



CARTA DE AUTORIZACIÓN

CÓDIGO

AP-BIB-FO-06

VERSIÓN

1

VIGENCIA

2014

PÁGINA

1 de 1

Neiva, miércoles 11 de septiembre de 2019

Señores

CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN

UNIVERSIDAD SURCOLOMBIANA

Ciudad

El (Los) suscrito(s):

Jaime Fernando Duque Aguilar, con C.C. No. 1075270501, Autor(es) de la tesis y/o trabajo de grado titulado SPEAKING ASSESSMENT IN AN EFL CONTEXT: TEACHERS' ASSESSMENT APPROACHES REGARDING STUDENTS' SPEAKING SKILL presentado y aprobado en el año 2019 como requisito para optar al título de MAGISTER EN DIDÁCTICA DEL INGLÉS;

Autorizo (amos) al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que, con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales "open access" y en las redes de información con las cuales tenga convenio la Institución.
- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.
- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que, de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

EL AUTOR/ESTUDIANTE:

Firma: _____

Vigilada Mineducación



TÍTULO COMPLETO DEL TRABAJO: SPEAKING ASSESSMENT IN AN EFL CONTEXT: TEACHERS' ASSESSMENT APPROACHES REGARDING STUDENTS' SPEAKING SKILL.

AUTOR O AUTORES: JAIME FERNANDO DUQUE AGUILAR

Primero y Segundo Apellido	Primero y Segundo Nombre
Duque Aguilar	Jaime Fernando

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Alarcón Camacho	Eliana Maritza

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre
Alarcón Camacho	Eliana Maritza

PARA OPTAR AL TÍTULO DE: MAGISTER EN DIDÁCTICA DEL INGLÉS

FACULTAD: FACULTAD DE EDUCACIÓN

PROGRAMA O POSGRADO: MAESTRÍA EN DIDÁCTICA DEL INGLÉS

CIUDAD: NEIVA

AÑO DE PRESENTACIÓN: 2019 **NÚMERO DE PÁGINAS:** 133

TIPO DE ILUSTRACIONES (Marcar con una X):

Diagramas___ Fotografías Grabaciones en discos___ Ilustraciones en general___ Grabados___
Láminas___ Litografías___ Mapas___ Música impresa___ Planos___ Retratos___ Sin ilustraciones___ Tablas
o Cuadros

SOFTWARE requerido y/o especializado para la lectura del documento: MICROSOFT WORD/PDF



MATERIAL ANEXO: NINGUNO

PREMIO O DISTINCIÓN *(En caso de ser LAUREADAS o Meritoria):*

PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

Español

Inglés

- | | |
|---------------------------|-----------------------|
| 1. Enfoques de Evaluación | Assessment Approaches |
| 2. Evaluación | Assessment |
| 3. Evaluación Oral | Speaking Assessment |
| 4. Habilidad Oral | Speaking Skill |

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

La evaluación del lenguaje extranjero ha sido un campo de desafíos y controversias a lo largo de décadas para quienes participan de esta parte esencial del proceso de aprendizaje. Esto parece reforzarse cuando los maestros abordan la evaluación de la habilidad del habla, ya que se considera la habilidad más difícil de evaluar en los estudiantes de idiomas extranjeros (Burns, 2012); (Ginther, 2012). Por lo tanto, este documento explora cómo los maestros abordan la evaluación de la habilidad del habla de los estudiantes en un Programa de Educación Docente. Los datos recopilados revelan la preferencia de los maestros por las prácticas de evaluación sumativa para determinar el progreso de los estudiantes con respecto a esta habilidad. Por lo tanto, se resalta la necesidad de reflexionar sobre la forma en que se conciben y conducen estos procesos de evaluación institucionalmente. Finalmente, el desarrollo profesional de los docentes en términos de evaluación del lenguaje surge como una alternativa para contribuir a desarrollar procesos de evaluación significativos donde los estudiantes, los docentes y la institución puedan realmente beneficiarse.




ABSTRACT: (Máximo 250 palabras)

Language assessment has been a field of challenges and controversies through decades for the ones involved in this essential part of the learning process. This seems to be reinforced when teachers address speaking skill assessment as it is considered the most difficult skill to be assessed in foreign language (FL) learners (Burns, 2012);(Ginther, 2012). Therefore, this paper explores how teachers approach the assessment of students' speaking skill in a Teacher Education Program in Colombia. The data gathered reveals teachers' preference for summative assessment practices to determine students' progress regarding this particular skill. Therefore, the need to reflect on the way these assessment processes are conceived and conducted institutionally is highlighted. Finally, teacher professional development in terms of language assessment emerges as an alternative to contribute to develop significant assessment processes where students, teachers and institution can be benefited.

