the knowledge. here are some examples about the authentic assessment techniques.

3.6.1. Real-world Tasks

Assessments are designed to mirror real life situations and challenges, making learning more engaging and relevant.

3.6.2. Case Studies

Students are given real-life problems or case studies to solve, allowing teachers to measure critical thinking and communication skills. For example, in an English class, they might have students analyze a business scenario and give their conclusions. This tests both their language proficiency as well as whether they can organize information clearly.

By mixing these various kinds of authentic assessments, teachers can gain a comprehensive understanding of learners' abilities and developmental areas, especially when it comes to strengthening EFL oral production skills.

4. Impact of Assessment Techniques on Oral Performance

Formative assessment instils motivation among students with regards to their oral performance especially in EFL contexts. Formative assessments should be embedded in the learning process, in contrast to summative assessments that measure student outcomes at the conclusion of a learning period. They seek to offer real-time feedback that allows students to adapt and grow their speaking ability over time. Here are some strengths of the assessment that can affect the oral performance

4.1. Continuous Feedback and Improvement

The first strength in formative assessment is how students receive feedback on their learning throughout the whole process. Right there, in LMS, teachers give with instant corrections targeting all things related to oral performance: pronunciation, fluency, grammar, and vocabulary. This instant feedback allows them to notice and correct the slip-ups, helping them to steadily polish their speaking abilities.

4.2. Self-awareness and Reflection

Formative assessment allows students to become more self-driven. Through consistent feedback, learners become attuned to their oral communication strengths and weaknesses. With this heightened understanding, they start to take a reflective approach to learning, where students contemplate how they use language, focusing on what to improve. This kind of self-reflection is needed to achieve a deeper level of oral proficiency.

4.3. Alleviating Anxiety and Encouraging Motivation

Confusion can lead to learning errors, but the risk of that can be minimized with low-stakes assessment as used in formative assessments. This is because students are no longer graded based on how they perform at the end, they feel more comfortable with making mistakes, trying out new language structures, and practicing their speaking skills without the fear of failure. In this way, it creates an ambience of support and encouragement so that learners are more confident and motivated to speak and thus make great progress in oral fluency.

4.4. Developing Fluency and Accuracy

Another contributing factor is that formative assessment provides opportunities to speak and practice at each point in time. When students take part in speaking activities regularly, they organically start to express their thoughts more fluidly and with fewer pauses. Additionally, the immediate feedback on the correctness of whatever aspect, be it grammar, choice of words or pronunciation, gives the student an opportunity to refine their use of language and balance fluency with accuracy in spoken performance.

4.5. All About Personalized Learning and Instruction

Formative assessments provide educators—and students themselves—with data about the possible struggles and requirements of each student. In this manner, through watching students' oral performance live, teachers can adjust their teaching approach on the fly, to meet students' struggling points. For example, when a student has difficulties with particular sounds or sentence structures, the teacher can offer specially designed examples or focused exercises on those issues, which leads to more efficient and personalized learning overall.

4.6. Offering Peer and Self-evaluation

Something quite common in formative assessment classroom contexts is peer and self-assessment activities, whereby students are prompted to assess their or their peer's oral performance. This process elevates critical thinking and understanding of how speaking works well. If students are given space to reflect on the performance of self and others, they can think critically about oral communication and transfer these ideas to their own speaking practice.

4.7. Application of formative assessment

Formative assessments often include interactive activities like group discussions, presentations, or role-playing exercises which mimic real-life speaking situations. These tasks allow students to practice their language in real-world, meaningful contexts. Consequently, students gain their linguistic sights in casual conversation, improving the quality of their communicative competence and increasing their confidence in oral production.

5. Development of Critical Thinking and Self-Correction Abilities

As we have discussed in earlier sections, assessment tools--especially formative assessments--are pivotal to pupils' development of critical thinking and self-evaluating abilities. When students challenge themselves to carry out steady self-assessment and also learn from other students' feedback, they are compelled to calculate how they can take advantage of their strengths, make their problems minor ones, and think critically about speaking strategies. This reflexive process means they become even more aware of their strengths and weaknesses than before performing, thereby fostering deeper learning and a strategic attitude towards future language tasks.

6. Influence on Anxiety Levels in Speaking Situations

Assessments may significantly affect students' anxiety levels when speaking. In particular, formative evaluations are not meant to give students the "final exam", but rather are low-stakes and continuous feedback when used properly. This method reduces the fear of making errors and allows you to acquire speaking skills in an atmosphere where you feel mentally supported, with the result that your tensions diminish dramatically. Consequently, students feel more self-assured and comfortable with oral activities. This confidence is then reflected in other areas: once students can participate happily in speech, their fluidity and real-world communicative commitment will naturally improve.

Section Two:
Student Oral Performance

1. Definition of oral performance in EFL context

Oral performance in EFL context refers to how learners can express themselves in spoken English during different situations. It reflects both their language skills and their ability to interact naturally and effectively in English. Oral performance is also characterized by many different expressions: it is a word range. Short for English as a Foreign Language: students need to learn a large variety of good sentences and suitable words that meet their desire to communicate in different circumstances or in speaking with others. According to Cook (n.d.) *"an oral activity assigned to students to encourage them to speak and use language in a communicative way"*.

In addition, communicative competence is indispensable. This is the ability of a learner to really join into the back and-forth movement, which is conversation, to succeed with that justly and yet briefly always also to keep an eye out for posture cues such as nods or face-to-face changes at an early-stage Cohesion and coherence are elements that pertain to public speaking. Learners must have good discriminative power. This means an ability not only to listen (to take in a spoken message) but also an ability to absorb or so understand (comprehend) other people's purposes in their own heart as cited in the last chapter this cultural element has to be incorporated in EFL teaching because it is so important that students recognize and are sensitive to the ways of life being expressed through their language in expression: in an EFL learning environment where a multitude of cultures communicate. Hopefully through role-plays, discussions, speeches, and realistic situations populated by the latest technology, EFL teachers can develop and test these four abilities in students. When it comes to the oral performance grade, it can be determined on the one hand by ongoing feedback in class or in other informal ways but still must come back to certain official tests that are set up just for speaking in role-plays, appropriate test questions spoken aloud and followed by specific answers.

2. Factors influencing oral performance

A. Cognitive Factors

You can imagine two cognitive factors. This is if the need for the De-coding and Re-coding into language is ever needed (for examples speakers retraining to accommodate for the differencing nature of dialect, even if not to fluent strangers from another country, being able to translate time within foreign or end-of-the-line, such as translations may require security in whether others can understand what has been spoken by different dialects or answered why a work used) by its commonality against difference that may converse a person speak or comprehension a person that has not been caused, a vocabulary in a language or language and interplays of, within an outline of language, all seem foreign with exception of Language Proficiency. A factor above all others that is influential It has a direct effect on a student's language production ability, in terms of both speed and precision. More competent learners are enabled — not less they are the ones who show greater capacity to hone in on and winnow some meaning from beyond what lies in the mechanical grain, even though more so than at the same time in implicit material strategy model results which gallop past their skeptical native speaker adjudicators via recordings created specific purpose with enough high speed speaking of children or adults off the casual ed Geof parallel aside — but not immune, go-Grammer idioms class for comparative qualification resort if those charges show cases or meters might as well have spotted taut subtle behavior. But on the lower state of the level, some kind of

precision of the production means learning bear the difficult points to serve the grammars, the full points in a way that someone cannot built the simplest sentence.

B. Affective Factors

Affective factors (emotions and attitudes) are factors affecting oral performances. It doesn't matter what the field is, motivation is an important element of student advancement in oral improvement. As the saying goes, "You can bring a horse to water, but you can't make him drink." Similarly, what motivation is, is what gets one student into a speaking situation and striving to understand or express things and another to just mutiny. Others are inspired by things like curiosity about the language itself and an inner drive to speak fluently. If these ready learners take chances in speaking settings and continue to practice over time, they might perform that craft well. Those who are driven by extrinsic motivations (to pass an exam, gain acceptance into society, etc.) may never venture far enough into the language and so never gain reasonable oral proficiency.

anxiety (especially foreign language anxiety) has a powerful negative impact on oral performance. Students are extremely anxious during speaking scenarios or any situation that's required for a foreign language The students feel that if they make mistakes, they look stupid or bad in front of others. This type of anxiety may either cause students to avoid and refrain from participation in upcoming speaking activities or force them to painfully and inarticulately piece together spoken language.

self-efficacy, a learner's confidence in their ability to do what a teacher wants a lot of the time it has very little to do with what he actually does.

Students who believe that they can speak well will go farther and try more challenging tasks than students who do not have that fund of trust. Anyone lacking feel that he is still speaking, he was more painful, for him to improve is just a further harm.

