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**Teachers' and Learners' Perceptions of  
Using Dynamic and Formative  
Assessment to Improve Oral Proficiency  
in EFL Classes**

**The Case of Third Year University Students  
and Teachers of English**

**Dissertation Submitted to the Department of English in Partial fulfillment of the  
Requirements for the Degree of Master**

**Submitted by:**

- Abdi Aicha
- Ameer Hadjer

**Supervised by:**

- Mr Berbache Sami

**Board of Examiners**

Mr Refice Noureddine	University of M'sila	Chairperson
Mr Berbache Sami	University of M'sila	Supervisor
Mr Eldjemouii Saber	University of M'sila	Examiner

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## ***DEDICATION***

*We have the honor to dedicate this work to:*

*Our parents who provided us with their interest, and support in all  
our learning path.*

*To our brothers and sisters those who held us when we feel lost.*

*To all our dear families without forgetting any one .*

*To our wonderful friends, with whom we spent our best moments.*

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## **Abstract**

Assessment is a vital instrument for enhancing teaching and learning. Therefore, it is an important issue to shed light on teachers' and learners' perceptions of using dynamic and formative assessment to improve oral proficiency in foreign language classes in the Department of English at M'sila and Algiers University. In order to test our hypotheses about teachers' and learners' attitudes towards dynamic and formative assessment, we used survey research. The data are gathered through the use of two questionnaires. The first one is administrated to thirty teachers ( $n_1=30$ ), 15 teachers are from English department of M'sila university and the others are from English department of Algiers university. The second one is provided to sixty English students ( $n_2=60$ ) in order to collect their attitudes about the two types of assessment. Both of these samples are chosen randomly. The results of analysis indicate that teachers have a negative attitude towards dynamic assessment; they unconsciously practice it in classroom, but they do not know it as a term or as a type of assessment. In addition, the results of analysis demonstrate that teachers have a positive attitude towards formative assessment, they are aware about its effectiveness in classroom as well as they practice it to improve students' oral proficiency. Whereas, the results of analysis indicate that students have a negative attitude towards dynamic and formative assessment. Students are not aware and familiar with assessment and its types.

**Key words:** Assessment, Dynamic Assessment, Zone of Proximal Development, Formative Assessment, Oral proficiency .

## **LIST OF ABBRIVIATIONS**

**DA:** Dynamic Assessment

**EFL:** English as Foreign Language

**FA:** Formative Assessment

**L2:** Second Language

**LLS:** Language Learning Strategies

**SLA:** Second Language Acquisition

**SPSS:** Statistical Package for the Social Sciences

**ZAD:** Zone of Actual Development

**ZPD:** Zone of Proximal Development

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# **GENERAL INTRODUCTION**

## **General Introduction**

### **1. Background of the Study**

Assessment is an integral and a vital activity in the Algerian education system. Nitko, Brookhart (2007), Angelo, Cross (1993) argued that assessment refers to the instrument used to see to which extent students are achieving the desired learning goals for a particular course or program. (cited in Joyce L. Ndalichako, May, 2015). Assessment, defined as “a systematic process for gathering data about student achievement,” is an essential component of teaching (Dhindsa, Omar, & Waldrip, 2007, p. 1261). As Struyven, Dochy, and Janssens (2005) argue, the impact of assessment is significantly observable on students’ performance. The way students approach learning determines the way they think about classroom assignments and tests (Struyven et al., 2005). Recent studies advocate for including students in the process of developing assessment tools because, as Falchikove (2004) states, student involvement in peer assessment adds more value to the learning process.

Dhindsa, Omar, and Waldrip (2007) note that examining students’ perceptions of assessment, stimulates students to develop an authentic and realistic assessment approach that “rewards genuine effort and in depth learning rather than measuring luck” (p. 1262). Thus, in order to support this concept, studies suggest that students should be held responsible for their learning, for the sake of this study, including their perceptions of assessment seems to hold promise. (cited in Sayed Ahmad Javid Mussawy, 2009).

Constructing and reconstructing language teachers’ perceptions of DA requires the integration teachers’ theoretical knowledge of assessment with the knowledge of teaching methodology they gain through education. This gained tacit theoretical knowledge is, then, proceduralized via actual classroom practice as a long-term learning approach

(Inbar-Lourie, 2008). As such, education and experience contribute to development of teachers' perspectives regarding DA, which entails investigating and improving their constructivist approaches towards assessment, according to context and culture (Troudi, Coombe, & Al-Hamli, 2009). However, despite the recognition which DA has attracted in the literature, little, if any, research has been conducted to help contextualize EFL teachers' beliefs and values about DA (cited in Mohammed Karimi & Zahra Sahfiee, 2014).

Dynamic and formative assessment are types of assessment used as methods to improve learners' process of learning. To begin with, Dynamic Assessment, based on Vygotsky's (1978) theory that teacher interventions with clear examples and instruction, along with individualized prompts, would help students move into self-reliance and mastery. Antón (2009) used a pre/posttest method to go along with Vygotsky's theory. After the initial assessment, the researcher documented specific points of remediation to address during the unit. She conferenced with her students to discuss their individual needs and then retested them. Using a similar approach.

Wei (2011), who sought to use Vygotsky's theory, developed dynamic assessments for her classroom. She discovered her students' needs through an initial analysis followed by goal setting. Wei then planned assessments and made her students comfortable with the testing process. She continuously re-evaluated and revised her plans to meet the needs of her students and gave constant feedback both verbally and through multiple, short assessments during the unit. The format used for the current study was Dynamic Assessment focused on conferencing and group strategy sessions as well as a pre/posttest, similar to the unit designs of Antón and Wei. Another type of assessment is Formative Assessment grounds itself in evaluating students throughout a unit so that students are more aware of the end of unit goals and can address their own needs.

Tamjid and Birjandi (2011) realized a need for altering traditional assessments in order to stay current with the movement toward learner-centered classrooms. In their study, all students were assigned writing prompts that the instructors graded; however, the experimental group also completed self-assessment rubrics and were randomly given another student's assignment to assess using the same rubric. The students all revised their assignments before submitting to the instructors. Tamjid and Birjandi found that the experimental group improved their metacognition which led to better thinking and learning skills that could be used on future assignments. Bryant and Carless (2009), also used peer-assessment methods; they hypothesized that self- and peer assessments would stimulate more learner independence and create an atmosphere in which students desired improvement through reflective thinking. Their students viewed the peer-assessment rubric as a tool to help them earn better grades instead of a waste of time.

The current study made use of Tamjid and Birjandi's process of self- and peer-assessment as a reflective measure to improve student writing while incorporating unit grammar and vocabulary into the prompt (cited in Bachelor, Robin Barnard, 2015). The perceptions of using dynamic and formative assessment are required in order to enhance students' achievements, especially in English language classes. This later made us think to investigate teachers' and learners' perceptions of using dynamic and formative assessment to enhance students' oral proficiency.

## **2.Statement of the Problem.**

Ahmad Mussawy (2009) states that assessment in education is the product of 20<sup>th</sup> century. Pellgrino and Golman (2008), Shepard (2000) suggest that the content and the characteristics of assessment, utilizations of assessment results, and integration of assessment as a course on teacher education program, are ways that classroom assessment

can be improved in order to increase learning. Birenbonn and Feidman (1998) assert that assessment paradigms have shifted from “testing learning of students to assessing for students learning”, since it significantly affects students’ learning (cited in Ahmad. M, 2009). Possible assessment types that facilitate students’ learning development include dynamic assessment ( Anton, 2009; Poehner and Van Compernelle, 2011; Wei, 2011) and formative assessment (Bryant and Careless, 2009; Colby-kelly and Turner, 2007; Hanrahan and Isaacs, 2001; Tamjid and Birjandi, 2011) ( cited in Robin. B, 2015).

This shift of assessment builds the foundation for the current study, which seeks to investigate teachers’ and learners’ attitudes towards using formative and dynamic assessment to improve students’ oral proficiency. Since limited literature exists about teachers’ and students’ perceptions of dynamic and formative assessment, particularly in the context of Algeria.

### **3.Aims of the Study**

This intended work aims at showing and discussing different teachers’ and learners’ points of view about their familiarity in using dynamic and formative assessment in foreign language classes in order to enhance students’ oral proficiency. Also, it aims to see to what extent teachers and learners perceive these types of assessment (dynamic and formative assessment).

### **4.Research Questions**

This study is an attempt to answer the following questions:

1-To which extent do teachers and learners perceive the use of dynamic and formative assessment in English language proficiency?

2-What are the teachers' and the learners' perceptions of dynamic and formative process?

## **5. Research Hypotheses**

1-Teachers and learners will have a positive attitude towards the use of dynamic and formative assessment to enhance speaking skill.

2- Teachers and learners will have a negative attitude towards the use of dynamic and formative assessment in classrooms to enhance speaking skill.

## **6. Overview of Research Methodology and Design**

To better tackle the issue above, the method that we will use in this research is the descriptive method, it is the best method that fits the outlined objectives. Concerning data gathering tool, we will use two questionnaires; the first one is administrated for teachers, and the second one is provided for students. We use this data gathering tool in order to achieve a more reliable and comprehensive picture in testing our hypotheses.

The target population of this study is oriented towards thirty teachers of English departments at M'sila and Algiers Universities, they are chosen randomly, and sixty third year students of English department at M'sila University, they are chosen by random.

## **7. Structure of the Study**

The present work is divided into two main chapters, the first chapter reviews the related literature. The second one is concerned whit the practical part of the study.

Chapter One provides a better understanding of research variables. We mention assessment, teaching, and learning definitions. Then we review the most basic elements of dynamic and formative assessments. To begin with, dynamic assessment definition, the theory of zone of proximal development, and its approaches as well as we tackle

traditional testing versus dynamic assessment. Next we define formative assessment, we discuss feedback and types of formative assessment. We move to define oral proficiency. Besides, we try to focus on how to teach, how to learn, and how to assess oral proficiency. In chapter two deals with research design including; population, instrument and procedure. Besides, data analyses and limitations are included. Then, the detailed analysis of both teachers' and learners' questionnaires, in order to know whether the hypotheses are proved or disproved.

## **8.Key Terms**

**Assessment:** it is an integral part of didactic process, carried out for different purposes and in different formats on a daily basis. (Maria Frisch, 2015)

**Dynamic Assessment:** Dofler, Golke, and Artlet (2009) have defined dynamic assessment as an approach to obtaining insight into the current level of learners' potentials as well as into how this potential can be developed by certain educational interventions.

**ZPD:** Zone of Proximal Development is rooted to Vygotsky's theory which refers to the difference between what the learners can do independently without help and what they can do in the future with assistance (Vafae).

**Formative Assessment:** the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves which provide information to be used as feedback to modify teaching and learning activities in which they are engaged. (Black P and William D (1998) inside the Black Box: Raising standards through a classroom assessment king's college, London).

**Oral proficiency:** A person's overall competence and ability to perform in L2 (Thomas, 1994)

## **CHAPTER ONE**

# **DAYNAMIC AND FORMATIVE ASSESSMENT IN L2**

## **Introduction**

In the present chapter, we mention assessment, teaching, and learning definitions. Then we review the most basic elements of dynamic and formative assessment. To begin with, dynamic assessment definition, the theory of zone of proximal development, and its approaches as well as we tackle traditional testing versus dynamic assessment. Next we define formative assessment, we discuss feedback and types of formative assessment. We move to define oral proficiency. Besides, we try to focus on how to teach, how to learn, and how to assess oral proficiency.

## **1.Assessment, Teaching and Learning**

### **1.1.Assessment**

Assessment considered as one of the findings of the 20<sup>th</sup> century, it has been defined in multiple ways in the literature. Linn and miller (2005) define assessment of student learning as systematic gathering of data about student progress for the purpose of learning. Also, assessment characterized as a key part of teaching and learning, “a systematic process of collecting information” about students’ progress (Dlindsa et al, 2007, p.1261). They maintain that students’ performance can be assessed and measured variously, including “traditional paper and pencil tests, extended responses (essays), performance of authentic task, teacher observation, and student self-report” (Linn & Miller, 2005, p.26). Besides, the authors differentiate between two other terms related to assessment:1) test “an instrument for measuring a sample of behavior” and 2) measurement, “the process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic” (Linn & Miller, 2005, p. 26) ( Cited in Sayed Ahmad Javid Mussawy, 2009).

Plomba, CA & Banta, T.W. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass, 1999, p. 4 “ Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development”. For further definition, University of Oregon, Teaching Effectiveness Program “ We define assessment as follows : Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning”. (M620 vdo 3/07).

## **1.2. Teaching**

According to many educationists who have defined teaching, teaching is a process teachers go through in their interaction with knowledge by which teachers transform “ scientific” or “academic” knowledge into objects of learning as Edmund Amidon defined it “Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity”( Cited in an Article in India study channel). Garge stated that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. In addition Claxton (1984:211) defined teaching as “what one person does to try and help another to learn”. He claims that teachers are concerned in decision they take, actions they take, interactions with students, their presentations skills, and the way they manage the group. That is, teachers need to understand how students learn, and, more importantly, how these particular students learn, what learning strategies they use, which are the most suitable strategies to each these students. (as Cited in Nicholls, G, 2004:16).

### **1.3.Learning**

learning is the process in which students interact with knowledge and with learners constructing new meanings from experience. Also, it has been defined functionally as changes in behavior that result from experience. According to Jan De Houwer, Dermot Barnes, and Angens Moors, (2013) learning as “ontogenetic adaptation \_that is, as changes in the behavior of an organism that result from regularities in the environment of the organism”. In addition, Prichard, (2009) defined learning as “something of which we all have an understanding and which we all participated”. He claims that learning is something innate, so we all born with this capacity of learning. To put it in another way, learning is each new experience learner have, puts into play learners’ previous knowledge as well as their learning strategies.

### **2.Dynamic Assessment**

Dynamic assessment can be traced back to Vygotsky’s theory of Zone of Proximal Development, the term dynamic assessment was not used by Vygotsky when preparing his proposals on the culture development of the individual nor discussing his views on the prominence of differentiating between diagnostic and predicative or prognostic assessment in the school. (Poehner & Jim Lantolf, 2005). Luria, was Vygotsky’s colleague, coined dynamic assessment and later developed by an Israeli scholar Feuerstein (Leung, 2007; Poehner, 2007; Poehner & Lantolf, 2005). ( cited in Ebadi & Asakereh, 2017).

Dynamic Assessment has been defined in various ways. According to Poehner (2008) dynamic assessments are “L2 pedagogical interactions, including the correction of over-and underestimates of learners’ abilities, and the identification of problem areas ... and the possibility of supporting learners’ efforts to stretch beyond their capabilities”. In dynamic assessment mediation is involved from an capable individual who helps the students with their learning through ongoing process, the tutor would identify each student’s abilities

through a pretest and then through dialogic interaction with the students. The teacher would become more effective than in facilitating development. ( Feuerstein, Rand, Jensen, Kaniel, & Tzuriel, 1987). (cited in Robin Barnard Bachelor, 2015). Also, the constant aspect of the definition is active intervention by the assessors and assessment of learner's responsiveness.