APROBACION DE LA TESIS


Nombre Presidente Jurado: GILMA ZUÑIGA CAMACHO

Firma: 

Nombre Jurado: EDGAR ALIRIO INSUATY

Firma: 

Nombre Jurado: LISSET SUGEY ROJAS BARRETO

Firma: 

Teachers' Assessment Approaches To Speaking Skill

Speaking Assessment in an EFL Context: Teachers' Assessment Approaches Regarding
Students' Speaking Skill

Jaime Fernando Duque Aguilar

Thesis Director:

M.g. Eliana Maritza Alarcón Camacho

Universidad Surcolombiana

School of Education

Masters' Program in Education with Emphasis on English Didactics

Neiva, Huila

2019

Teachers' Assessment Approaches To Speaking Skill

Approved

Note of acceptance

Gilma Zuñiga Camacho

External examiner's name

Universidad Surcolombiana

Institutional affiliation

Teachers' Assessment Approaches To Speaking Skill

Dedication

To my mother Carmenza Aguilar Gonzales, to whom I thank all her endless love and support. To my father Jaime Duque Vela for teaching me to be brave in the face of adversity, and my sister Jenny Loraine Duque Aguilar who was always there to support me morally, and encourage me to reach this achievement. I love you all.

Teachers' Assessment Approaches To Speaking Skill

Acknowledgments

I want to highlight that the completion of this study could not have been possible without the participation and assistance of so many people whose names will remain in my heart. Above all, I want to thank the Almighty for his countless love, the author of knowledge, wisdom and grace in me. To my Thesis Advisor Mrs. Alarcon for her help, kindness and understanding during her guidance. Similarly, to my Professors, who throughout these two years contributed to the endless knowledge gained in this experience. Finally to my whole family, my best friend Rogers Stevie Loaiza Clavijo, my girlfriend Devis Andrea Soto Moreno and my students who in one way or another shared their support and contribution for making this real.

This achievement is all ours.

Teachers' Assessment Approaches To Speaking Skill

Abstract

Language assessment has been a field of challenges and controversies through decades for the ones involved in this essential part of the learning process. This seems to be reinforced when teachers address speaking skill assessment as it is considered the most difficult skill to be assessed in foreign language (FL) learners (Burns, 2012; Ginther, 2012). Therefore, this paper explores how teachers approach the assessment of students' speaking skill in a Teacher Education Program in Colombia. The data gathered reveals teachers' preference for summative assessment practices to determine students' progress regarding this particular skill. Therefore, the need to reflect on the way these assessment processes are conceived and conducted institutionally is highlighted. Finally, teacher professional development in terms of language assessment emerges as an alternative to contribute to develop significant assessment processes where students, teachers and institution can be benefited.

Keywords: *assessment, assessment approaches, speaking assessment, speaking skill.*

Teachers' Assessment Approaches To Speaking Skill

Resumen

La evaluación del lenguaje extranjero ha sido un campo de desafíos y controversias a lo largo de décadas para quienes participan de esta parte esencial del proceso de aprendizaje. Esto parece reforzarse cuando los maestros abordan la evaluación de la habilidad del habla, ya que se considera la habilidad más difícil de evaluar en los estudiantes de idioma extranjero (Burns, 2012); (Ginther, 2012). Por lo tanto, este documento explora cómo los maestros abordan la evaluación de la habilidad del habla de los estudiantes en un Programa de Educación Docente. Los datos recopilados revelan la preferencia de los maestros por las prácticas de evaluación sumativa para determinar el progreso de los estudiantes con respecto a esta habilidad. Por lo tanto, se resalta la necesidad de reflexionar sobre la forma en que se conciben y conducen estos procesos de evaluación institucionalmente. Finalmente, el desarrollo profesional de los docentes en términos de evaluación del lenguaje surge como una alternativa para contribuir a desarrollar procesos de evaluación significativos donde los estudiantes, los docentes y la institución puedan realmente beneficiarse.

Palabras clave: evaluación, evaluación oral, enfoques de evaluación, habilidad oral.

Teachers' Assessment Approaches To Speaking Skill

Table of contents

Acknowledgments	iv
Abstract	v
Table of Content	vi
Chapter I	13
Statement of the Problem.....	13
Research Questions	15
Research Objectives	15
Related Studies.....	16
Setting	20
Rationale	21
Chapter II.....	24
Speaking.....	24
Assessment.....	30
Feedback	39
Principles of Assessment in Languages.....	44
Chapter III.....	49
Type of study	49
Type of Research.....	50
Participants.....	50
Ethics of Research.....	52
Data Collection Instruments	53
Chapter IV.....	58
Data Analysis Procedure.....	58
Findings	63
Assessment as an Ongoing Process	64
Elements to Assess in Students' Speaking Skill.....	77
Relying on formal assessment to assess students' speaking skill.....	86
Teachers` Stated Speaking Assessment Approaches versus their Actual Assessment Practices.	97