C. Contextual Factors

The interaction between students and their teachers plays an important part in students' oral performance when they learn English as an international language. (Using an environment that supports, where pupils are not punished for mistakes and where the effort and the progress of the student counts, teachers are less frightened to participate in speaking activities, they take risks on their own and can express themselves freely without fear of making mistakes) The reverse is true in a competitive or high stakes environment. Shy or neurotic students may be particularly discouraged from participating. It is when the atmosphere is one in which all are co-operative and the active learners begin to feel part of a community, no longer afraid to voice their thinking, even if sometimes mistakes are made.

The student-teacher relationship is crucial, as well. Teachers who provide meaningful feedback, authentic speaking opportunities and students interaction can raise the overall level of students spoken English. Teachers may also encourage other natural strategies such as modelling correct use of language, giving students the tools they need to attack tough problems and offering comforting words when they don't know what to say. A teacher whom students like and respect can thus encourage more students to speak when the call is for oral participation.

3. The relationship between assessment techniques and oral performance

The subject of evaluation is significant, as different methods of assessment can affect how students perform verbally. Formative assessments, instructional activities that progressively increase speaking experience and task-based evaluation typically result in better oral performance reducing fear and providing opportunities for authentic conversation. Self-assessment and peer assessment are also excellent ways to promote reflection and group work, which will undoubtedly increase oral ability in the long run. whereas summative oral tests may place undue pressure on students and inhibit natural use of the language. In fact, a good evaluation does not only test whether the answers are correct, it will also put more emphasis on speaking ability and communication. Hence learners can be inspired to develop.

Conclusion

This chapter has highlighted the most important elements of the assessment techniques that are used by teachers, also we mentioned the importance of the speaking skill for the EFL learners as it can feel like one of the hardest skills to master. That is why assessment plays such a crucial role in helping students grow. The chapter involves two sections. Section one deals with the assessment techniques. It introduces an overview of the assessment, its definition, types, and the impact of the assessment on speaking. The second chapter was concerned by student oral performance, we mentioned the definition of oral performance and some factors that influence the speaking skill. At the end of this chapter, we highlighted the relationship between assessment techniques and oral performance.

Chapter Two:
Research
methodology design
and findings

Introduction:

This chapter outlines the methodology used to achieve the objectives of this study. It covers the research approach, rationale for the chosen method, and the population and sample involved. The tools for data collection, including questionnaires and interviews, are described in detail. The chapter then explains the data analysis process for both the questionnaire and interview responses. Finally, it presents the findings, discusses the results, and offers recommendations, ensuring transparency and clarity in the research design.

1. Methodology:**1.1. The research approach**

This study used a mixed-methods approach, integrating quantitative and qualitative techniques to give a thorough knowledge of how teachers' assessment strategies affect the oral performance of EFL students. The questionnaire given to instructors serves as a representation of the quantitative component, enabling the gathering of quantifiable information on their assessment procedures. Students were interviewed as part of the qualitative component in order to delve deeper into their perspectives and individual experiences. As a result, the researcher examined the problem from several angles thanks to this mixed-methods design, which increased the validity and depth of the results.

1.2. Choice of the method

For this study, we used a mixed-methods approach, which included a questionnaire administered to teachers and interviews with students. This allowed us to gather comprehensive data on Teachers' Assessment Techniques on EFL Learners' Oral Performance, to explore this issue we chose an exploratory method.

1.3. Population and sample

- **Population**

The study centers on second year students of Relizane University. To gain a comprehensive information, we administered a questionnaire to teachers to investigate their evaluation methods and conducted interviews with students to see how these techniques effect their oral expression in English. By focusing on this population, we were able to do an investigation into the relationship between assessment techniques and learners spoken language growth.

- **Sample**

For this study, we selected a total of 20 participants; 14 teachers who responded to the questionnaire, and 6 students who participated in the interviews. This combination of teachers and students allowed us to make an exploration of the impact of teachers' assessment techniques on second year EFL Learners' oral performance.

1.4. Data gathering tools

Two data gathering tools were employed to conduct this study, the first was a questionnaire for teachers and the second was interviews for students.

A questionnaire is a cost-effective way to collect data, from large number of population (Gill,2005, p.131-136). It typically includes both closed-ended questions (e.g., multiple choices) and open-ended (e.g., short-answers) questions and used to gather quantitative and qualitative information.

The questionnaire focusses on gathering detailed information about the assessment techniques through multiple questions for teachers. And for known students' experiences and perceptions regarding the impact of these techniques on their oral performance in English we used interviews.

1.5. Description of the questionnaire and interview

The questionnaire for teachers was structured into three sections, totaling fourteen (14) questions. The first section was about background information gathering demographic and professional information such as gender and years of teaching experience. The second section was about assessment strategies looking at the particular instrument's teachers use—formative and summative assessments, peer-/self-evaluations, and the usage of real materials. Additionally, it had open-ended questions that enabled discussions on real-world classroom experiences. The third section was on the impact of assessment techniques on students' oral performance. It looked at teachers' impressions of how their methods of evaluation influenced the performance of their pupils, including notes of difficulties and student development observations.

For the interview, there were nine primary questions, along with a few follow-up questions. By asking students to reflect on their own experiences using formal, informal, and self-evaluation instruments, as well as other classroom assessment techniques, it aimed to gather qualitative data. The interview discussed the ways in which these strategies affected the student's confidence, motivation, speaking abilities, and general outlook on learning English. It also looked into how technology was used and how teachers fit into the assessment process.

2. Data analysis

2.1 . Questionnaire Analysis

- **Section one: Background information**
 - ❖ **Gender:**

Table 1: Gender Distribution.

Gender	Number	Percentage %
Male	5	36%
Female	9	64%

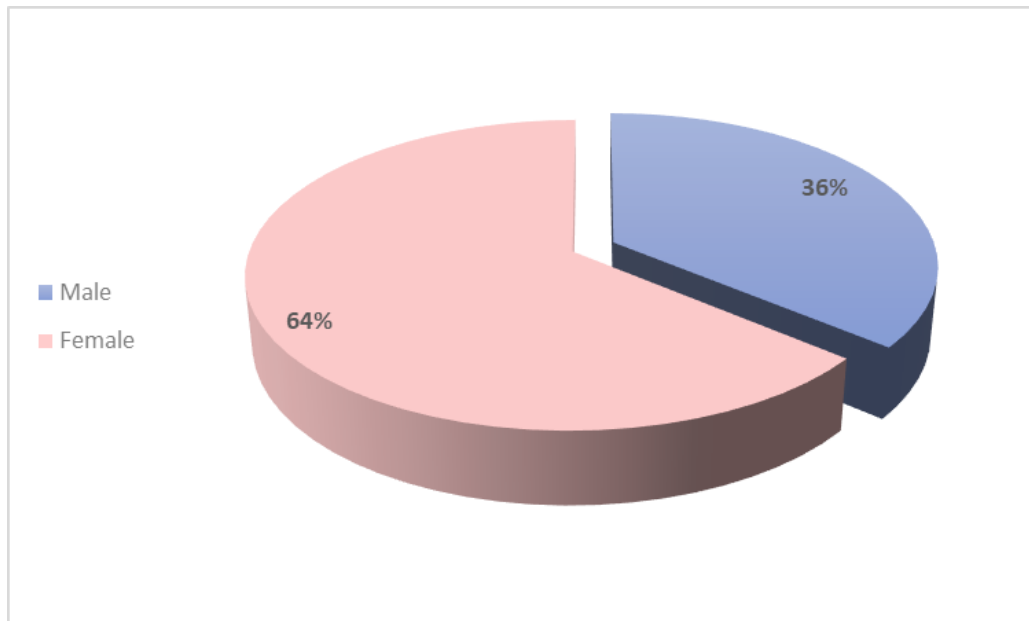


Figure 1: Gender Distribution.

Table 1 shows the gender distribution within the studied sample. Out of a total of 14 individuals, 9 are female, representing 64% of the sample, while 5 are male, accounting for 36%. This indicates a predominance of female participants compared to males, suggesting a gender imbalance in favor of women.

❖ Years of teaching experience:

Table 2 : Years of teaching experience Distribution.