Haywood (1992 b) posit that dynamic assessment represents a part of the concept of interactive assessment. He stated that:

*“It might be useful to characterize as interactive any approach to psychological or psycho-educational assessment in which the examiner is inserted into an active relationship with a subject and does more than give instructions, pose questions, and record responses. Dynamic should probably be reserved for those approaches in which the interaction is richer, in which there is actual teaching (not of answers but of cognitive tools), within the interaction and in which there is conscious, purposeful, and deliberate effort to produce change in the subject”.* (Haywood, 1992b, p.233).

(Haywood & Lidz, 2007, p.01). Haywood and Tzuriel (2002) defined dynamic assessment as “a subset of interactive assessment that includes deliberate and planned mediational teaching and the assessment of the effects of that teaching on subsequent performance” (p.40). In some sense all of these approaches are “ mediational ” but there are other approaches that are not mediational; which include intervention and response to intervention without mediation. These would fit within the broad definition of DA. (Haywood & Lidz, 2007, p.02).

## **2.1.Dynamic Assessment in Language Classroom**

In DA. Mediation can be used to discover individuals' ability and can bring change, at the heart, mediation, is an essential component in sociocultural theory, refers to a process in which cognitive and social tasks are provided by culturally developed concepts, activities and artifacts (Lantolf & thorne 2001 )(as cited in Ebadi & Asakareh, 2017).

Speece, Cooper, and kibler (1990) started using Dynamic Assessment to recognize individuals' abilitie. These researchers explained Dynamic Assessment as “a training

paradigm in the examiner takes an active role in teaching ..... and then measures the degree to which this training resulted in learning” (P-113) .

Speece et al deduced that it is better to use Dynamic Assessment to identify the examinees for special education than did static, traditional assessment while Dynamic Assessment should play a greater role in educational practices and is beneficial for students. Moving to the center of the research, Peña, Quinn, and Iglesias (1992), decided to use Dynamic Assessment in order to examine native Spanish speakers in the United States public education for learning disorders. They determined a problem with Spanish speakers, as special education candidates, which their problem was identified due to their lack of English language knowledge and United States assessing methods. They allowed non – native English speakers to practice, noticeably, the scores increased after they have worked with a tutor and excluded many students from being considered as special education. Like those studies of Speece et al are oriented to special education teacher to use Dynamic Assessment practices in their classrooms. However, Dynamic Assessment is not only restricted to special education realm. (cited in Bachelor , Robin Barnard,2015 ).

The research on Dynamic Assessment continued in the L2 classroom with Lantolf and poehner who have developed Dynamic Assessment knowledge, as team and individually, in modern time: They produced a set of publications: including but not limited to the following: Lantolf (2009), Lantolf and Poehner (2004), Lantolf and Poehner (2006), Lantolf and Poehner (2010), Lantolf and Poehner (2011), Poehner (2005), Poehner (2007), Poehner (2008), Poehner (2009), Poehner and Lantolf (2010), and Poehner and Van Comprenolle (2011). They prescribe to the theory that mediation is a basic part of the process of assessment and helps in the students’ change in the foreign language classroom. Their most recent study is project 2010-2014: Dynamic Assessment in foreign language education. Dynamic Assessment research in the L2 classroom.

Poehner and Lantolf (2010) gathered data to compose a comprehensive casebook. They have written a guide for foreign language teachers on best practices focusing on the use of Dynamic Assessment in the classroom. One of the main parts is mediation, from which is about “cooperative dialoguing between the mediator and the learner” ( Lantolf & Poehner , 2006, P.46 ). Mediation techniques are used by EFL teachers in their classroom, in which students have been tested, so that teacher could determine learning problems. ( Bachelor, Robin Barnard, 2015 ).

Kozulin and Garb (2004) started to focus on second language learners and chose to leave the special education classroom. They used Dynamic Assessment to inform the mentor of learning ability for English reading comprehension activities. The candidates completed a pretest to acquire reading comprehension level. The researchers analyzed the results and imposed a special learning strategies designed to meet students potentials. Kozulin and Garb (2004) found that Dynamic Assessment procedures have a profound impact on posttest scores. The researchers finished with a claim: Dynamic Assessment is an effective way of helping teachers to develop intervention strategies and is reliable in comparison traditional methods in assisting students to meet their needs in the L2 classroom. (P.75)( Bachelor, Robin Barnard, 2015 ).

## **2.2.Zone of Proximal Development**

Dynamic assessment, having its theoretical base in one of the theories of education, socio-cultural theory, which was developed by the soviet child psychologist Lev Vygotsky in the 1920s (Ahmad Nazri, 2015). Vygotsky’s writings on the ZPD demonstrates to ambiguities

Veer,1993). Vygotsky’s proposals in the ZPD (1998:201) discussed that independent performance determined individual’s actual level of development “ not only does not cover the whole picture of development, but very frequently encompasses only an *insignificant* part

of it” (Vygotsky,1988:200). ( Poehner & Lantolf, 2005). Also, he insisted that understanding cognitive ability is only achieved by individual’s response to mediation because it provides picture about person’s potential level of development ( i.e. future ). That is, what individuals is able to do one day with assistance, he or she is able to do in the future alone. ( cited in Poehner and Lantolf, 2005).

In addition, Vygotsky baptized the concept of the Zone of Proximal Development (ZPD) to explain the way in which collaborative and social learning occurs. He defined ZPD as the distance between an individual’s “actual development level as determined by independent problem solving” and the higher level of “potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky 1978:86). Bazerman (1997) suggests ZPD as the “area that is beyond one’s full comprehension and mastery, but that one is still able to fruitfully engage with, with the support of some tools, concepts and prompts from others” (Bazerman 1997:305). Moreover, the theory of ZPD has been interpreted by different scholars in multiple ways. Scaffolding is one of these interpretations. (Lave and Wenger 1991,1996).

The scaffolding interpretation argued that the person’s solo performance can be developed if supported by more knowledgeable participants leading to subsequent performance without assistance.( Lave and Wenger 1991):

*“... the zone of proximal development is often characterized as the distance between problem –solving abilities exhibited by a learner working alone and that learner’s problem-solving abilities when assisted by or collaborating with more experienced people. This “scaffolding” interpretation has inspired pedagogical approaches that explicitly provide support for the initial performance of tasks to be later performed without assistance”. ( Lave and Wenger, 1996:144).*

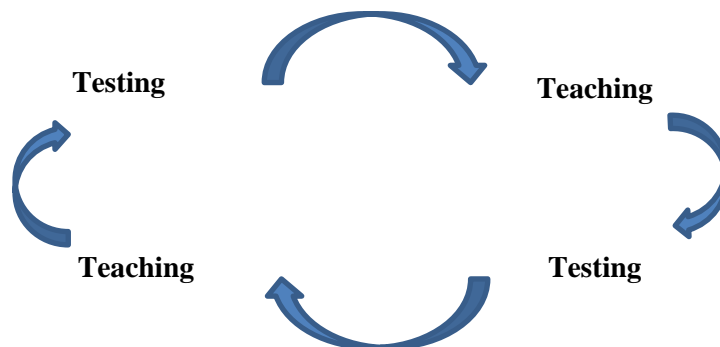
Learning leads development, according to socio-cultural theorists, which is enabled by scaffolding and the use of tools. The concept of ‘tools’ refers to physical tools and mental or psychological tools. Mental tools can improve cognitive abilities. The most fundamental example of mental tools is language, socio-cultural theorists stated that thought, establishing social relationships, and learning can be achieved through language. So, learning and development are mediated by language as well as social relationships. ( cited in Ahmad Nazri, 2015).

### 2.3.Dynamic Assessment Components

Through mediation, the learner is able to generating what he or she has learned to new conditions. This definition focuses on the components of dynamic assessment. These components are: Intentionality, Reciprocity, and Transcendence

#### 2.3.1Intentionality

In Poehner’s view (2008), a mediator examines, asks leading questions, and gives prompts and clues to support a learner to complete a task. That is within his or her ZPD, but which he or she cannot do independently. Dynamic assessment provides to the examiner a clear insight of a learner’s potential abilities whereas a non- dynamic test does not, and the mediator is capable to improve development in the learner by teaching at the same time as testing. ( cited in Leila Mehrnoosh and Ehasan Rassaei, 2015).



**Figure 1.1:** Dynamic Assessment Components (Intentionality)

### **2.3.2. Reciprocity**

Albeeva (2008) points out that reciprocity refers to the learner's responsiveness to the instructor's mediation. That is the learner's capacity to respond to the tutor's mediation enables the tutor to determine the needed quality of mediation in order to bring some changes in the learner's performance. Feuerstein (2002) discussed that reciprocity is about the three aspects of assessment the mediator, the learner, and the stimuli or items, and the relationships between them in constructing the intended cognitive structure. Whereas stimuli are become to be more attractive forms, child's attention is directed and his understanding or perception is focused, and the mediator tries to do the possible to keep the child awaken like gesturing, asking questions, showing significant features and constantly receiving child's responses and making changes to maintain his involvement.

### **2.3.3. Transcendence**

“transcendence is associated with the widening of interaction beyond its present purposes to other purposes the are farther in time and space” (Feuerstein, 2002, p.76). Bavali, et al. (2011), transcendence considered as the ultimate mark of cognitive development has occurred, and it is the wanted purpose of mediated learning.

## **2.4. Dynamic Assessment Approaches**

There are two main approaches to dynamic assessment, according to Lantolf and Poehner (2008), interactionist and interventionist that usually used in : pre-test, mediation, post-test format. ( cited in Leila Mehrnoosh and Ehsan Rassaei, 2015).

### **2.4.1. Interactionist Dynamic Approach**

the term dynamic was coined by Luria (1961), focused on learning. Learning happens when an individual is supported by a capable person in which the learner could overcome a certain difficulty. This growth took place only when learners could not depend on their actual abilities to perform alone rooted in Vygotskyian socio-cultural theory, social interaction would provide learners with the needed knowledge to activate their cognitive functioning. (Lantolf & Poehner, 2009). As cited in (Mohsen Fahmy, 2013). To put it simple, Mardani and Tavakoli (2011) point out that in this approach, the assessor would interact with the assessee in which assistance emerges. Also, Albeeva believes that hints and prompts, during the assessment, are not pre-planned; instead, they emerge from mediated interaction between the mediator and the learner in which the examiner responds to learner's needs and constantly re-adjusts his or her mediation. (cited in Leila Merhnoosh and Ehsan Rassaei, 2015).

### **2.4.2. Interventionist Dynamic Approach**

Lantolf and Poehner (2008) indicate that interventionist dynamic approach is more formal, characterized by psychometric features and standard interventions. (cited in Leila Merhnoosh and Ehsan Rassaei, 2015). This approach usually involve pre-test and post-test (Pohner, 2005, p. 22). Before the beginning of language program, learners have received their initial dynamic assessment process based on the results of this interaction, a tailored program was arranged for the learner. ( cited in Mohsen Fahmy, 2013).

Poehner (2008) states that teachers are not free respond to learners' needs, during an interventionist assessment, instead must follow an approach to mediation in which all prompts, hints and leading questions have been established and arranged in a hierarchical manner. (Thouesny, 2010). Poehner (2008) believes that forms of assistance and the use of standardized administration procedures are the major feature of interventionist dynamic

assessment in order to analyze findings quantitatively that can be used to compare between and within groups. In addition, it can be used to predict performance on future tests. (cited in Leila Merhnoosh and Ehsan Rassaei, 2015).

## **2.5. Dynamic Assessment versus Traditional Testing**

Dynamic assessment is different from traditional one. In traditional testing the examiners could not intervene in the process of assessing, however, in DA the assessors are involved in active interaction to bring changes into learners cognitive functioning. Also, DA provides teachers with knowledge about learner's process comparably with traditional assessment. ( Haywood and Tzuriel, 2002). According to Poehner (2007) assessment and instruction should be put together as a single activity, while in traditional testing these two are considered as separate activities. The claim of proponents of DA leveling about traditional testing was that instruction and assessment should be integrated as a single activity and should not be divorced from each other. it should be noticeable, the intention of DA is not replacing traditional testing but it can be used as a complement to it as traditional testing's concern was students' ability and DA expects or predicts students' future performance. (Anton 2009). (cited in Ebadi & Asakereh, 2017).

## **3. Formative Assessment**

The term "formative assessment" has many definitions that have been proposed over the years. According to Gikandi et al (2011), FA activities are immanent components of instruction that allow learning to be controlled and the instruction to be modified until the wanted learning objectives have been achieved. (cited in Juan- Fernando. Martin- Sanjosé ; p. 124). Also, formative assessment has been defined by Black & William as "all those activities undertaken by teachers, and / or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged". As cited

in (Brain W. Radford's work, p. 07). According to the Ministry of education (1994), formative assessment is defined as:

*"...an integral part of the teaching and learning. It is used to provide the students with feedback to enhance learning and to help the teachers understand students' learning. It helps build a picture of students' progress, and informs decisions about the next steps in teaching and learning."*(Cited in Bronwen Cowie, 2010).

### **3.1. Background of Formative Assessment**

Greenstein (2010; 20) stated that FA is used throughout history. Socrate is the earliest user of formative assessment when he gave his students questions and used their answers to evaluate their learning, so using questions by Socrate as a tool to assess the students formatively, is considered as the primary attribute of formative assessment.

Also, the conception of formative assessment developed by Bloom (1968; et al; 1971), he pointed out that the objectives of an instruction unit should be related with all teaching / learning activities. Once these activities have been finished, a formative assessment, the teacher tests his students (usually a paper – pencil tests). The results of the test provide feedback to the teacher and the students, in the case teacher is supposed to find the appropriate treatments for the students who have not yet perfected the instructional objectives (using, e.g. additional exercises, small – group discussion), but in all these cases the objective is the remediation of learning difficulties identified by formative assessment. So, all of teaching, testing, and remediation are phases that deserve very careful planning, preparing, and managing from the teacher who tries to make sure that all students will enhance the unit objectivities (cited in Linda Allal and Lucie Mottier Lopez, 2005, p. 243, 244).

### **3.2. Formative Assessment & Feedback**

According to Ramprasad (1983, Sadler, 1989), one of the main component in FA is feedback; the information provided has to be used and the use of this information involves two steps. The first step is that the gap between the needed objective and the present state must be realized by the teacher or the student. The second one is this gap should be closed by an action taken by the teacher or by the student. (cited in Brain W. Radford, 2010, p. 06).

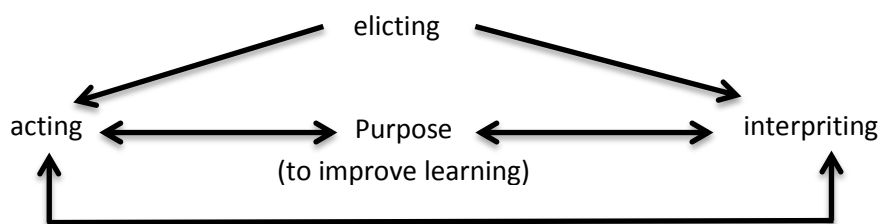
Feedback is transmitted messages from teacher to students about their academic performance, whether their performance is right or wrong and Whether students use these messages to develop their learning process. (David Vical and Debra Machorlane Dick 2006, p. 200).