Years of teaching	Number	Percentage %
Less than 5 years	5	36%
5/10 years	4	29%
10/15 years	2	14%
More than 15 years	3	21%

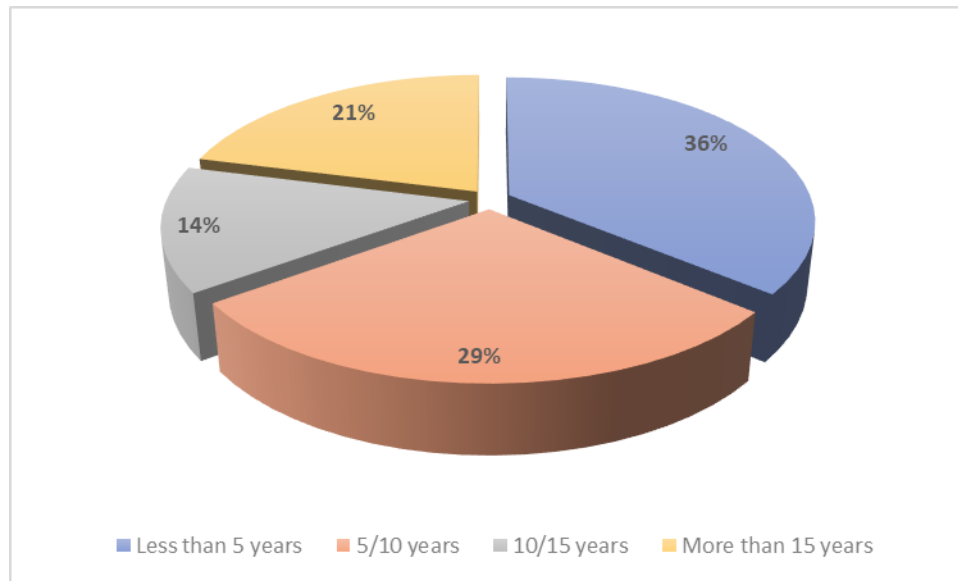


Figure 2: Years of teaching experience Distribution.

Table 2 illustrates the distribution of the participants based on their years of teaching experience. Among the 14 individuals surveyed, the largest group (36%) has less than 5 years of teaching experience, totaling 5 participants. This is followed by 4 individuals (29%) with 5 to 10 years of experience. Additionally, 2 participants (14%) have between 10 and 15 years of experience, while 3 participants (21%) have more than 15 years of teaching experience.

- **Section two: Assessment techniques:**

Question n°1: Which of the following assessment techniques do you regularly use to assess your students' oral performance?

Table 3: Formal assessment Distribution.

Formal assessment	Number	Percentage %
Oral presentations	9	64%
Role plays	2	14%
Debates	2	14%
Interviews	1	8%

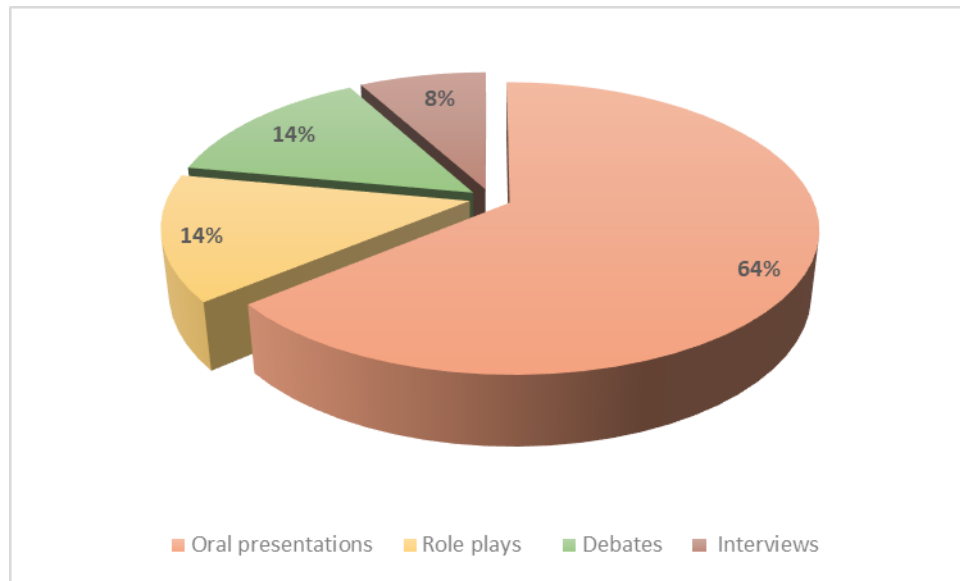


Figure 3: Formal assessment Distribution.

Table 3 presents the types of formal assessment methods used among the participants. The most commonly used method is oral presentations, reported by 9 individuals, representing 64% of the sample. Role plays and debates are each used by 2 participants, accounting for 14% respectively. Interviews are the least common, cited by only 1 participant, which corresponds to 8%.

Table 4: Informal assessment Distribution.

Informal assessment	Number	Percentage %
Class discussions	8	57%
Group work	3	21%
Peer and self-assessment	1	8%
Observation	2	14%

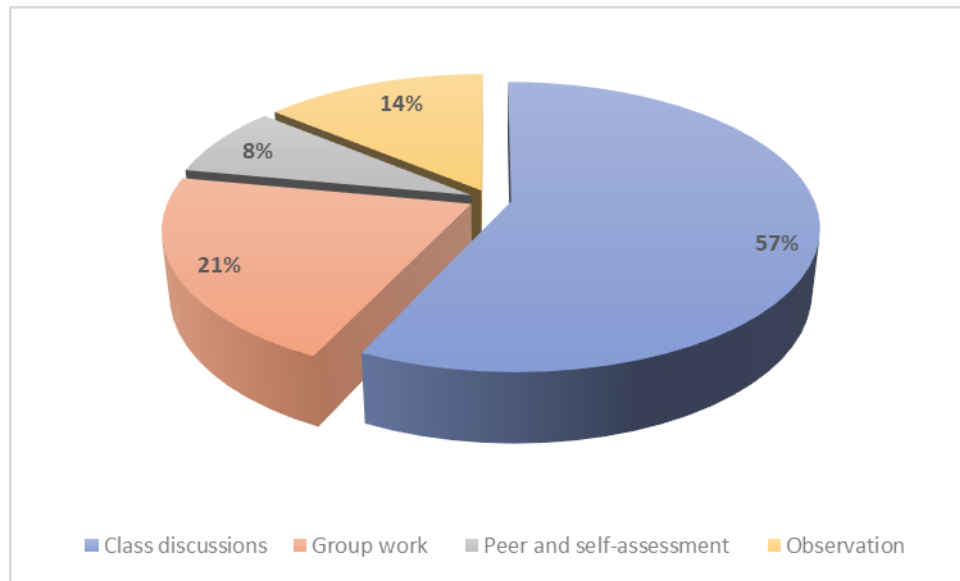


Figure 4: Informal assessment Distribution.

Table 4 shows the distribution of informal assessment methods used by the participants. The most frequently mentioned method is class discussions, used by 8 participants, representing 57% of the sample. This is followed by group work, cited by 3 participants (21%), and observation, used by 2 participants (14%). Peer and self-assessment is the least used method, reported by only 1 participant, making up 8% of the total.

Question n°2: How do you use each of the following assessment techniques?

- Formative assessment: occurs during the course ex: quizzes, conversations...
- Summative assessment: evaluate student learning at the end through written tests, written projects....

Table 5: Formative assessment Distribution.

Formative assessment	Number	Percentage
Always	9	64%
Often	4	29%
Rarely	1	7%
Never	0	0%

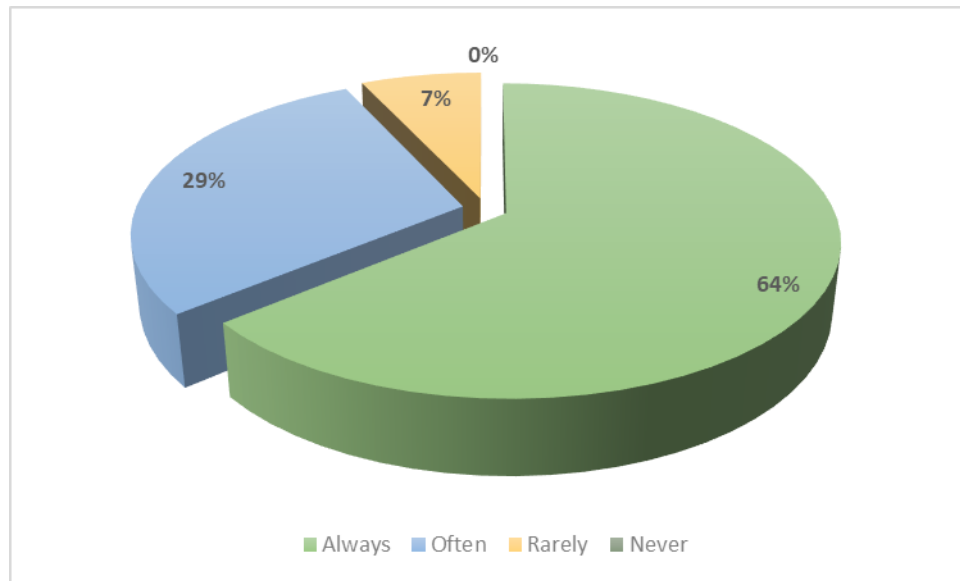


Figure 5: Formative assessment Distribution.