### **3.3. Types of Formative Assessment**

As far as formative assessment is defined as the process used by teachers and students to recognize and to respond the students learning in order to enhance that learning during the learning process. According to Cowie & Bell (1999), teachers used two types of formative assessment; planned formative assessment and interactive formative assessment.

#### **3.3.1. Planned Formative Assessment**

Planned formative assessment was proposed by Bronwen Cowie and Beverly Bell (1999), it is used for showing the ability of learners in thinking. It occurs at the beginning and the end of the topic, it aims at enhancing learning and teaching process. Planned formative assessment includes the teachers eliciting and interpreting assessment information and then action taken.

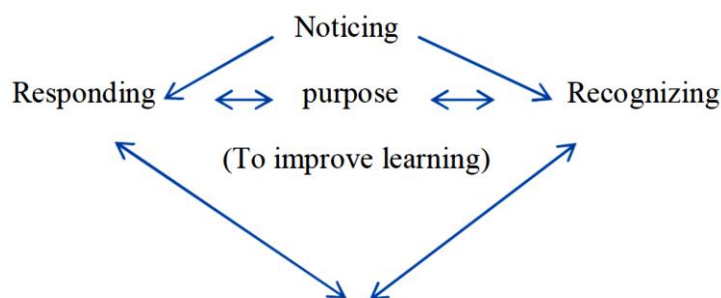


**Figure 1.2:** Planned Formative Assessment adapted from Cowie and Bell (1999:103)

The diagram above shows the information is obtained from the activity that is given by the teacher. It is interpreted either by the teacher or by the learner, and finally the learner acts to get information on the topic. (Hall and Burke, 2004, p. 14).

### 3.3.2. Interactive Formative Assessment

Interactive formative assessment is suggested by Cowie and Bell (1999). It is “taking place during teacher- pupil interaction” it is implemented through the instructional conversation that occurs between teachers and students during normal classroom activity. (Ellis, 2003. Cited in Poehner and Lantolf, 2005). Cowie and Bell stated that interactive formative assessment based on the teachers noticing, recognizing, and responding, and it is tended to be carried out either with some individual students or small groups. As it is shown in the figure bellow of Cowie and Bell (cited in Hall); the teacher gives an activity to the learner to do it in a group work. On the best of prior knowledge or prior subject, the teacher notices the information about learners’ thinking, then he gives comments or questions about how they interacted with each other, and then recognizes the significance of the information. (Hall and Burke, 2004, p.15).



**Figure 1.3.** Interactive formative assessment adapted from Cowie and Bell (1999:107)

## 4-Oral Proficiency

### 4-1 Definition of Proficiency

Proficiency (noun): high degree of skill; expertise: “he demonstrated his proficiency in Chinese” ( the Oxford Dictionary of English, 2011).

“proficiency (noun): skill, expertise, experience, accomplishment, competence, mastery, prowess.

Professionalism defines, adroitness, dexterity, finesse, ability, facility; “informal know how”(the Oxford American thesaurus of current English, 2002).

### 4.2. Definition of Speaking Skill

English is a necessary tool for today communication, and speaking is the most commonly form of communication. It is used whether in everyday life or in the classroom setting. Speaking is defined by Bygate. M(1987: p.57) as:

*“speaking is, however, a skill which deserves attention every bit as much as literary skill, in both first and second language. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business. It is also medium through*

*which much language is learnt, and which for many is particularly conducive of learning”.*

In addition, speaking skill is defined by Chaney et al (2004; p.13) as “the process of building and sharing through the use of verbal and non-verbal symbols, in a variety of context”. Also, Brown, 1994; Burns and Joyce, 1997 argued that speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information. The form and meaning of speaking have relationship with the context in which it occurs, including (social environment, physical environment, and social values). (Cited in Florez, Mary Ann Cunningham).

Speaking is a key to communicate. By considering what is it, how to teach it, and how to assess it, learners will enhance and develop their speaking skill.

### **4.3. Teaching Oral Proficiency**

Zhou Y (2010), English is one of main contents in English teaching. (Cited in Wanyu Liu). Teacher has a great role to help his/ her students to talk in the foreign language. According to Wanyu Liu, teachers should play the following roles well: demonstrators, directors, conductors, and commentators.

**4.3.1. The Role of Demonstrator:** teachers are considered as model to be imitated by their students. Hence, teachers should undertake responsibilities actively and demonstrate themselves positively. In oral teaching, teachers are required to be aware of their pronunciation. For Wanyu Liu(15), “students mainly listen to the teachers. So teachers are demonstrators in oral teaching”. According to him. Teachers should be like native speakers through enhancing their pronunciation and training their language in order to act the role very well.

**4.3.2. The Role of Director:** the role of teachers as directors is shown in several teaching activities. Wanyu claims that oral teaching is a process that requires students to take part in

several activities in order to achieve learning goals. So, designing activities and carrying them out let the teachers act the role as directors. Wanyu gives an example to explain more the teachers' role as directors, he states that in oral expression, volume three, unit three, part-time job, teachers can design an interview as an activity, and then selecting the best work. This activity let the teachers play the role of directors, whereby they assess roles, design situation and solve problems that occurs during the activity.

**4.3.3.The Role of Commentator:** according to Wanyu Liu, when teachers act the role of commentators, they are supposed to evaluate activities in a summative way as well as to evaluate the students' strengths and weaknesses in order to make students more confident. Also, teachers should let students avoid the same errors by providing guidance for them and helping them to identify their own weaknesses. Wanyu suggests that the commentator role should take part in several activities.

#### **4.4.Learning Oral Proficiency**

Researchers and teachers have long noticed that students acquire English as a second language more quickly and effectively than others (Dreyer & Oxford, 1996; Lightbown & Spada, 1999; Vance, 1999). This effectiveness of language acquisition among learners has captured attention of researchers and practitioners worldwide. A number of cognitive, affective, and sociocultural factors have been identified by researchers as significantly contributing to this variation in second language acquisition (SLA) (Brown, 2009). Language learning strategies (LLSs) have emerged as significant variable. (Deanna L. Nibset, 2005).

Researchers have defined language learning strategies as “the often- conscious steps or behaviours that learners adopt to help them learn”(Erhaman and Oxford 1990, 311). (Developing Oral Proficiency in German & Learning to Use Language Learning Strategies: Parallel Process). Also, LLSs are defined as “specific actions taken by the learner to make

learning faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”(Oxford, 1990, p.8). (Deanna L. Nibset, 2005). Various studies were conducted about the use of language learning strategies to improve oral proficiency, one of these studies was in Germany.

18 Irish students, were all native speakers of English, were selected to participate in this study. Teacher customized 3 instructional contact hours of German language per week over the course of two 24- week semesters, 1 hour was devoted to learn grammar. Meanwhile the remaining 2, learners engaged with a variety of aural and written material in German. Also, the oral activities consisted primarily of conversations on the basis of texts, role-plays, pair work and group presentations. Besides, the learners finished or completed a language learning diary in which they were supported to record their favored approaches to the study of German. Teachers encouraged their learners to use as wide variety of language learning strategies as possible, some of which were demonstrated in class.

During the first semester, teachers focused on grammatical accuracy and vocabulary with the semester finishing with a written assessment. During the second semester, teachers focused on oral proficiency and research skills with the learners preparing and presenting a chosen topic in German. (Developing Oral Proficiency in German & Learning to Use Language Learning Strategies: Parallel Process).

### **5.5. Assessing Oral Proficiency**

The assessment of oral proficiency is by necessity a complex task (de Jong et al, 2012 Karnsh, 2006). (cited in Maria Frisch, 2015). The main role of teacher is to guide their students during their learning process. Another teacher’s task is to determine whatever the students have acquired these defined learning goals. Oral proficiency can be tested variously. Dynamic assessment and formative assessment are two main types of assessment that can be used to assess oral proficiency.

### **5.5.1. Assessing Oral Proficiency Dynamically**

With the different implementations of dynamic assessment, number of empirical or practical studies were conducted on language speaking skill.

Poehner (2008) conducted a series of dynamic assessment case studies examining oral proficiency among advanced under-graduated learners of French. He dynamically assessed university students ability when narrating a movie. Poehner concluded that the mediation resulted in developing understanding of two tenses in French (l'imparfait and passé composer).

The study was an attempt to investigate the role of dynamic assessment (DA) in the vocabulary learning of EFL learners. The participants were 50 male learners attending the Sabalan Language Institute classes in Tehran, Iran. They were assigned to two groups: one as experimental and the other as the control group. To ensure the homogeneity of the groups in terms of their L2 proficiency especially vocabulary knowledge, they sat for Nelson test. The students in these classes learned English as a foreign language. In the control group, vocabulary was taught using traditional method and there was mediation after pre-test by the teacher. In the experimental group, dynamic approach was used in the class after vocabulary pre-test. DA in the experimental group included mediation between the assessor and the learner such as prompts, explanations, hints, suggestion and more importantly leading questions by the examiner.

For more explanations, the pre- test mediation post-test design (sandwich model of DA) was implemented in the study. In the first phase, a 30-item vocabulary test was administered as the pre-test. In the second one, mediation was provided for the experimental group. During four successive sessions, 30 minutes of class time was allocated to mediation and discussion

of the results. In the end, a post-test was administered to both groups. ( cited in Gholmera Hessamy and Esmail Ghaderi, 2014).

This study is empirically investigate the effect of dynamic assessment on Chinese learners' development of English pronunciation proficiency. 36 participants were recruited for the study. They were first-grade English majors all from the same class in a normal university in Southwest China (Sichuan). The experimental class was comprised of eight tasks covering all the basic of English pronunciation, including the segmental features of vowels and consonants and the super-segmental features as stress, elision, linking and intonation. At the beginning of each task, the tutor would give a pretest according to the content arranged in that task.

In the second stage, the teacher's intervention would be provided in terms of what had been indicated in the pretest through verbal mediation, which could be some, suggestion, hints, explanations or demonstrations, varying in the specific degrees of difficulties and individuals' competence.

In the third stage, a posttest was fulfilled to reveal their improvement or their existing problems if they were any until those problems were solved with the help of the tutors' or peers' specific guidance. ( cited in Xin Yang, 2017).

The study explored the impact of dynamic assessment on the development of speaking skill. Two male were participated in the study. The participants were purposefully selected. One of the participants, Ali, was 26 years old and originally from Iraq, who was doing this MA in Mathematics in a state in Iran. The second participant, Reza, was 28 years old and originally from Iran, was majoring in Herpetology in a state university in Iran. The study consisted of four main stages, along with three sets of interviews.

In the first stage, a task was administered to the participants in the non-DA and DA to diagnose their speaking difficulties. In the non-DA, the participants narrated the story without

providing assistance from the mediation to illuminate their Zone of Actual Development (ZAD), while in DA, the participants were involved in dialogic interaction provided a comprehensive picture of the participants' ZPD, ZAD, manifested in non-DA, focuses on what learners have already learned, while ZPD, realized in DA, is concerned with learners' abilities for development (Vygotsky, 1978).

Following session, they sat unstructured interview to examine thoroughly their views on the non-DA and DA sessions. The interviews, each of which took around 10 min, were administered immediately after the non-DA and DA; so that they could express their detailed experience in non-DA and DA.

In the second stage, six DAs, in which the participants' speaking problems were addressed, were implemented, each DA session took around 20 min. the DA sessions provided the mediations with clear picture of their problems in their speaking skills .

In the third stage, the task adopted in the first stage was used in the form of non-DA and DA post-tests to find out whether the DA sessions had had any significant influence on their speaking performance. Immediately after the last session, the participants engaged in a unstructured interview to discover their views on the whole DA and non-DA sessions.

In the final stage which was held 10 days after the last DA, transcendence was implemented to test whether the participants acquired their learning. In this stage, the task was novel and more challenging as it was silent movie, which did not provide learners any lexical hints and contained complicated scenes ( cited in Saman Ebadi and Ahmed Asakereh, 2017).

### **5.5.2. Assessing Oral Proficiency Formatively**

Black and William stated that in assessing students formatively, teachers are supposed to identify students' oral English level at each period in order to set the appropriate oral activities for students to achieve the learning goals set beforehand. Doing assessment

activities in classroom including self-assessment, peer assessment, and teacher assessment may help both teachers and students to be aware learning process of students toward the goals set beforehand. And which also may help teachers to integrate this evaluation information to guide their next curriculum design and instruction (cited in Lingying Tang, 2016). So formative assessment comprises three aspects of self-assessment, peer assessment, and teacher assessment.

### **5.5.2.1. Self-assessment**

Self-assessment refers to immanent introspection on students' own learning. It is a meta-cognitive process of self-monitoring and general reflection of one's own thinking (Sadler, 1989). Self-assessment is more accurately defined by James H. Mc Millan and Jessica Hearn(p.40) as:

*“...a process which students 1) monitor and evaluate the quality of their thinking and behavior when learning and 2) identify strategies that improve their understanding and skills. That is self-assessment occurs when students judge their own work to improve performance they identify discrepancies between current and desired performance”.*

In order to develop self-assessment process, Boud (1986) suggested that the students are supposed to be able to identify standards that will apply to their work, and to make judgment about how their work relates to this standards (cited in David. Nicol and Debra Macfarclane-Dick, 2006).

### **5.5.2.2. Peer Assessment**

One of the ways in which students internalize the characteristics of the quality of work is by evaluating the work of their peers (Michelle Schwartz, p.04). according to Sadler (1989), when students are working in groups, their work could provide the following advantages: the

work is of the same type, and students interact with many procedures to find solution. Also, Michelle Schwartz defined it as “peer assessment, in which students comment and judge their colleagues’ work , has a vital role to play in formative assessment”. In addition, Weaver and Cotrell (1986) see peer assessment “as a mean by which skills can be improved and implemented”(cited in Michelle Schwartz, p.01).

In peer assessment, students are required to work in group organized by four students in order to do oral tasks (group discussion, situation dialogue...), after the presentation, students are asked to fill in the portfolio to assess the group members’ work in the level of speakers’ speed, intonation, cohesion and coherence of dialogues, the choice of appropriate words, facial expressions and body language ( cited in Lingying Tang, 2016).

### **5.5.2.3. Teacher Assessment**

Teacher assessment is an ongoing assessment process, and it is an important tool of formative assessment. In teacher assessment, teachers are supposed to find out the effectiveness of learning activities.( Cowie and Bell,P.539). Rùben (2016,P.97-100) suggested steps with elements that help teachers to assess speaking proficiency. They are as follows: assessment need and purpose, planning and developing, assessment task, performance assessment and assessment use.

**5.5.2.3.1. Assessment Need and Purpose:** it is the first step where the teacher should think about the purpose of assessment which will guide the teacher to do speaking assessment process. Rùben illustrated this step with an example; the Portuguese learners have difficulty to pronounce the phonemes (θ) and (ð). So, the need is that the teacher needs to comprehend if the learners can differentiate them or not, and the purpose is to help the learners to be aware about the consonant digraph (th).