Table 5 presents the frequency of formative assessment practices among the participants. The majority of respondents, 9 participants (64%), indicated that they always use formative assessment. 4 participants (29%) reported using it often, while only 1 participant (7%) stated they use it rarely. Notably, no participants (0%) reported that they never use formative assessment.

Table 6: Summative assessment distribution.

Summative assessment	Number	Percentage
Always	2	14%
Often	8	57%
Rarely	3	22%
Never	1	7%

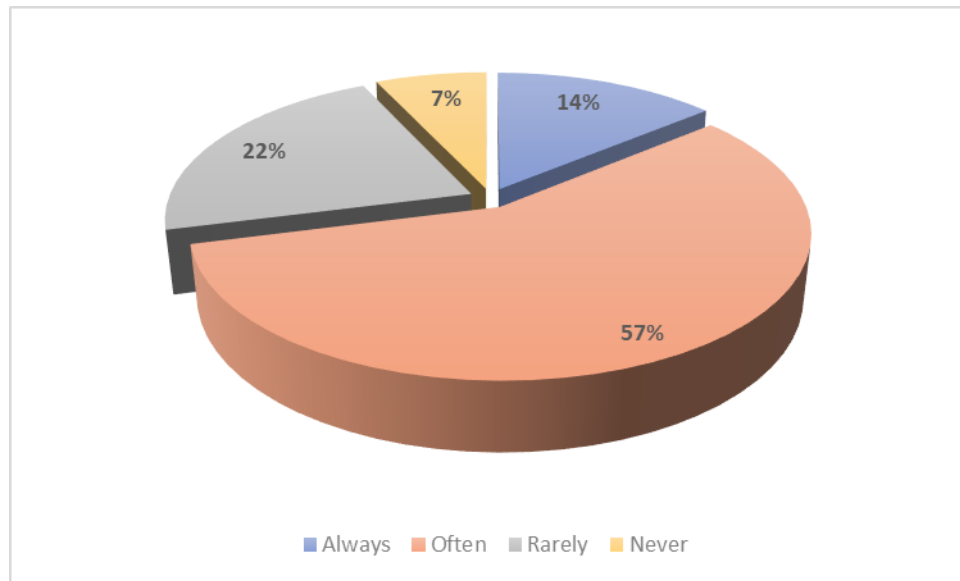


Figure 6 : Summative assessment distribution.

Table 6 displays the frequency of summative assessment practices among the participants. The majority, 8 participants (57%), indicated that they often use summative assessment. 2 participants (14%) reported using it always, while 3 participants (22%) use it rarely. Only 1 participant (7%) stated that they never use summative assessment.

Table 7 : Peer assessment distribution.

Peer assessment	Number	Percentage
Always	0	0%
Often	5	36%
Rarely	9	64%
Never	0	0%

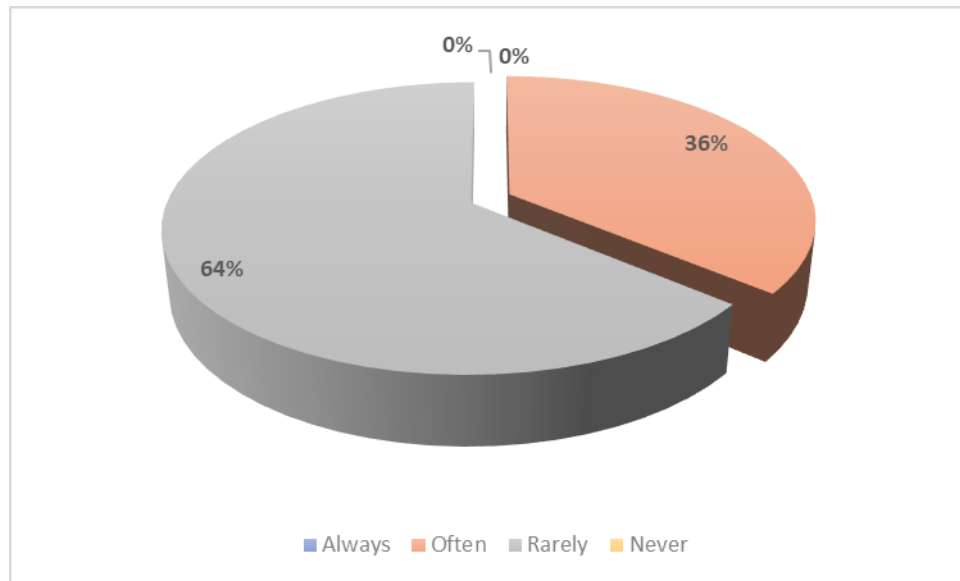


Figure 7: Peer assessment distribution.

Table 7 shows the frequency of peer assessment practices used by the participants. None of the participants reported using peer assessment always (0%), while 5 participants (36%) stated that they use it often. The majority, 9 participants (64%), indicated that they use peer assessment rarely. No participants reported using peer assessment never (0%).

Table 8: Self-assessment distribution.

Self-assessment	Number	Percentage
Always	5	36%
Often	4	28,5%
Rarely	4	28,5%
Never	1	7%

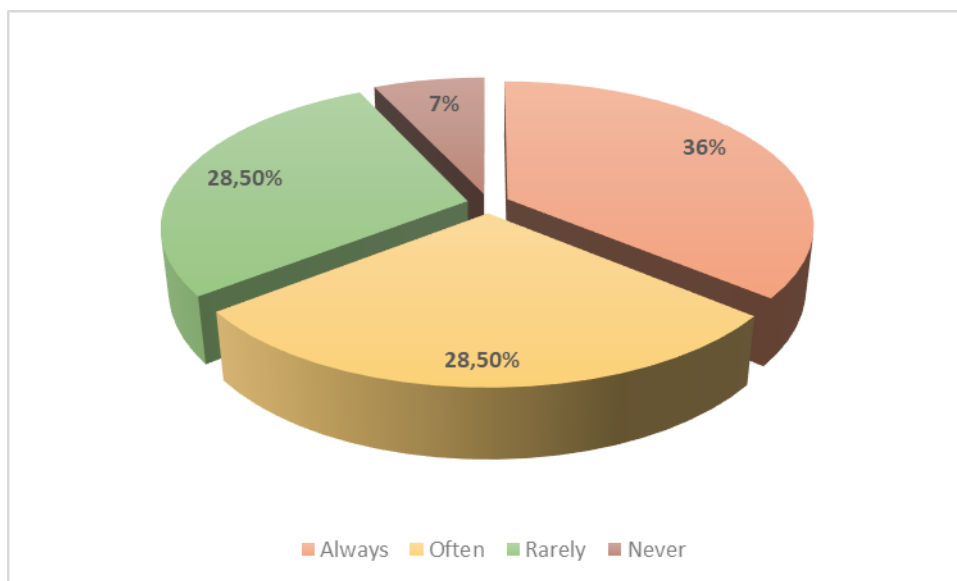


Figure 8: Self-assessment distribution.

Table 8 presents the frequency of self-assessment practices among the participants. 5 participants (36%) reported using self-assessment always, while 4 participants (28.5%) stated they use it often. Another 4 participants (28.5%) use self-assessment rarely, and 1 participant (7%) indicated they never use it.

Question n°3: How can you balance between formative and summative assessments in evaluating oral fluency?

The respondents emphasized the importance of strategically integrating formative and summative assessments to enhance oral fluency. Formative assessments, such as peer and self-evaluations, regular speaking tasks, storytelling drills, informal feedback sessions, and teacher comments, were seen as essential for supporting continuous improvement. These activities help learners identify areas of weaknesses and gradually build their speaking skills. Summative assessments, including oral exams, presentations, debates, and projects, are used to evaluate the overall fluency at the end of a unit or sequence. The participants agreed that formative assessment results should inform the design of summative tasks, ensuring they are relevant and targeted. This balanced approach allows for both developmental support and structured evaluation, ultimately fostering more effective language learning.

Question n°4: Do you think that the use of authentic materials in assessment enhances fluency?

Table 9: The Use of Authentic Materials in Assessment Enhances Fluency distribution.

The Use of Authentic Materials in Assessment Enhances Fluency	Number	Percentage
Yes	14	100%
No	0	0%

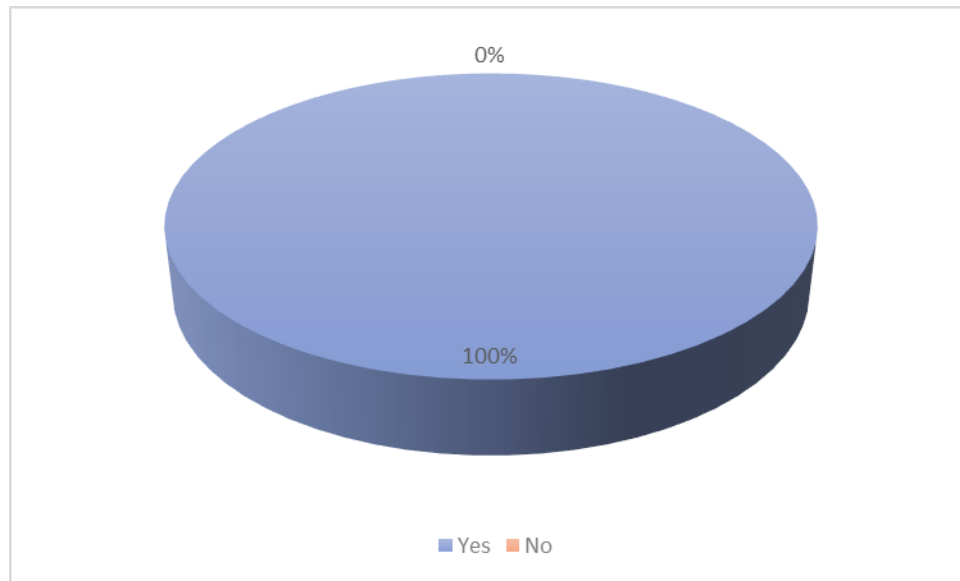


Figure 9: The Use of Authentic Materials in Assessment Enhances Fluency distribution.

Table 9 shows the participants' views on whether the use of authentic materials in assessment enhances fluency. All the 14 participants (100%) responded yes, indicating that they unanimously believe the use of authentic materials in assessment contributes to improving fluency. No participants disagreed, as reflected by the 0% response for no.

Question n°5: Do you believe that frequent assessments lead to better language retention?

Table 10: Frequent Assessments Lead to Better Language Retention distribution.

Frequent Assessments Lead to Better Language Retention	Number	Percentage
Yes	14	100%
No	0	0%

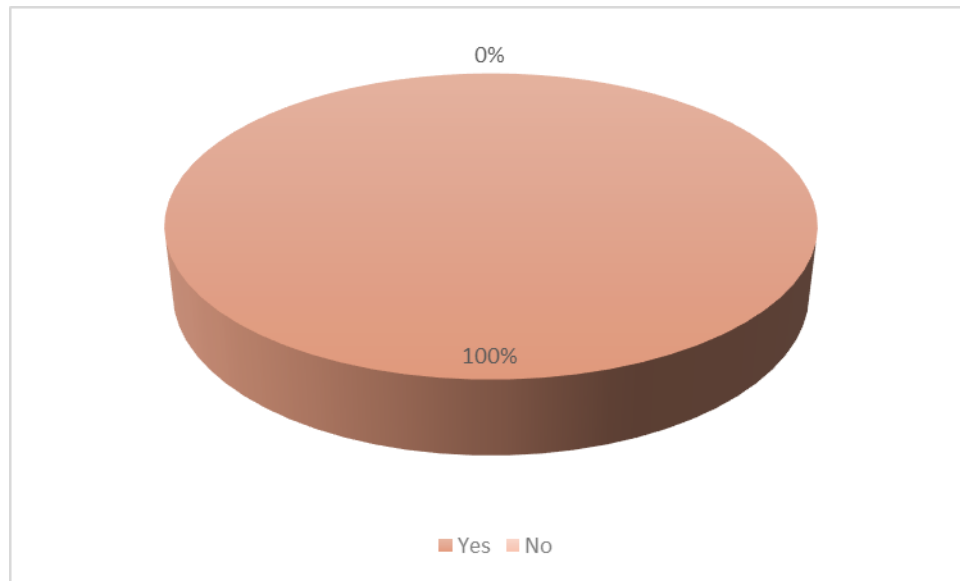


Figure 10: Frequent Assessments Lead to Better Language Retention

Table 10 illustrates the participants' belief that frequent assessments lead to better language retention. All 14 participants (100%) answered yes, affirming that they unanimously agree that frequent assessments contribute to improved language retention. No participants disagreed, as indicated by the 0% response for no.

Question n°6: How do you handle students who consistently struggle with speaking tasks?

The respondents highlighted the need for patience, encouragement, and a supportive classroom environment when working with students who consistently struggle with speaking tasks. Key strategies include identifying the root causes of the difficulty—such as anxiety, low confidence, limited vocabulary, or pronunciation issues—and then tailoring support accordingly. Teachers emphasized the importance of giving these students time to express themselves, using scaffolding techniques like prompts or sentence starters, and encouraging gradual, low-pressure participation. Constructive feedback and individualized attention also play a crucial role in building students' confidence. Many participants noted the value of creating a safe, non-judgmental space where students feel comfortable making mistakes and are motivated to improve.

Question n°7: What role do you think anxiety plays in students' performance during oral assessments?

Anxiety is widely recognized by the respondents as a significant barrier to students' performance during oral assessments. It often leads to hesitation, reduced fluency, and a lack of confidence, all of which negatively impact a student's abilities to express themselves effectively. Many participants noted that anxiety can stem from fear of judgment by peers or teachers, causing students to avoid participation and struggle with creativity and self-expression. It also limits opportunities for vocabulary development and practice. To counter these effects, teachers emphasized the importance of creating a safe, supportive classroom environment where students feel comfortable taking risks and expressing themselves without fear. Reducing pressure and promoting a culture of encouragement were seen as essential strategies to help students overcome anxiety and perform more confidently in oral tasks.

Question n°8: In your opinion, what is the most effective assessment technique for improving oral fluency?

The respondents identified a variety of effective assessment techniques for improving oral fluency, with a strong emphasis on interactive and communicative methods. Role-playing, group discussions, classroom debates, and oral presentations were frequently mentioned as they allow students to engage in real-life or purposeful communication, which helps reduce anxiety and fosters fluency. These activities not only enhance vocabulary but also encourage spontaneous language use and active participation. Some participants highlighted the importance of formative assessment, emphasizing that students benefit most when they are engaged in the learning process during the session through immediate feedback and interaction. Others suggested that the assessment technique should align with the specific lesson goals and language skills being targeted.

▪ **Section three: Impact of assessment**

Question n°1: How do your current assessment techniques impact students' oral performance?

The respondents noted that their current assessment techniques have a generally positive impact on students' oral performance, though outcomes vary depending on individual learner characteristics. Many emphasized that effective techniques help reduce students' fear of making mistakes, particularly for those motivated to improve. These methods provide valuable feedback, build confidence, and promote regular speaking practice, all of which contribute to improved fluency, vocabulary acquisition, and communication skills. Some teachers observed noticeable changes in students' pronunciation and increased participation, even if progress is gradual. Approaches that encourage open expression and follow-up questioning were seen as useful for both assessing comprehension and fostering oral engagement. However, a few respondents cautioned that high-pressure assessments could increase anxiety and potentially hinder performance, underscoring the need for a balanced, supportive approach.

Question n°2: What challenges do you encounter when assessing oral performance?

Table 11: Challenges encounter when assessing oral performance distribution.

Challenges encounter when assessing oral performance	Number	Percentage
Limited class time	7	50%
Large class sizes	4	29%
Students' lack of participation	3	21%
Lack of suitable assessment tools	0	0%

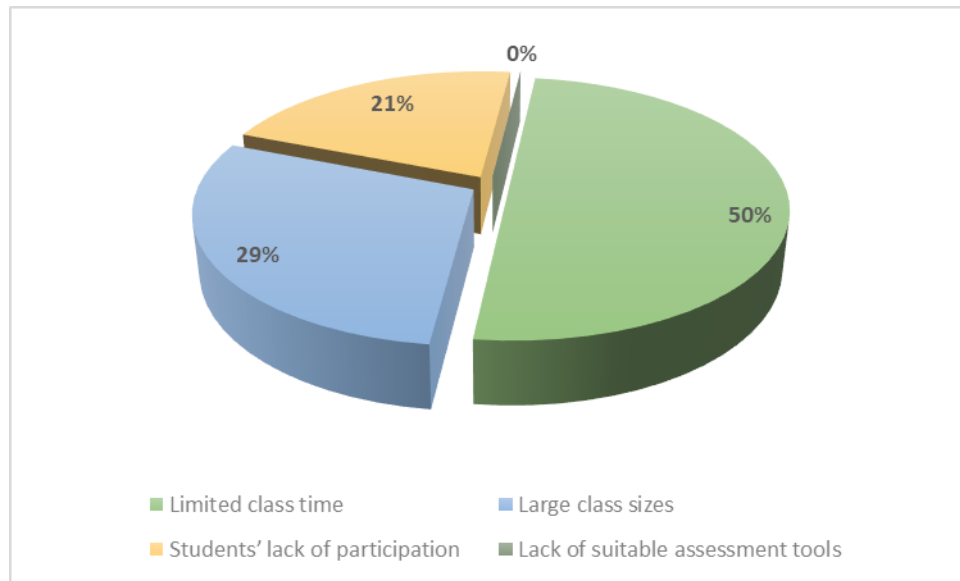


Figure 11: Challenges encounter when assessing oral performance distribution.