**5.5.2.3.2. Planning and Developing:** after selecting the purpose, the teacher moves on to the second step, where the teacher is supposed to choose the appropriate assessment tool in order to meet the learning objectives. Rùben gave an example on this step (P.98): “ bearing in mind that the students are fifth graders, the task of choice should involve a known context, in this case family relationships have some kind of guidance. Accordingly, the students working in pairs, ask and answer the questions about the relationship of the family members in the family tree given.”, In order to meet the teacher’ s objectives, personal names are used instead of the family tree terms such as father, mother... ( see the task used in Appendix A ). So, in this step, the teacher plans and develops the appropriate assessment tool and criteria of assessment that meet with the learning objectives.

**5.5.2.3.3. Assessment Task:** in this step, students are supposed to be produced to the task they have to do.( see the task used in appendix A).

**5.5.2.3.4. Performance Assessment:** it is the fourth step where the teacher has to let students do their work without interrupting them. Each pair is assessed by the teacher according the criteria set in step two.( see criteria to assess speaking proficiency in appendix B).

**5. 5.2.3.5. Assessment Use:** in this step, teacher is supposed to use the assessment results to check his learners whether they achieve or not the learning objectives. After that, the teacher tells students what they have done well and what they need to do to improve. Teacher provides extra activities for those whose performance were week ( provide students with two lists of specific words and ask them to repeat this assessment task) (see lists of words in appendix C).

## **Conclusion**

With a comprehensive review of the related literature concerning Dynamic Assessment and Formative Assessment as well as Oral Proficiency, this research was prepared to analyze data through the predetermined quantitative method.

## **CHAPTER TWO**

# **TEACHERS' AND LEARNERS' PERCEPTIONS OF USING DYNAMIC AND FORMATIVE ASSESSMENT**

## **Introduction**

The present research work is about teachers' and students' perceptions of using dynamic and formative assessment to improve oral proficiency in EFL classes. In chapter one, the literature review provided theoretical background as well as comprehensive information concerning the two types of assessment. The second chapter discusses the field work. This chapter presents the research design including research population, instrument and procedure. Then, it deals with data analyses, results and discussions.

### **1. Research Design**

The purpose of this design study was to investigate the perceptions of third- year English university students and teachers of English department concerning their perceptions of using dynamic and formative assessment to improve students' oral proficiency. The following research questions require the application of the descriptive method.

**Research Question Number One:** to which extent teachers and learners perceive the use of dynamic and formative assessment to improve oral proficiency?

**Research Question Number Two:** what are the teachers' and the learners' attitudes towards dynamic and formative assessment process?

#### **1.1. Research Population**

The sample was selected randomly from the English departments. Sixty ( $n_1=60$ ) third-year English students studying at M'sila university were selected for the study. However, four of them were not marked. Thirty ( $n_2=30$ ) teachers were selected from two different English departments; 15 teachers were from M'sila university and the remaining 15 were from Algiers

university. We have chosen two departments because of the insufficient number of teachers in M'sila university.

### **1.2.Instrument**

Two surveys were distributed. One is for teachers which is designed to seek information about to which extent teachers perceive the use of dynamic and formative assessment to improve students' oral proficiency. The other one is for students which is designed also to know to which extent students perceive the use of dynamic and formative assessment to improve their oral proficiency. The two questionnaires include background and three sections; the first section was about assessment, the second one was about dynamic assessment, and the third one was about formative assessment. This helped us to accomplish the objective of this study.

### **1.3.Procedure**

To collect data, we used two surveys. One was for teachers and the other one was for students. We chose the questionnaire as our data collection tool. This research quantifies the teachers' and the students' perceptions. Simple questionnaire items generated not only based on our knowledge, but also based on the literature review and the internet search. The draft questions were discussed with our supervisor, refinements were made in the questionnaire items. For instance, the supervisor told us to modify some statements such as transferring interrogative statements to affirmative statements "have you taken specialized training courses on assessment and evaluation during my higher education?" was transferred to "I have taken specialized courses on assessment and evaluation during my higher education", in order to fit five point Likert- type scale ( see the teachers' questionnaires in Appendix D).

Gay, et al (2009) argued that Likert- type surveys provide more objective manner in which to collect data, so that it may be quantitatively analyzed. Cited in ( Robin Barnard Bachelor,

2015). The choices on five point Likert- type scale included Strongly Disagree, Disagree, Neutral, Strongly Agree. We used five point Likert- type scale because its structure is simple, it has a highly reliable scale and it easy is to read and complete for the participants (Dane Bertman, p.07).

## **2.Data Analysis**

Quantitative data, teachers' and students' perceptions of assessment questionnaire items, were analyzed using the Statistical Package for the Social Sciences version 22.0 (SPSS). A sum of thirty (30) respondents from the two departments (M'sila and Algiers English Departments) filled *The Teachers' Perceptions of Classroom Assessment Practices Questionnaire* (Dynamic and Formative). A sum of sixty (60) respondents from English department (M'sila English Department) filled *The Students' Perceptions of Classroom Assessment Practices Questionnaire* (Dynamic and Formative). However, four (04) respondents' responses were dropped from the study for three reasons: first, they filled less than half of the items in the Questionnaire. Second, the items that they filled were not the major topics that could have an impact on the study. Third, they filled all choices of the same item. Therefore, a total of fifty six (56) students' responses were analyzed for the sake of this study.

The researchers entered all data into SPSS program. Responses to the five point Likert-type questions were coded as follows: Strongly Agree with 5, Agree with 4, Neutral with 3, Disagree with 2, Strongly Disagree with 1. Overall item mean values were averaged over the respondents to compute average overall item mean value. Then, the investigators read the data several times familiarizing with the data, making notes, referring back to the questions. The data, teachers' items and students' items, were sorted to find connections by generating themes and patterns. The researchers decided to combine teachers' items with students' items

of each section in order to compare the item mean scores, giving possible interpretations and reasons behind.

### **3.Limitations**

Some limitations existed for this study. One limitation was the sample size; with sixty (60) total participants, the study results may not be easy to generalize to the wider national audience of second language learners. This study took one place in only one university, expanding the study to more universities may create a more generalizable study. Another limitation was the students' questionnaire answers. Being irresponsible, some students may have carelessly completed the survey just to fulfill their obligations not genuinely answered the questions. In addition, Algiers university teachers took a lot of time to answer the questionnaire. Consequently, the data were not analyzed on time for the sake of the study.

### **4.Results and Discussions**

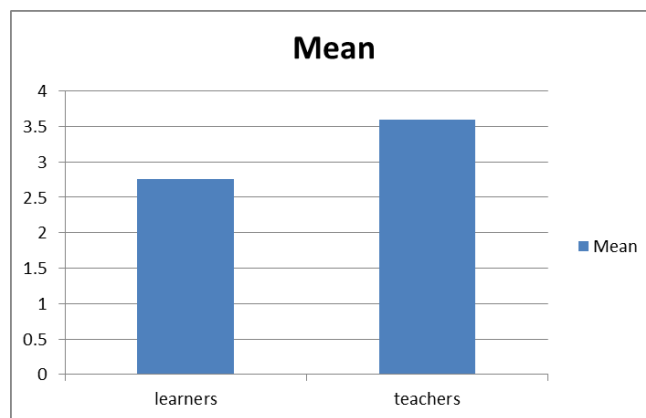
#### **4.1.Section One: Assessment**

**Item 02 of teachers' questionnaire:** "I have taken specialized training courses on assessment and evaluation during my higher education"

**Item 05 of learners' questionnaire:** " the teacher assesses what I have learned from time to time."

	<b>Mean Value</b>
<b>Teachers</b>	3.60
<b>Learners</b>	2.76

**Table 01: Teachers' and Learners' Attitude towards Assessment Practices.**



**Figure 2.1: Teachers' and Learners' Attitude towards Assessment Practices.**

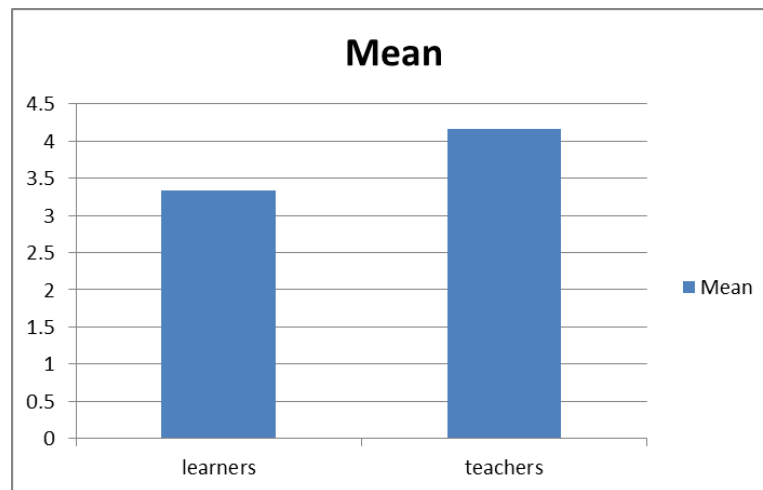
In table the above, teachers' response mean value is ( $\bar{x}=3,60$ ) and students' response mean value is ( $\bar{x}=2,76$ ). This results indicate that teachers are sure about having specialized training courses on assessment, whereas students are not sure about teachers' practice of assessment in classroom. This can be interpreted as follows: 1-teachers' way of doing assessment is not demonstrated in the classroom i.e. assessment is not clear for students. 2-students are not familiar with the practice of assessment in the class. 3-teacher took courses on assessment, but it is still a neglected part in the classroom.

**Item 03 of teachers' questionnaire:** "assessment aims at helping students assessing their own work and generating their own feedback."

**Item 04 of learners' questionnaire:** "teacher explains or shows me what needs to be done to achieve the learning objectives ( giving an example or demonstrating something)."

	Mean value
Teachers	4.16
Learners	3.33

**Table 02: Teachers' and Learners' Awareness of Assessment.**



**Figure 2.2. Teachers' and Learners' Awareness of Assessment.**

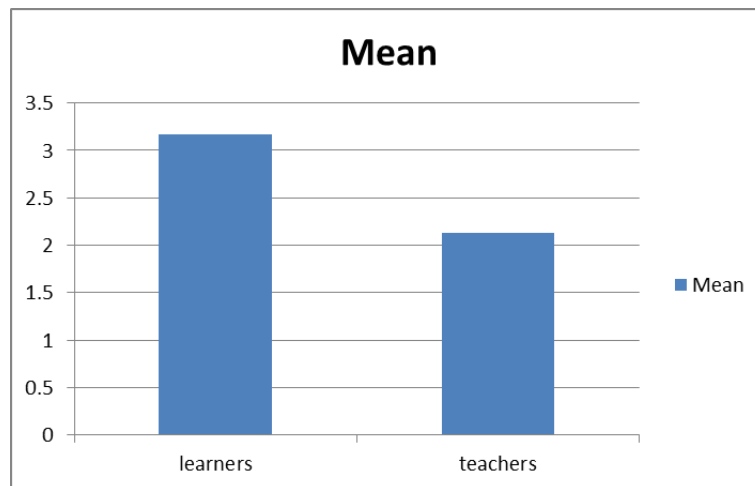
In the table above, the mean value of the items is differ from the teachers' item to the students' one; teachers' response mean value is ( $\bar{x}=4.16$ ), which indicates that teachers are sure that assessment aims at helping students assessing their own work and generating their own feedback, whereas students' response mean value is ( $\bar{x}=3.33$ ), which indicates that students are not sure about the teachers' explanation of what needs to be done to achieve the learning objectives. When we compare the two items, we find that the teachers' answer implies that they are aware about the role of assessment because they are using and practicing assessment in the classroom. However, the students' answer implies that they are not aware about the teachers' role as assessors in the classroom, perhaps the teachers' role as assessors is an unknown process for students.

**Item 06 of teachers' questionnaire:** "teachers transmit feedback messages to students only about what is right in their academic work."

**Item 07 of learners' questionnaire:** "teachers write comments on my work which explain what I have done well and what I have to do to improve."

	Mean value
Teachers	2.13
Learners	3.17

**Table 03: Teachers' Attitude towards Feedback.**



**Figure 2.3. Teachers' Attitude towards Feedback.**

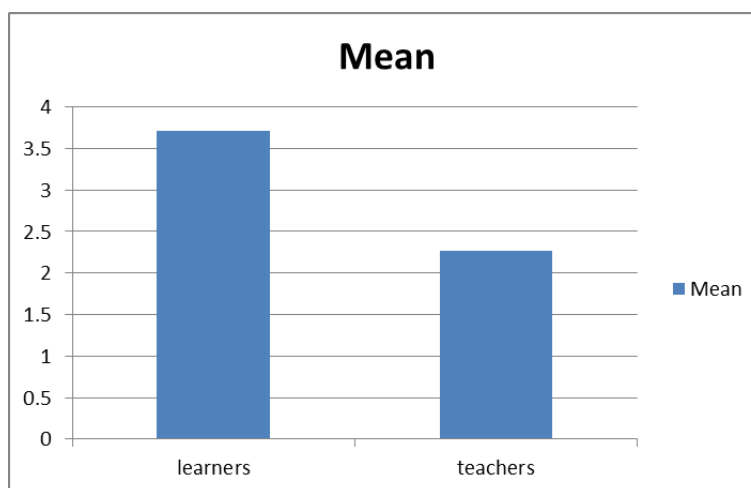
In the table above the teachers' response mean value is ( $\bar{x}=2.13$ ) and students' response mean value is ( $\bar{x}=3.17$ ). The results demonstrate that teachers are sure and conscious that feedback aims at transmitting messages to students about what is right and wrong, not only the wrong points. However, students are not sure about teachers' comments on their work, may be they are not interested in those comments because they do not consider the teachers' written comments as feedback.

**Item 08 of teachers' questionnaire:** "scoring is concerned with the how much or the how good of language testing."

**Item 08 of learners' questionnaire:** "I find marks the most useful type of feedback in the classroom."

	Mean value
Teachers	2.27
Learners	3.71

**Table 04: Teachers' and Learners' Opinion about Scoring.**



**Figure 2.4. Teachers' and Learners' Opinion about Scoring.**

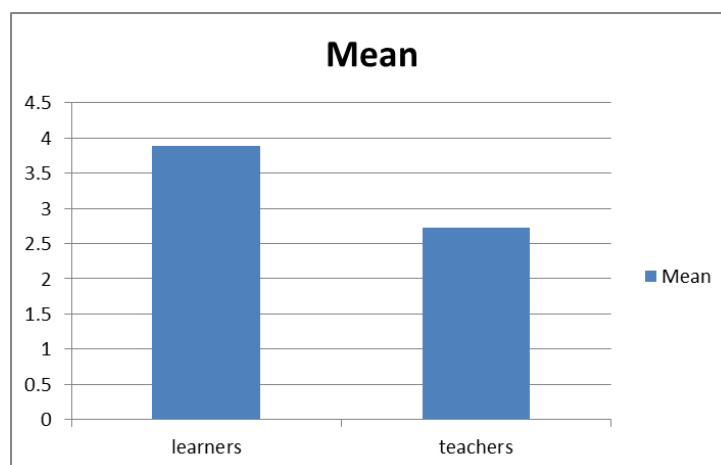
In the table above, the teachers' response mean value is ( $\bar{x}=2.27$ ), which denotes that teachers are sure that scoring is not concerned with how much or how good of language testing, perhaps teachers see that scoring is related more with students' skills. However, the students' response mean value is ( $\bar{x}=3.71$ ), which means that students are sure that marks are the most useful type of feedback in the classroom. This answer indicates that students see those marks as criteria of good performance.

**Item 11 of teachers' questionnaire:** "many errors you correct are things they knew but just slips of the tongue."

**Item 06 of learners' questionnaire:** "I find oral feedback is the most useful type of feedback in the classroom."

	Mean value
Teachers	2.73
Learners	3.89

**Table 05: Teachers' Opinion about Students' Errors.**



**Figure 2.5. Teachers' Opinion about Students' Errors.**

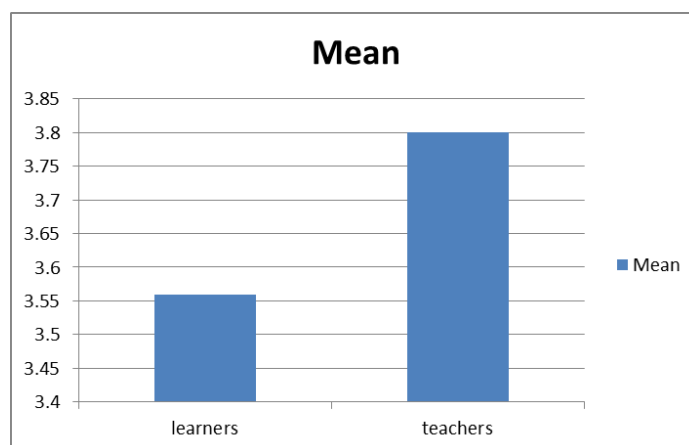
In the table above, the teachers' response mean value is ( $\bar{x}=2.73$ ) and students' response mean value is ( $\bar{x}=3.89$ ). This indicates that in oral assessment, teachers are not sure whether the students' errors are slips of the tongue or not, because not all errors are slips of the tongue, but it depends on the type of students' errors. However, students are sure that oral feedback is the most useful type of feedback, perhaps they see oral feedback a best way to enhance their learning.

**Item 11 of teachers' questionnaire:** "code of ethics, code of practice, or standards document are three aspects of the concept of professionalism which achieve fairness in language testing."

**Item 02 of learners' questionnaire:** "the teachers' explanation of what I am trying to learn in the lesson, helps me to learn."

	Mean value
Teachers	3.80
Learners	3.56

**Table 06: Teachers' Attitude towards Aspects of Professionalism in Assessment.**



**Figure 2.6. Teachers' Attitude towards Aspects of Professionalism in Assessment.**

In the table above, teachers' response mean value ( $\bar{x}=3.80$ ) and students' response mean value is ( $\bar{x}=3.56$ ). This denotes that teachers follow, respect and practice the professionalism aspects in classroom assessment. And this is confirmed by students responses.

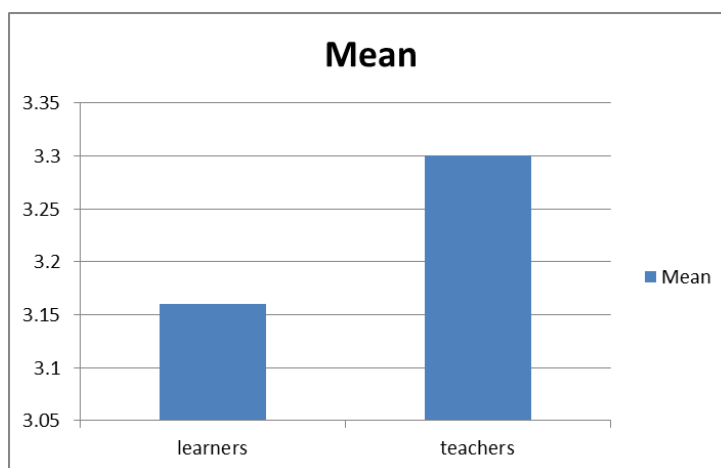
#### 4.2.Section Two: Dynamic Assessment

**Item 13 of teachers' questionnaire:** "I am familiar with dynamic assessment as an assessment model."

**Item 09 of learners' questionnaire:** "dynamic assessment is designed to gauge learner's potentials development by providing students with various levels of scaffolding."

	Mean value
Teachers	3.30
Learners	3.16

**Table 07: Dynamic Assessment Familiarity.**



**Figure 2.7. Dynamic Assessment Familiarity.**

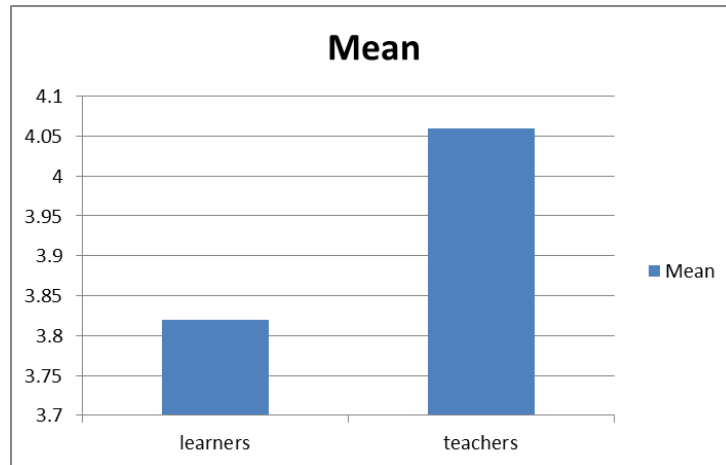
In the table above, teachers’ response mean value is ( $\bar{x}=3.30$ ) and students’ response mean value is ( $\bar{x}=3.16$ ). This indicates that teachers and learners are not sure about the familiarity of dynamic assessment as type of assessment, it suggests that teachers are not familiar with the term “dynamic” and perhaps they did not encounter it in their higher education. Whereas, it is obvious that learners do not have any idea about this assessment and they do not understand the word “dynamic” because of their lack of knowledge.

**Item 19 of teachers’ questionnaire:** “ I allow students to discover their difficulties in speaking skill (in classroom setting).”

**Item 10 of learners’ questionnaire:** “by teacher’s hints I become more aware of my weak points in speaking skill.”

	Mean value
Teachers	4.06
Learners	3.82

**Table 08: Dynamic Assessment Use in Improving Speaking skill.**



**Figure 2.8. Dynamic Assessment Use in Improving Speaking skill.**

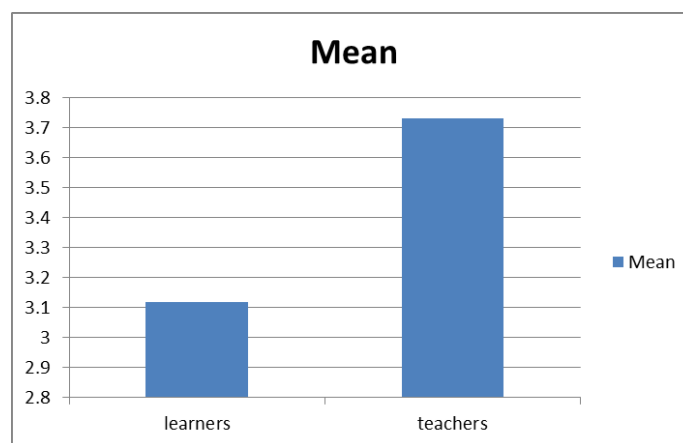
In the table above, teachers' answer mean value is ( $\bar{x}=4.06$ ) and students' answer mean value is ( $\bar{x}= 3.82$ ). This implies that teachers and learners are sure about identifying problems in speaking skill which demonstrates that teachers use dynamic assessment in the classroom setting and learners understand teachers' assistance to determine their difficulties.

**Item 20 of teachers' questionnaire:** "I assist students to determine their learning potentials and to predict their performance in the future."

**Item 12 of learners' questionnaire:** " teacher helps me to determine my learning potentials by using video clips in the classroom."

	Mean value
Teachers	3.73
Learners	3.12.

**Table 09: Teachers' and Learners' Attitude towards Teachers' Assistance in Enhancing Language classroom(DA).**



**Figure 2.9. Teachers' and Learners' Attitude towards Teachers' Assistance in Enhancing Language classroom(DA).**

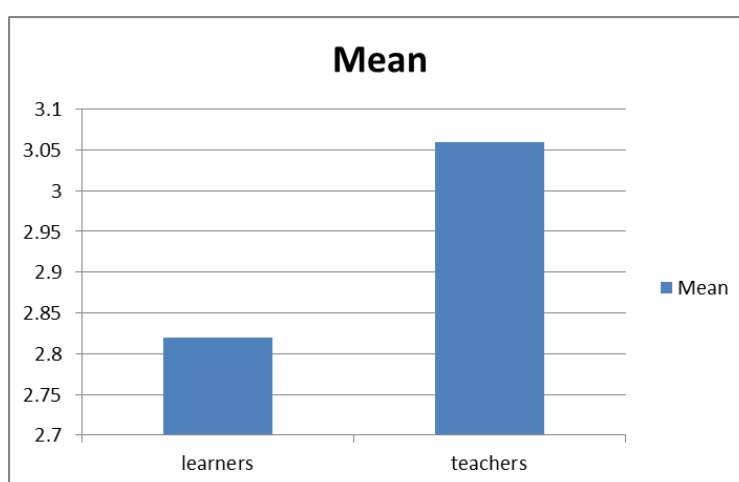
In the table above, teachers' answer mean value is ( $\bar{x}= 3.73$ ) and students' answer mean value is ( $\bar{x}=3.12$ ). This indicates that teachers are sure about their assistance in determining learning abilities in the class. However, students are not sure about teachers' help or collaboration, in which we can say that may be students do not understand this help as a kind of assessment and they think that it is not covered by teachers in the class. Another possibility, teacher differs from another teacher in way or method of teaching.

**Item 18 of teachers' questionnaire:** “ I have learned alternative approaches of dynamic assessment to assess learning outcomes.”

**Item 15 of learners' questionnaire:** "Teacher asks me to repeat the task to improve my learning process."

	Mean value
<b>Teachers</b>	3.06
<b>Learners</b>	2.82

**Table 10: Teachers' Attitude towards Dynamic Assessment Approaches.**



**Figure 2.10. Teachers' Attitude towards Dynamic Assessment Approaches.**

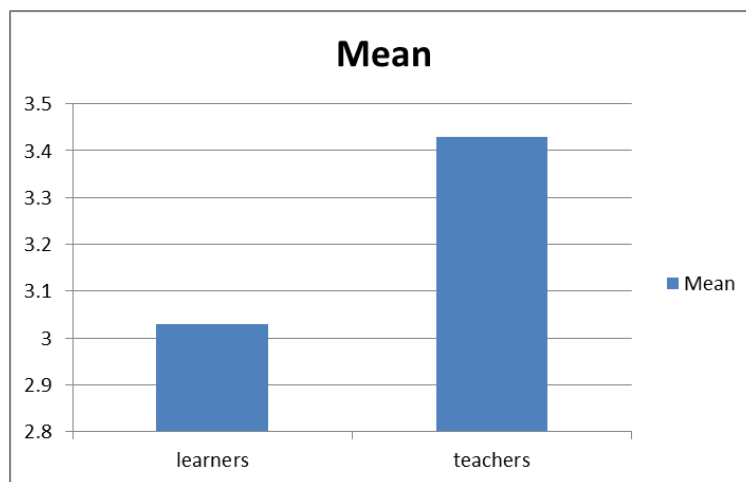
In the table above, teachers' response mean value is ( $\bar{x}=3.06$ ) and students' response mean value is ( $\bar{x}=2.82$ ). This denotes that teachers and students are not sure about the change or the development in learning process. We deduce that it can be teachers have not taken any course in assessing students' learning process or they are not familiar with the term "alternative approach". Also, there are some teachers study different branches in English language, whereas students' answer demonstrates that they do not get the process of learning considered as an assessment or maybe students think that their learning has not been changed or developed

**Item 17 of teachers' questionnaire:** “dynamic assessment is adequate in meeting my learning goals (improving oral proficiency).”

**Item 13 of learners' questionnaire:** “teacher engages me in strategic questioning to improve my oral language in the class.”

	Mean value
<b>Teachers</b>	3.43
<b>Learners</b>	3.03

**Table 11: Teachers' Attitude towards the Adequacy of Dynamic Assessment (Speaking Skill).**



**Figure 2.11. Teachers' Attitude towards the Adequacy of Dynamic Assessment (Speaking Skill).**

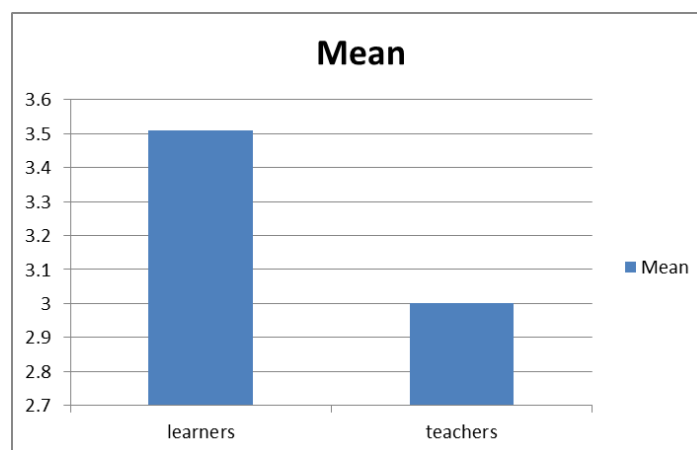
in the table above, teachers' response mean value is ( $\bar{x}=3.43$ ) and students' response mean value is ( $\bar{x}=3.03$ ). This implies that teachers and learners are not sure about the adequacy of dynamic assessment to enhance oral proficiency. This hesitance can be explained that DA is not helpful for the learning process (improving oral proficiency), or some teachers do not practice DA in the class which reflects on students' attitude towards their performance.

**Item 14 of teachers' questionnaire:** “ I am practicing dynamic assessment (in the classroom).”

**Item 14 of learners' questionnaire:** “ the interaction between the teacher and me decreases my self- confidence in oral performance.”

	Mean value
<b>Teachers</b>	3.00
<b>Learners</b>	3.51

**Table 12: Teachers' and Learners' Attitude towards Dynamic Assessment Practices in Developing Oral Performance.**



**Figure 2.12. Teachers' and Learners' Attitude towards Dynamic Assessment Practices in Developing Oral Performance.**

In the table above, teachers' answer mean value is ( $\bar{x}=3.00$ ) and students' answer mean value is ( $\bar{x}=3.51$ ). This implies that teachers are not sure about the implementation of dynamic assessment in testing students' language classroom which means that teachers are not familiar with the term as mentioned before, whereas, students are sure about the collaborative talk that happened between the teacher and the learner is not effective in order to increase self-

confidence. It suggests that there are students differ from another students in learning styles (shyness, introvert, and the absence of self-esteem in this case), that is why teacher cannot assist the student to overcome this difficulty or problem.