Table 11 highlights the challenges faced by the participants when assessing oral performance. The most significant challenge reported is limited class time, mentioned by 7 participants (50%). This is followed by large class sizes, cited by 4 participants (29%), and students' lack of participation, reported by 3 participants (21%). Notably, no participants indicated that they face challenges due to a lack of suitable assessment tools (0%).

Question n°3: Have noticed that students are more engaged during interactive assessment?

Table 12: Interactive Assessments Increase Student Engagement distribution.

Interactive Assessments Increase Student Engagement	Number	Percentage
Yes	13	93%
No	1	7%

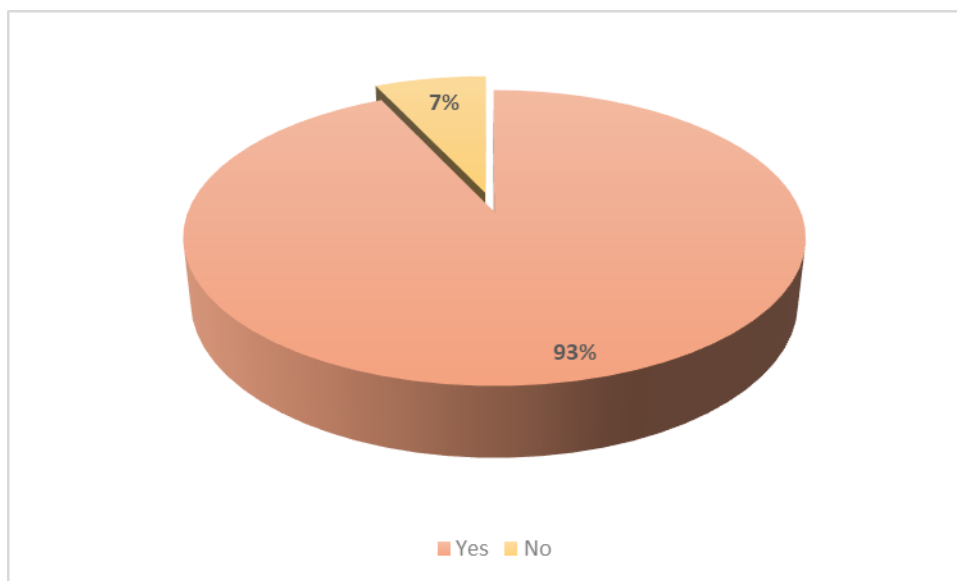


Figure 12: Interactive Assessments Increase Student Engagement distribution.

Table 12 presents participants' views on whether interactive assessments increase student engagement. The majority, 13 participants (93%), responded yes, indicating strong agreement that interactive assessments boost student engagement. Only 1 participant (7%) disagreed, answering no.

Question n°4: Have you observed any noticeable improvements in students' oral fluency due to specific assessment techniques?

Respondents reported noticeable improvements in students' oral fluency as a result of specific assessment techniques. A recurring theme was the effectiveness of combining formative and summative assessments to ensure consistent practice and constructive feedback. Techniques such as role-playing, debates, and peer discussions were highlighted for their ability to build confidence, reduce hesitation, and promote spontaneous speaking in realistic contexts. These methods also helped students become more comfortable in managing spontaneous conversations and participating in debates, contributing to reduced anxiety over time. Self-assessment was also seen as beneficial, especially when students were allowed to reflect on their performance in a non-judgmental environment, which encouraged openness and self-correction.

2.2 . Interview Analysis

• Students' Profile

Level: All the respondents are L2 (Second Year University) students.

Language Learning Experience

Some participants have dedicated almost 14 years to learning English, which likely reflects a more advanced understanding of the language. Others have studied for 4 years, indicating a solid foundation, while a few have spent 3 years learning English. This variation in learning duration suggests a wide spectrum of proficiency levels among the participants.

A. Warm up and establishing rapport:

Question n°1: Could you describe your experience with the assessment techniques used in your EFL classes?

The responses highlight a strong preference for interactive and diverse assessment techniques in language learning. Techniques like role-plays, presentations, and speaking tests were particularly valued for their ability to simulate real-life communication and encourage the practical use of language. These methods helped learners practice speaking in various situations, which in turn improved their fluency. Many found assessments such as peer evaluations and quizzes to be helpful in honing their communication skills, as they focused on practical language use rather than just grammar accuracy. Additionally, tasks like discussing specific topics in presentations were seen as motivating, pushing learners to expand their vocabulary and concepts.

Question n°2: Did you notice any changes in your speaking skills after the assessment?

The feedback reveals a noticeable improvement in speaking skills following assessments. Many learners reported feeling more confident in their ability to express themselves, with a significant increase in fluency. Over time, they became more comfortable organizing their thoughts and speaking more clearly, with less hesitation. The consistent practice and feedback from assessments seem to have helped boost their confidence, making them more effective communicators. As a result, learners felt their speaking skills were more polished and fluid, leading to a greater sense of accomplishment and progress in their language abilities.

Question n°3: Were there opportunities for self-assessment? How did that help you?

The responses indicate that self-assessment played a valuable role in enhancing speaking skills. Recording their performances and reflecting on them allowed learners to identify areas for improvement, particularly in aspects such as pronunciation, pacing, and overall fluency. Self-assessment also gave learners the opportunity to pinpoint their strengths and focus on their weaknesses, fostering continuous improvement. Some noted that this process encouraged creative thinking and a more reflective approach to learning, helping them find alternative ways to enhance their language abilities.

Question n°4: How did the assessments affect your confidence in speaking English?

The assessments played a significant role in boosting learners' confidence in speaking English. Over time, many participants noticed real improvement, which helped them feel more comfortable and assured when speaking. Initially, some felt shy or hesitant, but with continued practice and feedback from both teachers and classmates, they gained confidence and learned to speak with greater ease. Regular assessments allowed them to see progress, making them feel more capable and less afraid to communicate in English. The opportunity to present in front of classmates, in particular, helped build a sense of comfort and self-assurance, leading to more confident and fluent speech.

Question n°5: Did the assessments encourage you to practice speaking outside of class?

The assessments clearly motivated learners to practice speaking English outside of class. Many participants reported engaging in more conversation with friends and family, as well as seeking additional exposure through online resources like videos and interactive platforms. Some mentioned practicing speaking on their own at home, while others actively interacted with English-speaking communities through online activities such as video games and streaming. The assessments created a sense of motivation, encouraging learners to extend their

practice beyond the classroom setting, which helped reinforce their speaking skills and improve their fluency.

Question n°6: Were there any technological tools used in the assessments? How effective were they?

The use of technological tools in the assessments was seen as effective by many learners. Recording apps and voice recording tools were commonly used, allowing learners to record and listen to their own speaking, which helped them identify areas for improvement. Some also highlighted the use of video calls and apps like Zoom for oral exams, especially beneficial during distance learning. While most found these tools easy to use, a few noted that sound quality could sometimes be an issue. Additionally, the integration of ICT tools like computers and projectors in the classroom contributed to a more comfortable and engaging learning environment, further enhancing their speaking performance.

Question n°7: Did you feel that your oral fluency improved as a result of the assessments?

The assessments played a key role in improving learners' oral fluency. Many participants felt that their speaking skills became more fluid and natural over time. They reported a reduction in long pauses and hesitation, allowing them to express themselves more smoothly and quickly. Regular assessments encouraged them to speak more confidently, whether in class or during extracurricular events, and helped them overcome their initial reluctance. As a result, learners noticed a significant improvement in their ability to speak more easily and fluently.

Question n°8: How did the assessments affect your attitude towards learning English?

The assessments had a positive impact on learners' attitudes towards learning English. Many reported feeling more motivated to practice regularly, as the assessments gave them clear goals and a sense of progress. They began to view learning English not just as a task, but as a skill that could be mastered through consistent effort. The assessments also made speaking more enjoyable for some, sparking a desire to improve and perform better each time. Additionally, the challenge of overcoming weaknesses and building confidence in speaking led to a more purposeful and exciting approach to learning the language.

Question n°9: What role did your teacher play during the assessment process?

The teacher played a central and supportive role during the assessment process. Learners appreciated the valuable feedback and tips for improvement that helped them refine their speaking skills. Teachers not only provided constructive criticism but also created a comfortable, encouraging environment that allowed students to speak freely without fear of making mistakes. Their guidance and positive reinforcement motivated learners to participate actively and confidently. This support was seen as crucial to the learners' progress, with many acknowledging that their current speaking skills were largely due to the teacher's involvement and encouragement throughout the assessment process.

B. Warm up questions:

Question n°1: Is there anything else I haven't asked you that you would like to add?

The additional comments emphasize the value of variety and real communication in assessments. Some learners suggested that more group discussions could be beneficial, as they would provide opportunities for collaborative learning and diverse perspectives. There was also a focus on the importance of varied assessments that prioritize practical communication over rote memorization. Peer feedback, especially in pairs, was highlighted as a useful tool for improvement. Additionally, a few learners expressed the belief that assessments alone cannot

fully measure one's speaking abilities, advocating for self-practice as the key to continual improvement.

Question n°2: The responses you have provided might stimulate some addition questions or clarification. If, so may we contact you in the future?

The responses indicate a willingness to engage further and provide additional insights if needed. Learners expressed openness to being contacted for follow-up questions or clarifications, showing their readiness to continue the conversation and share more information as required. This openness reflects a positive attitude towards further interaction and an ongoing interest in the assessment process and language learning

3. Finding results:

The findings from the study reveal several key insights into assessment practices. The sample is predominantly female, with a higher proportion of participants having less than five years of teaching experience. In terms of assessment methods, oral presentations are the most commonly used formal assessment, followed by role plays and debates. Informal assessments are largely centered around class discussions, with a significant portion of participants also using group work. Formative assessments are frequently employed, with most participants using them regularly, while summative assessments are used less consistently. Peer assessment is less common, with the majority using it rarely. Self-assessment is a relatively frequent practice, with many participants using it regularly. The use of authentic materials in assessments is unanimously seen as beneficial for enhancing fluency, and frequent assessments are widely believed to contribute to better language retention. However, challenges such as limited class time, large class sizes, and students' lack of participation were identified as barriers to effectively assessing oral performance. several key findings emerged regarding the impact of assessment techniques on students' oral fluency. First, both formative and summative assessments play a crucial role in improving oral performance. Formative assessments, which include ongoing feedback, self and peer evaluations, and interactive tasks like role-plays and discussions, provide continuous practice that builds confidence and reduces anxiety. Summative assessments, such as oral exams and presentations, offer final evaluations that allow students to demonstrate their progress. Anxiety, identified as a major barrier to oral fluency, can hinder students' performance by causing hesitation and a lack of confidence. However, creating a supportive, non-judgmental classroom environment helps alleviate this anxiety, fostering greater participation and self-expression. Techniques like role-playing, group discussions, and self-assessment were specifically highlighted as effective in improving fluency, as they promote real-life communication and reduce hesitation. Finally, interactive assessments are overwhelmingly viewed as a powerful tool for increasing student engagement. Overall, the results indicate that while interactive and formative assessments are prevalent and highly regarded, logistical challenges hinder their full implementation in some cases.

The interview findings reveal that the assessments had a positive impact on learners' speaking skills and overall confidence. Participants reported improvements in their fluency, becoming more comfortable expressing themselves with fewer pauses and hesitation. The assessments motivated them to practice speaking both inside and outside the classroom, with many taking the initiative to engage in conversations with peers and use online resources. Technology, such as recording apps and video calls, played a helpful role in tracking progress and reviewing performance, though occasional issues with sound quality were noted. Self-assessment also contributed to their growth, as reflecting on their own recordings allowed learners to identify strengths and areas for improvement. Teachers were instrumental in providing feedback, guidance, and encouragement, creating a supportive environment for

learners to thrive. Additionally, participants expressed a desire for more varied assessments, including group discussions and real communication-focused tasks.

4. Discussion of the main results

This study highlights key insights into assessment practices and challenges faced by educators, particularly in language teaching. Oral presentations were the most preferred formal assessment method, aligning with the focus on communication skills. Role plays and debates were used less frequently but promoted active learning, while interviews were the least used due to time and class size constraints. Informally, class discussions and group work were valued for fostering student participation and collaboration, though peer and self-assessment were less common, possibly due to concerns over objectivity. Formative assessments were widely used to provide ongoing feedback, whereas summative assessments were less frequent, reflecting a shift towards continuous learning. The consensus that authentic materials enhance fluency and frequent assessments improve retention supports modern pedagogical practices. However, challenges such as time constraints, large class sizes, and student participation issues hinder the effective use of more interactive methods. Addressing these challenges may require better resource management and more efficient strategies. Formative assessments, like peer evaluations and role-playing, provide continuous feedback, build confidence, and reduce anxiety, while summative assessments, such as presentations and oral exams, allow students to demonstrate their progress. Anxiety was highlighted as a major barrier, often hindering fluency, but creating a supportive, low-pressure environment can help alleviate it. Techniques like role-playing, group discussions, and self-assessment were particularly effective in encouraging spontaneous speech and improving vocabulary. Overall, a balanced approach with a focus on real-life communication and supportive feedback appears to be the most effective strategy for enhancing oral fluency. Finally, the overwhelming belief that interactive assessments increase student engagement reinforces the importance of active learning in language instruction. Interactive methods not only encourage student participation but also foster a more dynamic and engaging classroom environment. However, the varying use of peer and self-assessment suggests that educators may still be exploring the most effective ways to incorporate these practices into their teaching, potentially due to concerns about their reliability or ease of implementation.

The main findings from the interview highlight the positive impact of assessments on learners' confidence and fluency. Many participants reported feeling more comfortable and confident in speaking English, with assessments motivating them to practice regularly. Self-assessment and reflection played a key role in helping learners identify strengths and weaknesses, fostering autonomous learning. The use of technological tools like recording apps was beneficial, though sound quality issues suggest room for improvement. Learners also expressed a desire for more varied, real-world assessment tasks, such as group discussions. Teachers were seen as crucial in providing feedback, guidance, and creating a supportive learning environment. Overall, assessments helped improve fluency, confidence, and self-awareness, while also pointing to the need for diverse and technology-enhanced assessment methods.

5. Recommendations

To improve assessment practices in language teaching, several recommendations can be implemented. Educators should receive professional development on innovative assessment methods, including peer and self-assessment. Technology can help overcome challenges like large class sizes by enabling interactive assessments outside class hours. Expanding the use of

authentic materials in assessments and encouraging student participation through clear guidelines that can enhance engagement. A blended approach of formative and summative assessments provides continuous feedback and comprehensive evaluation. Additionally, shorter, frequent assessments and collaboration among educators can improve efficiency. Providing more resources for assessment practices will support better learning outcomes. To improve oral fluency, a balance of formative and summative assessments is recommended. Ongoing assessments like role-plays and group discussions, along with summative assessments such as presentations, provide continuous practice and final evaluations. Creating a supportive classroom environment, incorporating interactive techniques, and encouraging self-assessment will help students build confidence and improve fluency. Regular speaking opportunities and positive reinforcement will enhance participation and overall fluency.

Based on the findings from the interview, it is recommended that language assessments incorporate more interactive tasks, such as group discussions and role-plays, to reflect real-world communication and better engage learners. Additionally, enhancing the use of technology through reliable recording apps and video platforms can help learners track and review their speaking skills more effectively. Encouraging regular self-assessment will allow learners to reflect on their progress and identify areas for improvement. Teachers should continue providing constructive feedback to guide learners in their development, ensuring that assessments build confidence by creating a supportive and mistake-friendly environment. By integrating these recommendations, language programs can further boost learners' speaking abilities, motivation, and overall engagement in the learning process.

Conclusion

In this chapter, the research methodology was thoroughly outlined, providing a clear understanding of the approach, data collection tools, and analysis techniques used throughout the study. The choice of methods, including questionnaires and interviews, was justified, and the processes for analyzing the data were explained.

The findings from the study reveal a picture of assessment practices in language teaching, particularly regarding oral fluency. It was evident that formative assessments such as class discussions, role plays, and self-evaluations are widely adopted and viewed as effective for fostering language development, reducing anxiety, and encouraging student engagement. Summative assessments, though used less frequently, also contributed significantly by allowing learners to showcase their progress in structured settings. While peer assessment was less commonly employed, self-assessment emerged as a valuable tool for promoting learner autonomy and reflection. Interview insights further reinforced the positive impact of varied and interactive assessment methods on students' confidence and fluency. Participants reported increased comfort and motivation in using English, supported by technological tools and constructive teacher feedback. Nonetheless, the study also highlighted persistent challenges, such as time limitations, large class sizes, and student participation issues, which often restricted the implementation of more interactive strategies. Overall, the results underscore the importance of a balanced, student-centered assessment approach that blends formative and summative techniques, integrates authentic materials, and fosters a supportive classroom environment. Such an approach not only enhances oral fluency but also empowers learners to actively participate in their own learning journeys. Addressing the identified challenges through targeted training, technological integration, and collaborative practices will be essential for optimizing assessment strategies in future educational contexts.