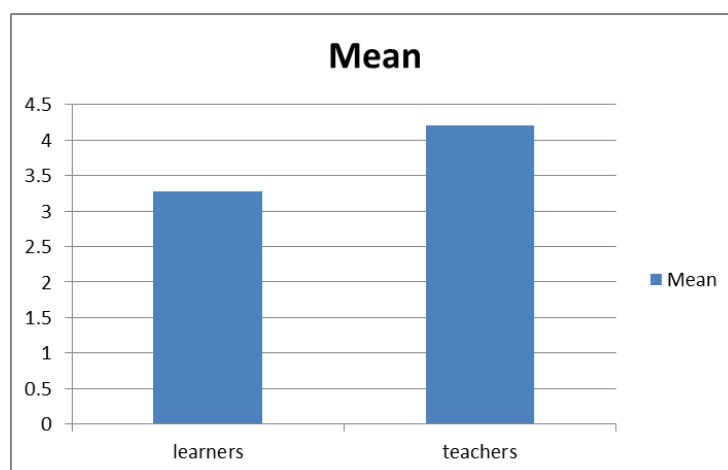
**4.3Section Three: Formative Assessment**

**Item 25 of teachers' questionnaire:** “ I provided feedback to students to improve their learning process in the language classroom.”

**Item 16 of learners' questionnaire:** “ formative assessment refers to assessment that specifically intended to generate feedback on performance to improve and accelerate learning point.”

	Mean value
Teachers	4.21
Learners	3.28

**Table 13: Teachers' and Learners' Attitude towards the purpose of Formative Assessment in Improving Speaking Skill.**



**Figure 2.13. Teachers' and Learners' Attitude towards the purpose of Formative Assessment in Improving Speaking Skill.**

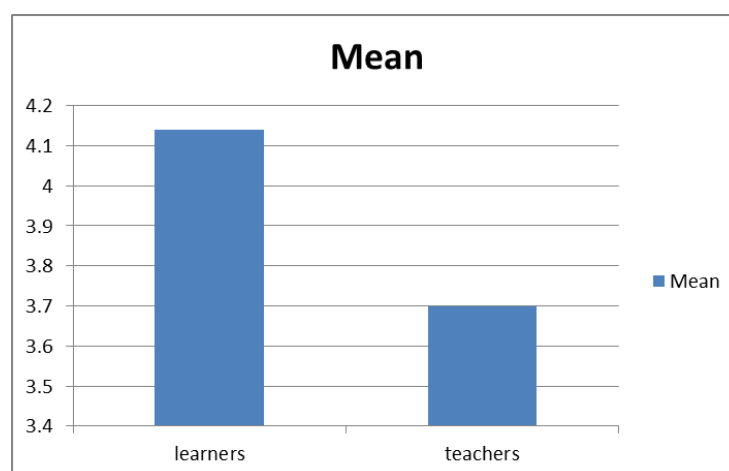
In the table above, the teachers' responses mean value is ( $\bar{x}=4.21$ ), which means that they are sure that they provide feedback to students in order to improve their learning. Accordingly, it can be said that teachers practice formative assessment in classroom. However, students' response mean value is ( $\bar{x}=3.28$ ), which implies that they are not sure about assessment aim which is generating feedback to improve and to accelerate learning, perhaps because students do not know that feedback is an important component of formative assessment, or perhaps teachers provide feedback, but this feedback is not effective to develop their learning.

**Item 21 of teachers' questionnaire:** "I assess students' oral proficiency constantly."

**Item 21 of learners' questionnaire:** "teacher asks the class to assess oral presentations that groups of students or individuals have produced."

	Mean value
<b>Teachers</b>	3.70
<b>Learners</b>	4.14

**Table 14: Formative Assessment Practices .**



**Figure 2.14. Formative Assessment Practices .**

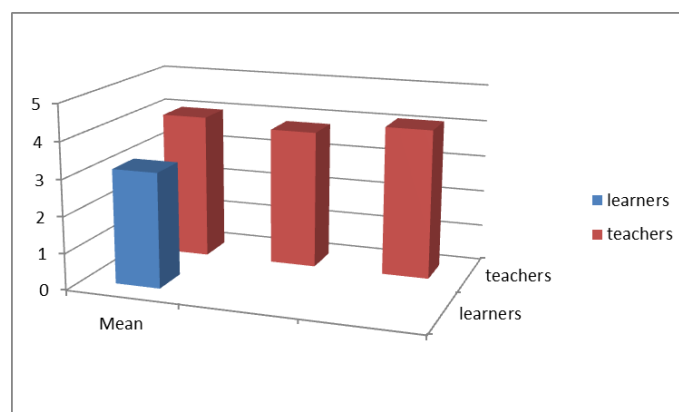
In the table above, the teachers' response mean value is ( $\bar{x}=3.70$ ) and the students' response mean value is ( $\bar{x}=4.14$ ). This results show that teachers are sure that they assess students' oral proficiency constantly. Moreover, students' response confirms that teachers practice formative assessment to assess students' oral performance using different types of formative assessment ( self-assessment and peer assessment).

**Item 22, 23 and 24 of teachers' questionnaire:** "1-I assess students formatively by using oral questions.2-I assess students formatively by using quizzes.3-I assess students by using classroom activities."

**Item 17 of learners' questionnaire:** "teacher practices formative assessment in the classroom."

	Mean value
Teachers	4.00, 3.80, 4.10
Learners	3.15

**Table 15: teachers' Attitude toward Using Formative Assessment in Classroom when Assessing Speaking Skill.**



**Figure 2.15: teachers' Attitude toward Using Formative Assessment in Classroom when Assessing Speaking Skill.**

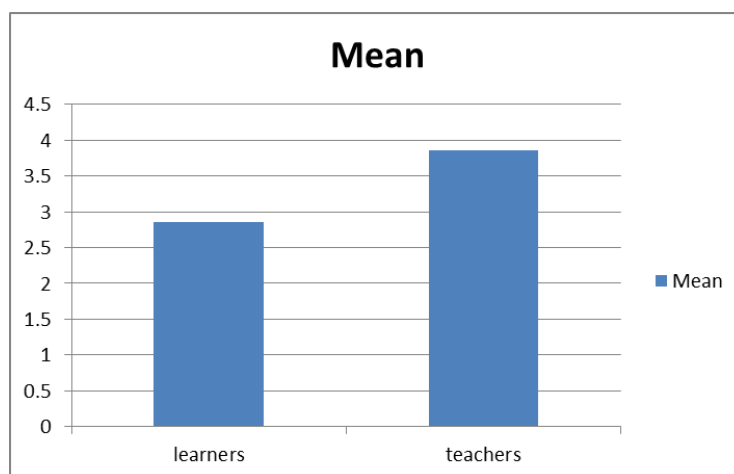
In the table above, the teachers' responses means values are ( $\bar{x}=4.00$ ), ( $\bar{x}=3.80$ ), ( $\bar{x}=4.10$ ) and the students' response mean value is ( $\bar{x}=3.15$ ). This results show that teachers are sure that they practice formative assessment in the classroom. However, students are not sure whether teachers practice formative assessment in the classroom or not, may because of lack of knowledge; they are familiar with the teachers' activities that represent formative assessment, at the same time they are not familiar with the term itself (formative assessment as a type of assessment).

**Item 26 of teachers' questionnaire:** "I assist students to identify learning strengths in classroom."

**Item 18 of learners' questionnaire:** "teacher talks to me in lessons about what I have done well and what I need to do to improve."

	Mean value
<b>Teachers</b>	3.86
<b>Learners</b>	2.86

**Table 16: teachers' and Learners' Attitude towards Teachers' Assistance (Using FA).**



**Figure 2.16: teachers' and Learners' Attitude towards Teachers' Assistance (Using FA).**

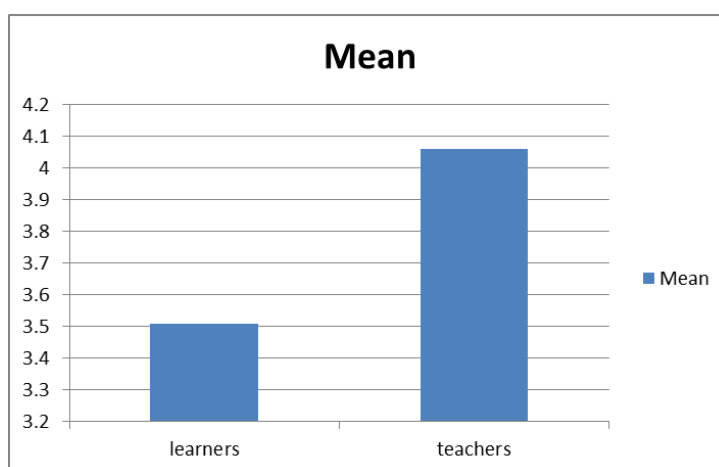
In the table above, the teachers' response mean value is ( $\bar{x}=3.86$ ), which means that they are sure about their assistance to their students in order to identify students' strengths. However, students' response mean value is ( $\bar{x}=2.86$ ), which means that they are not sure about teachers' assistance to improve their learning, perhaps because students think that the way teachers assist their students is not considered as a helpful and an effective way to identify their learning strengths.

**Item 28 of teachers' questionnaire:** "in higher education, formative assessment and feedback should be used to empower students as self-regulated learner."

**Item 19 of learners' questionnaire:** "working in pairs motivates me engage in conversation and thus improve my language classroom."

	Mean value
Teachers	4.06
Learners	3.51

**Table 17: Teachers' and Learners' Attitude towards the Efficiency of FA.**



**Figure 2.17: Teachers' and Learners' Attitude towards the Efficiency of FA.**

In the table above, the teachers' response mean value is ( $\bar{x}=4.06$ ) and the students response mean value is ( $\bar{x}=3.51$ ). this results indicates that both of teachers and students are sure about the necessity of working in pairs; that is teachers use working in pairs in the classroom in order to provide students with feedback and students find that feedback effective to empower themselves as self-regulated learner.

**4.4.Unrelated Items:**

These items cannot be compared because each of teachers and students have their specific questions

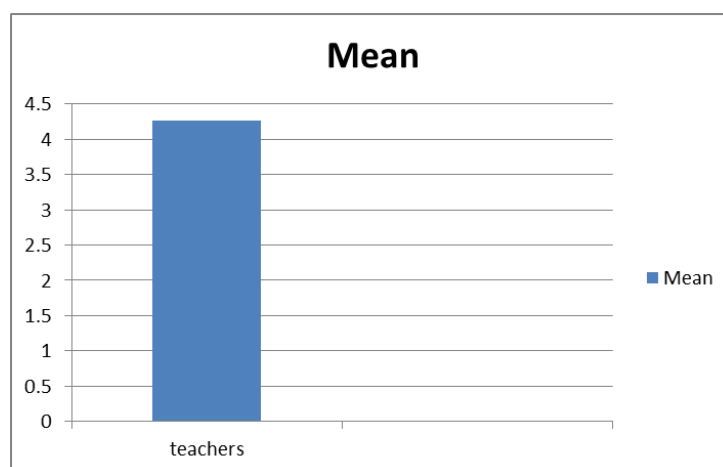
**4.4.1.Teachers' Questionnaire**

**4.4.1.1.Section One: Assessment**

**Item 01:** “assessment is a process that helps students take control of their own learning. i.e. (self-regulated learners).”

	<b>Mean</b>
<b>Teachers</b>	4.26

**Table 18: teachers' Attitude towards Assessment.**



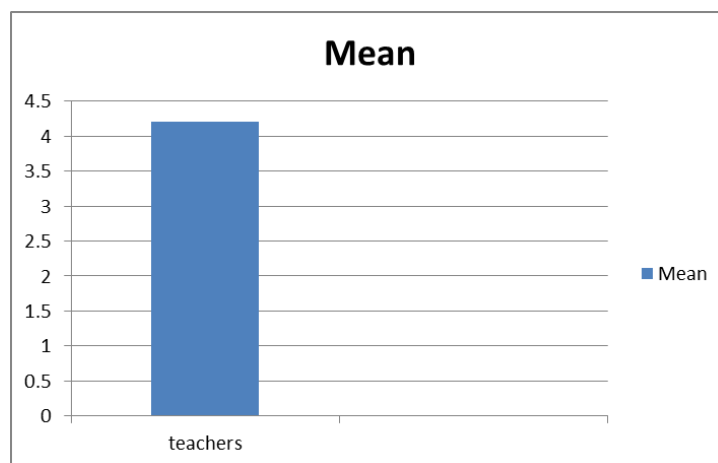
**Figure 2.18. teachers' Attitude towards Assessment.**

In the table above, teachers' mean value is ( $\bar{x}=4.26$ ). the results show that teachers are sure that assessment in particular is used in order to improve learners' performance. This indicates that teachers are aware about positive effectiveness of assessment.

**Item 04:** "I think there are many types of assessment."

	Mean
Teachers	4.20

**Table19: Teachers' Attitude about Types of Assessment.**



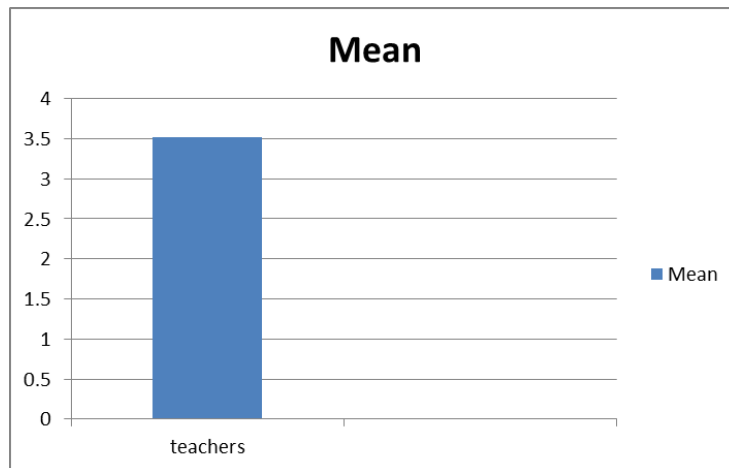
**Figure 2.19. Teachers' Attitude about Types of Assessment.**

In the table above, teachers' mean value ( $\bar{x}=4.20$ ), which means that they are sure that assessment has several types. This indicates that teachers have basic knowledge on assessment and on its types.

**Item 05:** "feedback is information about how the students present state (of learning and performance) relates to learning goals."