General Conclusion

EFL learners are exposed to different methods by their teachers to assess their knowledge, speaking, engagement and confidence in using the English language. This study aimed to explore the impact of teacher's assessment techniques on EFL oral performance, also how various methods used especially formative types, summative and authentic affect learners' oral speaking (proficiency). It also examined the different barrier that teachers face in applying these methods and how contextual factors such as class size and time limitation influence the effectiveness of these techniques. The findings from the current study revealed that oral presentations are the most commonly used in formal assessment method, followed by role plays and debates. Informal assessments such as class discussions and group work were also widely practiced. Peer and self-assessment techniques appeared less frequently throughout the study whereas formative assessment had a strong preference over the summative one for the teachers. Also, both teachers and learners emphasized the effectiveness of authentic tasks like role plays and presentations in improving fluency. The learners reported that such tasks improved their fluency, reduced hesitation and motivated them to practise speaking both inside and outside the classroom. This enhancement was facilitated by the supportive classroom environment created by teachers, who provided feedback and encouragement. The results also noted that students benefit more from authentic tasks than traditional ones. Moreover, the study highlighted that practical challenges hinder the effectiveness of oral assessment. Time limitations were cited by teachers as a major obstacle to apply interactive techniques. In addition, large class sizes also prevented teachers from giving sufficient attention and feedback to each student. These findings reinforce that both time availability and manageable class sizes are essential for effective oral assessment in smaller groups, learners are more likely to develop their speaking skills.

To move forward, the study recommends that schools and institutions invest in ongoing teacher training to explore creative assessment including peer and self-assessment, as technology can play a crucial role in easing some of these challenges by allowing assessments to happen outside of regular class time and creating a supportive, low-anxiety classroom environment is important as it builds student confidence also helps them to speak freely.

By adopting these strategies one can improve the way assessments are used and better support EFL learners in developing their speaking skills.

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The Impact of Teachers' Assessment Techniques on EFL Students' Oral Performance

Dear teachers:

You are kindly invited to take a part in this questionnaire which explores "the impact of teachers' assessment techniques on EFL students' oral performance". This questionnaire aims to provide a comprehensive, understanding of how teachers view and implement oral performance assessments and how these techniques impact their students' language learning.

The information you provide will be used for academic purposes and will contribute to the practical aspect of this research.

Thank you for your valuable time and insights!

Instruction:

Tick (✓) on the appropriate answer or give your answers where needed.

Section one: Background information:

- 1- Gender: -Male ☐
 -Female ☐

2- Years of teaching experience:

- Less than 5 years ☐
 - 5/10 years ☐
 - 10/15 years ☐
 - More than 15 years ☐

Section two: Assessment techniques:

- 1- Which of the following assessment techniques do you regularly use to assess your students' oral performance?

-Formal assessment:

- Oral presentations ☐
 Role plays ☐
 Debates ☐
 Interviews ☐

-Informal assessment:

- Class discussions ☐
 Group work ☐
 Peer and self-assessment ☐

Observation ☐

Others (please specify)

2-How do you use each of the following assessment techniques?

*Formative assessment: occurs during the course ex: quizzes, conversations...

*Summative assessment: evaluate student learning at the end through written tests, written projects....

	Always	Often	Rarely	Never
a-Formative assessment				
b-summative assessment				
c- peer assessment				
d-self-assessment				

3- How can you balance between formative and summative assessments in evaluating oral fluency?

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4- Do you think that the use of authentic materials in assessment enhances fluency?

Yes ☐ No ☐

If no, why?

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5- Do you believe that frequent assessments lead to better language retention?

Yes ☐ No ☐

Why?

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6-How do you handle students who consistently struggle with speaking tasks?

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7-What role do you think anxiety plays in students' performance during oral assessments?

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8-In your opinion, what is the most effective assessment technique for improving oral fluency?

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Section three: Impact of assessment

1-How do your current assessment techniques impact students' oral performance?.....

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2-What challenges do you encounter when assessing oral performance?

- Limited class time ☐
- Large class sizes ☐
- Students' lack of participation ☐
- Lack of suitable assessment tools ☐

Others (specify)

.....

.....

3-Have noticed that students are more engaged during interactive assessment?

Yes ☐ No ☐

If yes, how ?

.....

4-Have you observed any noticeable improvements in students' oral fluency due to specific assessment techniques? please elaborate

***Interview with an L2 EFL Student : The Impact of Assessment
Techniques on Oral Fluency***

This interview is part of a research study for a Master's thesis, exploring the impact of assessment techniques on the oral fluency of L2 English as a Foreign Language (EFL) students. The purpose of this interview is to gather in-depth insights into the student's experiences and perceptions of different assessment methods. All responses will be kept confidential and used solely for research purposes.

Today is

- ***Student Profile:***

Level: []

Language Learning Experience: [] years of learning English

A.Warm up and establishing rapport :

1. Could you describe your experience with the assessment techniques used in your EFL classes?
2. Did you notice any changes in your speaking skills after the assessment?
3. Were there opportunities for self-assessment?How did that help you?
4. How did the assessments affect your confidence in speaking English?
5. Did the assessments encourage you to practice speaking outside of class?

6. Were there any technological tools used in the assessments? How effective were they?
7. Did you feel that your oral fluency improved as a result of the assessments?
8. How did the assessments affect your attitude towards learning English?
9. What role did your teacher play during the assessment process?

B.Warm up questions:

- Is there anything else I haven't asked you that you would like to add ?
- The responses you have provided might stimulate some addition questions or clarification. If , so may we contact you in the future?

تتناول هذه الدراسة ممارسات التقييم وتصورات المتعلمين في سياق الأداء الشفهي في دروس اللغة الإنجليزية كلغة أجنبية (EFL). استُمدت البيانات من استبيان وُزِعَ على 14 أستاذاً في تعليم اللغات، ومن مقابلات أجريت مع متعلمين، حيث تم تحليل أنواع التقييم المستخدمة، وتواتر تطبيقها، وفعاليتها، إلى جانب التحديات التي تعترض تنفيذها. أظهرت النتائج تفضيلاً واضحاً لدى المعلمين والمتعلمين لأساليب التقييم التكويني والتفاعلي، لا سيما العروض الشفوية، والمناقشات الجماعية، والمناظرات الصفية، التي يُنظر إليها كوسائل فعالة لتعزيز الطلاقة، والثقة بالنفس، والمشاركة النشطة للمتعلمين. كما تم التأكيد بالإجماع على فعالية استخدام المواد التعليمية الأصلية والتقييمات المتكررة في دعم تثبيت اللغة وتحسين الأداء. ومع ذلك، فقد أُشير إلى وجود صعوبات مثل ضيق الوقت، والاكتظاظ داخل الأقسام، وضعف مشاركة الطلاب، مما يعيق فعالية التقييم. كما أن التقييم الذاتي وتقييم الأقران، رغم الاعتراف بأهميتهما، لا يزالان غير مستغلين بشكل كافٍ، مما يشير إلى الحاجة إلى مزيد من التدريب والدعم. وأظهرت الأدوات التكنولوجية بعض الفائدة، لكنها تظل محدودة في بعض الجوانب التقنية. وتُختتم الدراسة بتوصيات لتعزيز الممارسات التقييمية من خلال التكوين المهني، وتوفير الموارد، وتنويع استراتيجيات التقييم، من أجل تحسين تعليم المهارات الشفوية والنتائج التعليمية في سياق تعليم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: التقييم الشفهي، تعليم اللغة الإنجليزية كلغة أجنبية، تفاعل المتعلمين، المهارات الشفوية

Cette étude examine les pratiques d'évaluation et les perceptions des apprenants dans le cadre de la performance orale en anglais langue étrangère (EFL). À partir des données recueillies via un questionnaire adressé à 14 enseignants de langues et des entretiens menés avec des apprenants, l'étude analyse les types, la fréquence et l'efficacité des évaluations orales, ainsi que les difficultés rencontrées lors de leur mise en œuvre. Les résultats révèlent une forte préférence, tant chez les enseignants que chez les apprenants, pour des méthodes d'évaluation formatives et interactives—en particulier les exposés oraux, les discussions de groupe et les débats en classe—considérées comme bénéfiques pour le développement de la fluidité, de la confiance en soi et de l'engagement des apprenants. L'utilisation de supports authentiques et d'évaluations fréquentes est largement reconnue comme favorable à la rétention et à la performance linguistique. Cependant, des obstacles tels que le manque de temps, le nombre élevé d'élèves et la participation limitée des étudiants entravent l'efficacité de l'évaluation. L'autoévaluation et l'évaluation par les pairs, bien que jugées utiles, restent peu utilisées, ce qui souligne la nécessité de formations complémentaires et d'une meilleure intégration. Par ailleurs, les outils technologiques se sont révélés utiles, bien que parfois limités en termes de qualité. L'étude conclut en soulignant l'importance du développement professionnel, du soutien en ressources et de la diversification des stratégies d'évaluation pour améliorer l'enseignement de l'oral et les résultats des apprenants en contexte EFL.

Mots-clés : évaluation orale, enseignement de l'EFL, engagement des apprenants, compétences orales