	<b>Mean</b>
<b>Teachers</b>	3.52

**Table 20: Teachers' Attitude toward Feedback.**



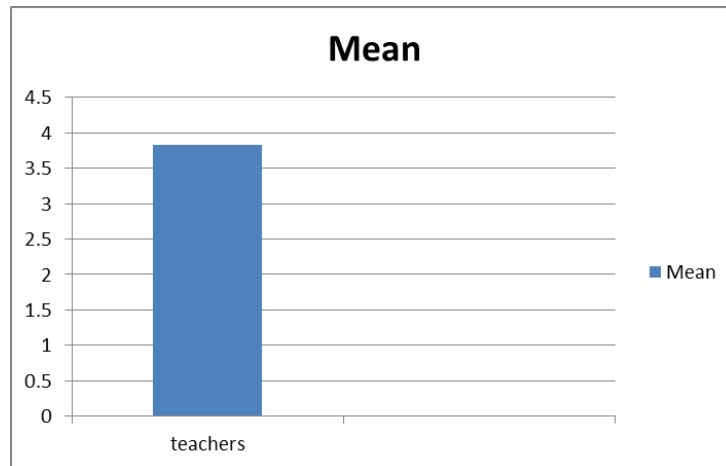
**Figure 2.20. Teachers' Attitude toward Feedback.**

In the table above, teachers' mean value is ( $\bar{x}=3.52$ ), which means that teachers are sure that feedback is information about students' performance to enhance learning. This indicates are aware about the effectiveness of feedback to improve learning process.

**Item 07:** “the evaluation needs to be done by teachers and learners themselves (a peer evaluation.”

	<b>Mean</b>
<b>Teachers</b>	3.83

**Table 21: Teachers Attitude towards Evaluation.**



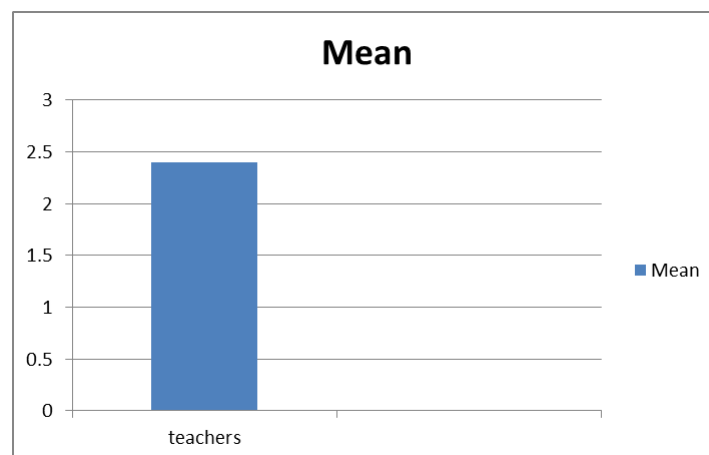
**Figure 2.22. Teachers Attitude towards Evaluation.**

In the table above, teachers' mean value is ( $\bar{x}=3.83$ ), which indicates that teachers are sure about involving both teachers and learner in the evaluation in the classroom. This demonstrates that teachers.

**Item 09:** "validity has minor importance in assessment testing design."

	Mean
Teachers	2.40

**Table 22: Teachers' Attitude towards the Importance of Validity in Assessment Testing Design.**



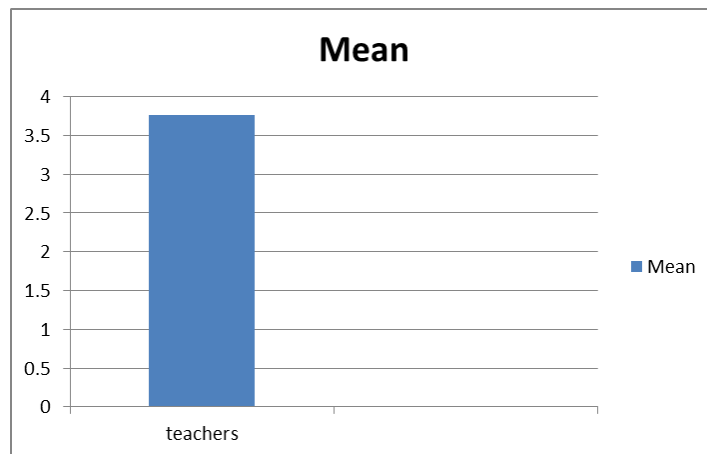
**Figure 2.23. Teachers' Attitude towards the Importance of Validity in Assessment Testing Design**

In the table above, teachers' mean value is ( $\bar{x}=2.40$ ), which means that they are sure that validity has big importance in assessment testing design. This indicates that teachers are aware of assessment principles.

**Item 10:** “reliability and authenticity are necessary components of a useful language test.”

	<b>Mean</b>
<b>Teachers</b>	3.76

**Table 23: Teachers' Attitude towards the Necessity of Using Reliability and Authenticity in Language Test.**



**Figure 2.24. Teachers' Attitude towards the Necessity of Using Reliability and Authenticity in Language Test.**

In the table above, teachers' mean value is ( $\bar{x}=3.76$ ), which means that teachers are sure that the useful language test should contain these principal components (reliability and authenticity). This implies that they are, as mentioned before, aware of assessment principles.

4.4.1.2. Section Two: Dynamic Assessment

Item 15: “I have not been practicing dynamic assessment.”

	<b>Mean</b>
<b>Teachers</b>	03.66

Table 24: Teachers’ Attitude towards Practicing Dynamic Assessment.

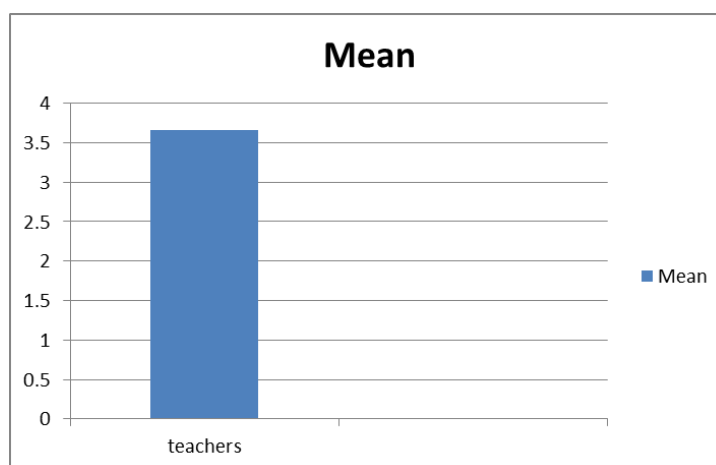


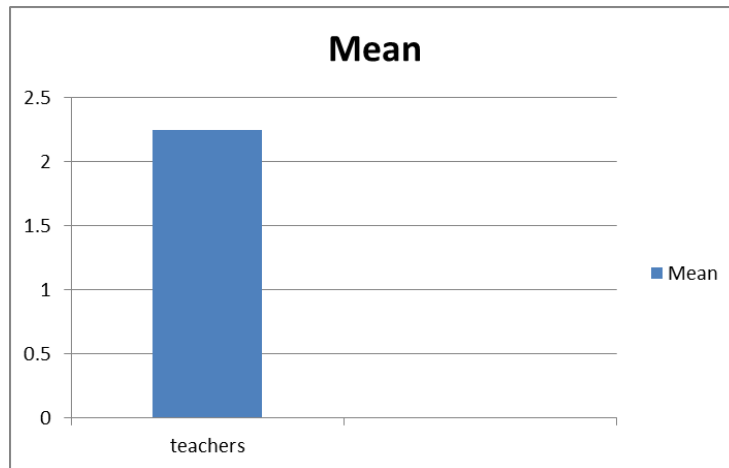
Figure 2.25. Teachers’ Attitude towards Practicing Dynamic Assessment.

In the table above, teachers’ mean value is ( $\bar{x}=3.66$ ), which indicates that they have not practicing dynamic assessment. However, the previous interpretation confirm that teachers unconsciously practice dynamic assessment in the classroom.

Item 16: “I use dynamic assessment in testing students’ language classroom.”

	<b>Mean</b>
<b>Teachers</b>	2.25

Table 25: teachers Attitude towards Using Dynamic Assessment to Test Students’ Oral Proficiency.



**Figure 2.26. teachers Attitude towards Using Dynamic Assessment to Test Students’ Oral Proficiency.**

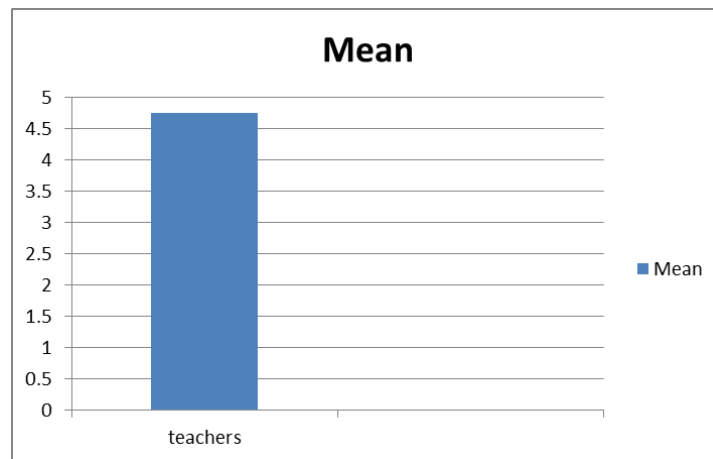
In the table above, teachers mean value is ( $\bar{x}=2.25$ ), which means that they do not test students’ language classroom dynamically. However, as mentioned before, they unconsciously practice dynamic assessment. This denotes that teachers are not familiar with the term and have no idea about.

**4.4.1.3. Section three :Formative Assessment**

**Item 27:** “it use necessary to use formative assessment in the classroom.”

	Mean
Teachers	4.76

**Table 26: Teachers’ Attitude toward the Necessity of Using Formative Assessment in the classroom.**



**Figure 2.27. Teachers’ Attitude toward the Necessity of Using Formative Assessment in the classroom.**

In the table above, teachers’ mean value is ( $\bar{x}=4.76$ ), which indicates that they are sure about the of practicing formative assessment in the classroom. This asserts their awareness towards formative assessment and the necessity to use it in classroom.

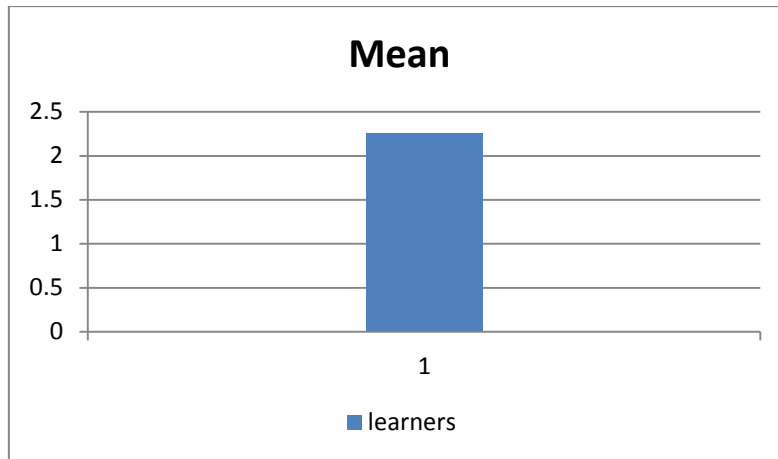
#### 4.4.2.Students’ Questionnaire

##### 4.4.2.1Section One: Assessment

**Item One:** “teachers explains clearly what I am trying to learn in the lesson.”

	Mean
Learners	2.26

**Table 27: Learners' Attitude towards Teachers’ Explanations of their Learning Goals.**



**Figure 2.28. Learners’ Attitude towards Teachers’ Explanations of their Learning Goals.**

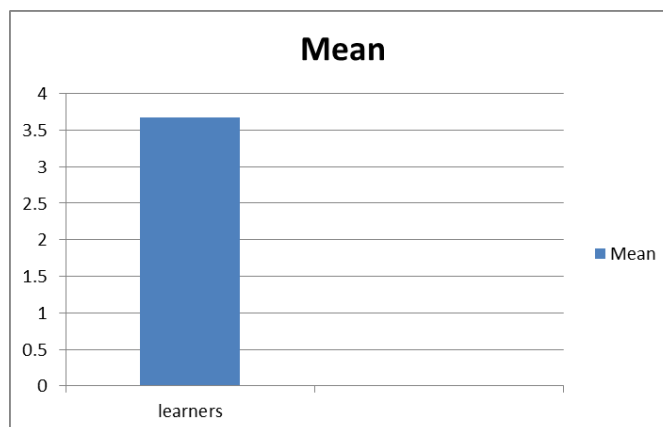
In the table above, students’ mean value is ( $\bar{x} = 2.26$ ), which means that do not get what they need to improve their learning. Perhaps, students see that teachers cannot transmit the message because their ways of teaching are not helpful to meet students’ learning goals.

**4.4.2.2. Section Two: Dynamic Assessment**

**Item Eleven:** “teachers assists me to improve my language classroom.”

	Mean
Learners	3.67

**Table 28: Learners’ Attitude towards Teachers’ Assistance to Improve their Language Classroom.”**



**Figure 2.29. Learners' Attitude towards Teachers' Assistance to Improve their Language Classroom.”**

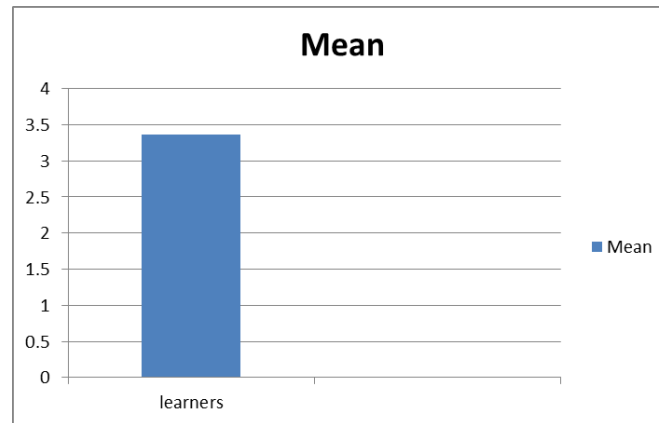
In the table above, students' mean value is ( $\bar{x}=3.67$ ), which means that they are sure about teachers' assistance in enhancing their language classroom. This proves that teachers enter or use some strategies to assist their students such as supporting discussion in which it helps them to improve language classroom.

**4.4.2.3. Section Three: Formative Assessment**

**Item 20:** “teacher provides guidelines (criteria) to help me mark my own or a class-mate's work so I can judge how good I is and to improve it.”

	Mean
Learners	3.37

**Table 29: Learners' Attitude towards Teachers' Giving Guidelines to Assess their Own and Class-mates' Works.**



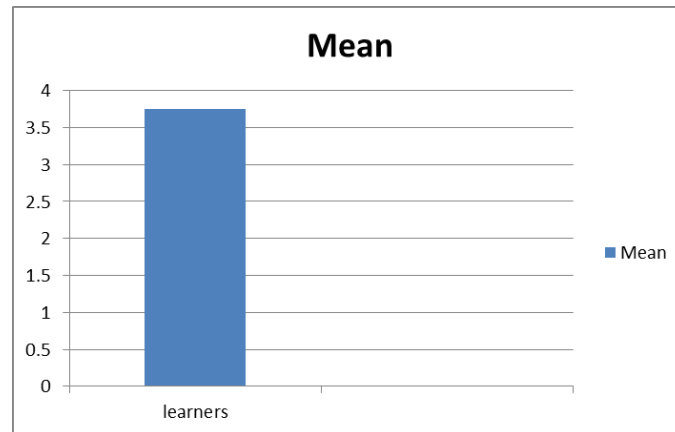
**Figure 2.30. Learners' Attitude towards Teachers' Giving Guidelines to Assess their Own and Class-mates' Works.**

In the table above, students mean value is ( $\bar{x}=3.37$ ), which means that they are not sure whether teachers provide them with guidelines or not in order to help them assess their own or class-mates' work. This hesitance can be interpreted, either students do not take into their account those guidelines, or teachers' do not explain and identify the role of these criteria in developing self-assessment and peer assessment.

**Item 22:** "Teacher is much more effective in identifying errors or misconceptions in my work than I do."

	Mean
Students	3.75

**Table 30: Students' Attitude towards Identifying Errors or Misconceptions in their works.**



**Figure 2.31. Students' Attitude towards Identifying Errors or Misconceptions in their works.**

In the table above, students' mean value is ( $\bar{x}=3.75$ ), which means that they are sure that teachers are more effective than students in identifying their errors. This indicates that students know that errors are identified by qualified teachers

## Conclusion

The purpose of this study is to investigate teachers' and learners' perceptions of using dynamic and formative assessment to improve students' oral proficiency. It was hypothesized that both teachers and learners will have a positive attitude towards the use of dynamic and formative assessment and both of them will have a negative attitude towards the use of dynamic and formative assessment to improve students' oral proficiency. These hypotheses were incorrect. The results of analysis indicate that teachers have positive attitudes towards formative assessment. Moreover, teachers have a negative attitude towards dynamic assessment although they practice it in the classroom in order to improve students' oral proficiency. They do not perceive it as a term and as a type of assessment. Also, the results of analysis demonstrate that students have a negative attitude towards the use of dynamic and formative assessment.

## **GENERAL CONCLUSION**

## **General conclusion**

In this work, the researchers attempt to investigate teachers' and students' perceptions of using dynamic and formative assessment to improve students' oral proficiency in EFL classes. This research dealt with the following research questions: 1- To which extent do teachers and learners perceive the use of dynamic and formative assessment in English language proficiency?. 2- What are teachers' and the learners' perceptions of dynamic and formative assessment?. Through this research, we hypothesized that both of teachers and learners will have a positive attitude towards the use of dynamic and formative assessment. Teachers and learners will have a negative attitude towards the use of dynamic and formative assessment.

The present study is a total of two chapters. The first chapter is related to the review of literature. While, the second chapter is concerned with the practical area of investigation. In the theoretical part, the research provides a description of the most basic concepts and elements related to the field of language assessment. In the practical part of this study, the researchers used the descriptive method in order to describe teachers' and learners' situations of perceiving the use of dynamic and formative assessment to enhance speaking skill. The questionnaire is used as data gathering tool in order to test the hypothesis of this work. This research requires two questionnaires, the first one is for teachers and the second one is for students.

The results of analysis show that the assumed hypotheses are incorrect. Teachers have a positive attitude towards the use of formative assessment. . Moreover, teachers have a negative attitude towards dynamic assessment although they practice it in the classroom in order to improve students' oral proficiency. They are not familiar with it as a term and as a type of assessment. Also, the results of analysis demonstrate that students have a negative

attitude towards the use of dynamic and formative assessment. This study has given some insights into teachers' and students' perceptions of using dynamic and formative assessment to improve students oral proficiency, but there are still many ways to complete this research.

### **Further Studies**

This study can be a starting point to another similar studies. All participants were third year students. It would be interesting to find out whether there are any similarities and differences between the perceptions of third year students and master students. In addition, in seeking to ascertain the perceptions of EFL learners towards dynamic and formative assessment and their potential use in English language classroom in higher education, this research revealed viewpoints whereby other researchers can investigate the impact of dynamic assessment on learner's writing skill, the value of feedback on promoting speaking skill. The above future studies are offered to facilitate a way forward here.

### **Recommendations**

The results of practical investigation have brought many issues that can be handled for teachers' and learners' perceptions of using dynamic and formative assessment to improve speaking skill. In other words, the teachers and learners need to have particular pedagogical qualities inside the EFL classroom.

- 1- Teachers have to take training courses in dynamic assessment techniques.
- 2- Developing a mini-unit of instruction to introduce students to assessment grids and protocols as well as the notion and the practice of dynamic and formative assessment.
- 3- Encouraging classroom observation and action research as means of teacher professional growth and development.
- 4- Increasing teacher cooperation and coordination

5- Teachers should try to get as much information as possible from the students in order to know what their learning styles and preferences are.

6- Students should change the traditional vision of assessment. According to Baxter (1997).

*“The traditional testing system puts no responsibility on the student. The student is accustomed to the teacher saying if he/she is good or bad... for many student assessment is something that teachers do to them, rather than something teachers do with them.”* (Cited in Sabrine M' ZAD-MERTANI, 2016)

7- Teachers can encourage their learners to become self-critical and to take more responsibility.

8- To gain experience in assessing student performance teachers should:

- Organize a session devoted to explaining self and peer assessment techniques.
- Make students familiar with checklists and grids.
- Involve students in their own assessment on regular basis.

9- Increase awareness about classroom assessment and support authentic assessment approaches could yield by embedding classroom assessment as a subject in the authenticity of education. Such request cannot be achieved without the effective involvement of all stakeholders.

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2. [http:// www.IndiaStudyChannel.com/forum/79268.](http://www.IndiaStudyChannel.com/forum/79268)

## **APPENDICES**

## Appendix A

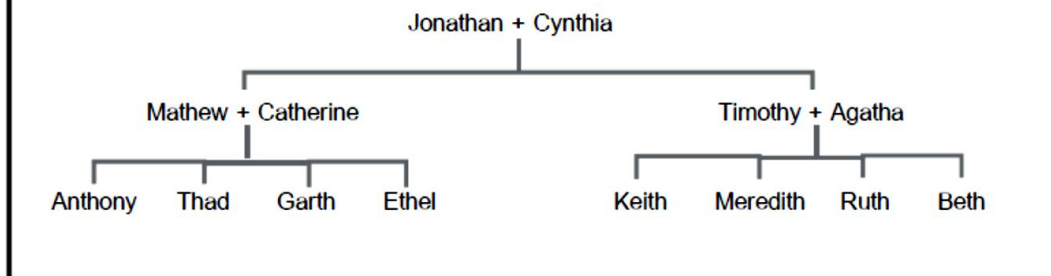
### Tree<sup>1</sup>

/ð/ vs. /θ/

Directions: Working in pairs, ask about the relationship of the people in the family tree.

Example: Student A: Who is Keith's mother?

Student B: Keith's mother is Agatha.



Task Used (Rùben. C, 2016, P. 106)

## Appendix B

Level	Pronunciation Descriptors	Speech Flow Descriptors
5	Pronounces both phonemes accurately;	Speaks fluently;
4	Rarely mispronounces;	Rarely hesitates;
3	Substitutes /t/, /s/, /f/ for voiceless /θ/ <b>or</b> /d/, /z/, /v/ for voiced /ð/;	Maintains flow of speech but uses repetition and/or self-correction;
2	Substitutes /t/, /s/, /f/ for voiceless /θ/ <b>and</b> /d/, /z/, /v/ for voiced /ð/;	Hesitations are frequent and disrupt the flow of speech;
1	Is unintelligible.	Speech flow so halting that little interaction is possible.

Criteria to Assess Speaking Proficiency (Rùben. C, 2016, P.99)

## Appendix C

### Lists of words

	/ð/			/θ/	
Father	mother	brother	Matthew	Keith	Cynthia
this	that	there	thanks	month	teeth
other	together	Netherlands	thirteen	nothing	mouth
weather			truth		

List of Words (Rùben. C, 2016, P.100)

## Appendix D

### Classroom Assessment Practices Survey Questionnaire for Language Teachers

Thank you for taking time to complete this survey. It focuses on teachers perceptions of using Dynamic and formative assessment to Improve students' oral proficiency.

Your answers will stay confidential.

#### **Instructions:**

- a) Your honest responses are very important and highly appreciated.
- b) Answer spontaneously as possible. There are no right or wrong questions.
- c) Please **Cross** the responses that represent your opinion.

SECTIONS		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Assessment</b>	1. Assessment is a process that helps students take control of their own learning. i.e. (self- regulated learners).					
	2. I have taken specialized training courses on assessment and evaluation during my higher education.					
	3. Assessment aims at helping students assessing their own work and generating their own feedback					
	4. I think there are many types of assessment.					
	5. Feedback is information about how the student's present state (of learning and performance) relates to learning goals.					
	6. Teachers transmit feedback messages to students only					

	about what is right in their academic work.					
	7. The evaluation needs to be done by the teachers and the learners themselves (a peer evaluation).					
	8. Scoring is concerned with how good of language testing (students' language and style).					
	9. Validity has minor importance in assessment testing design.					
	10. Reliability and authenticity are necessary components of a "useful language test".					
	11. Many errors you correct are things they knew but just slips of the tongue.					
	12. Code of ethics, code of practice, or standards document are three aspects of the concept of professionalism which achieve fairness in language testing					
<b>Dynamic Assessment</b>	13. I am familiar with dynamic assessment as an assessment model.					
	14. I have been practicing dynamic assessment from 1 to 3 years.					

	15. I have not been practicing dynamic assessment.					
	16. I Presently use dynamic assessment in testing students' language classroom.					
	17. Dynamic assessment is adequate in meeting my learning goals (improving oral proficiency).					
	18. I have learned alternative approaches of dynamic assessment to assess learning outcomes.					
	19. I allow students to discover their difficulties in speaking skill (in classroom setting).					
	20. I assist students to determine their learning potentials and to predict their performance in the future.					
<b>Formative Assessment</b>	21. I assess students' oral proficiency constantly.					
	22. I assess students formatively by using oral questions.					
	23. I assess students formatively by using quizzes.					
	24. I assess students by using classroom activities.					
	25. I provide feedback to students to improve their					

	learning process in the language classroom.					
	26. I assist students to identify learning strengths in class.					
	27. It is necessary to use formative assessment in the classroom.					
	28. In higher education, formative assessment and feedback should be used to empower students as self-regulated learners.					

**Thank you for completing the questionnaire.**

**Please make sure that you answered all items.**

1. I am

25-35 years old  35-45 years old  45- More than 55 years old

2. I have been teaching for

Less than a year  1-3 years  4-6 years  More than 6 years

3. My highest educational attainment is:

Master  Magister  Doctorate

## Appendix E

### Classroom Assessment Practices Survey Questionnaire for 3<sup>rd</sup> Year Students

**Thank you** for taking time to complete this survey. This questionnaire investigates your perceptions of using dynamic and formative assessment to improve oral proficiency.

Your answers will stay confidential.

Instructions:

- a) Your honest responses are very important and highly appreciated.
- b) Answer spontaneously as possible. There are no right or wrong questions.
- c) Please **Cross** the responses that represent your opinion.

SECTIONS		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Assessment</b>	1. Teacher explains clearly what I am trying to learn in the lesson.					
	2. Teacher's explanation of what I am trying to learn in the lesson, helps me to learn.					
	3. Working in pairs is not uncommon in classroom setting, which makes this format useless for assessment.					
	4. Teacher explains or shows me what needs to be done to achieve the learning objectives (giving an example or demonstrating something).					
	5. Teacher assesses what I have learned from time to time.					
	6. I find oral feedback is the					

	most useful type of feedback in the classroom.					
	7. Teacher writes comments on my work which explains what I have done well and what I need to do to improve.					
	8. I find marks the most useful type of feedback in the classroom.					
<b>Dynamic Assessment</b>	9. Dynamic assessment is designed to gauge learner's potentials development by providing students with various levels of scaffolding.					
	10. By teacher's hints, I become more aware of my weak points in speaking skill.					
	11. Teacher assists me to improve my language classroom performance.					
	12. Teacher helps me to determine my learning potentials by using video clips in the class.					
	13. Teacher engages me in strategic questioning to improve my oral language in the class.					
	14. The interaction between the teacher and me decreases					

	my self –confidence in oral performance.					
	15. Teacher asks me to repeat the task to improve my learning process.					
<b>Formative Assessment</b>	16. Formative assessment refers to assessment that specifically intended to generate feedback on performance to improve and accelerate learning point.					
	17 Teacher practices formative assessment in the classroom.					
	18. Teacher talks to me in lessons about what I have done well and what I need to do to improve.					
	19. Working in pairs motivates me engage in conversation and thus improve my language classroom.					
	20. Teacher provides guidelines (criteria) to help me mark my own or a class-mate’s work so I can judge how good I is and to improve it.					
<b>Formative Assessment</b>	21. Teacher asks the class to assess oral presentations that groups of students or					

individuals have produced.					
22. Teacher is much more effective in identifying errors or misconceptions in my work than I do.					

**Thank you for completing the questionnaire.**

**Please make sure that you answered all items.**

1. I am

20-24 years old       25-29 years       More than 30 years

## الملخص:

يعتبر التقويم جزء مهم في إطار التعليم والتعلم. تسعى هذه الدراسة إلى معرفة مدى وعي وإدراك كل من الأساتذة والتلاميذ بإدراجهم التقويم الدينامي والمكون أثناء عملية التعليم والتعلم. وذلك لتحسين وتطوير مهارة الكلام لدى طلبة اللغة الإنجليزية في كلية الآداب واللغات.

هذا البحث القائم يعتمد على فرضيتين ليبيّن موقف كل من الأساتذة والطلبة نحو استعمال التقويم الدينامي والمكون لتحسين مهارة الكلام لدى الطلبة. وأيضاً. وللوصول إلى نتائج اعتمدنا في هذه الدراسة على استعمال استبيانين؛ الأول موجه إلى الأساتذة لكل من جامعة محمد بوضياف بولاية المسيلة وجامعة أبو القاسم سعد الله (الجزائر2). أما الاستبيان الثاني فموجه لطلبة السنة الثالثة ليسانس لغة انجليزية بكلية الآداب واللغات.

إن النتائج المتحصل عليها قد اثبتت أن الفرضيتين غير صحيحتين؛ فنتائج الدراسة بينت أن موقف الأساتذة نحو التقويم المكون كان موقفاً إيجابياً لكن موقفهم نحو التقويم الدينامي كان موقفاً سلبياً رغم استخدامهم له أثناء عملية التعليم لتطوير مهارة الكلام لدى الطلبة. أما بالنسبة للتلاميذ فإن النتائج قد بينت أن موقفهم كان موقفاً سلبياً لكل من التقويم المكون والدينامي. وهذا راجع إلى عدم وضوح عملية التقييم بالنسبة للطلبة. فهذه الدراسة تلح على ضرورة توعية الطلبة للتقويم وأنواعه.

**الكلمات المفتاحية:** التقييم، التقويم الدينامي، منطقة النمو الحدي(ZPD)، التقييم المكون، مهارة الكلام.