Teachers' Assessment Approaches To Speaking Skill

Chapter V	105
Conclusions	105
Pedagogical Implications	107
Limitations of the Study	109
Further Research	109
Appendix A: Teachers' Consent Form	121
Appendix B: Students' Consent Form.....	122
Appendix C: Teachers' Interview	123
Appendix D: Teachers' Rubrics	124
Appendix E: Pedagogical Agreements	129

Teachers' Assessment Approaches To Speaking Skill

List of Tables

<u>Table 1. Micro and micro skills of oral production Brown (2004).....</u>	<u>30</u>
<u>Table 2. Observations.....</u>	<u>56</u>
<u>Table 3. Types of speaking assessments defined in teachers' pedagogical agreements.....</u>	<u>68</u>
<u>Table 4. Stated Assessment Criteria implemented by ELT Program teachers.....</u>	<u>80</u>
<u>Table 5. Actual Speaking Assessment Activities.....</u>	<u>88</u>
<u>Table 6. Actual Assessment Criteria implemented by ELT Program teachers.....</u>	<u>93</u>

Speaking Assessment in a FL Context: Teachers' Assessment Approaches Regarding Students' Speaking Skill

List of Figures

Figure 1. Analytical Model.....64
Figure 2. Assessment as an ongoing process.....65
Figure 3. Elements to assess in students' speaking skill.....78

Teachers' Assessment Approaches To Speaking Skill

Introduction

Foreign Language assessment has been a field of challenges and controversies through decades for each one of those involved in this part of the learning process. Apparently, it has been hindered due to the lack of awareness of both students and educators regarding the appropriate conduction of assessment processes and its purpose. This notion seems to be reinforced when we address foreign language skills assessment, speaking in particular. Educators claim that language assessment becomes demanding when it comes to speaking, as this is the most difficult skill of the four to be assessed in foreign language (FL) learners (Burns, 2012; Ginther, 2012). However, although speaking assessment continues provoking reluctant attitudes in students, teachers may not approach this process differently in comparison to the other language skills, which may eventually lead learners either to succeed, fail or even give up on the learning process (Green, 2013).

This might be the way that speaking assessment has been approached by teachers into the educational field for years. We know it is necessary to welcome a change of mind that takes place in our teaching practice. Therefore, in words of Green (2013), when it comes to assess students' speaking skill through the implementation of a test, teachers may highlight its importance to improve teaching and learning processes rather than a yardstick that determines control. In light of this problematic situation, I enquired into a characterization of teachers' assessment approaches regarding speaking skills in an English Language Teaching Program (ELT). Based upon my teacher experience in this context along with the analysis of a study conducted in this context resulted in the need to explore teachers' speaking

Teachers' Assessment Approaches To Speaking Skill

assessment approaches and analyze how these relate to their actual classroom speaking assessment practices.

This qualitative-descriptive study focuses on characterizing teachers' speaking assessment approaches and identifying the relationship between their stated assessment approaches and their actual classroom speaking assessment practices. I conducted the present qualitative study with four ELT Program teachers from a public University in Florencia. Currently, EFL teachers deal with assessees who encounter great difficulties when participating in activities and examinations that comprise their oral production. These difficulties are mainly reflected in their negative tests results, due to lack of time in classroom speaking practices (Richards & Rodgers, 2001) or even emotional factors experienced before, while and immediately after students are involved in oral production activities (Cook, 2002). That is why, I decided to pursue this investigation framed by the following research question: How do teachers approach assessment of speaking in an ELT program?

The first part of this paper displays five chapters organized in the following sections. The first segment evidences the research problem through the problem statement, setting, rationale, research questions and objectives. The second section comprises the related studies and literature review. The third chapter shows the methodological design which includes the research approach and type of study, participants, instruments, data collection procedure and the instructional design. The fourth component focuses on the data analysis and findings. The last part includes the conclusions and the pedagogical implications of this research.

Teachers' Assessment Approaches To Speaking Skill

Chapter I

Research Problem

Statement of the Problem

The Resolution 0241 of 2016 issued by the Colombian Ministry of National Education (MEN), states that all undergraduate Foreign Language Learning and Teaching programs must guarantee that their graduates achieve a C1 level in their four language skills based on the standards of the Common European Framework of Reference (CEFR). Since this is a national educational policy, the faculty from the ELT Program at Universidad de la Amazonia implements assessment strategies and activities that allow them to measure students' performances and identify if they are achieving the expected level. Notwithstanding, the evidence collected through the needs analysis phase shows that there are difficulties for both students and teachers, when it comes to speaking assessment.

In this sense, my observations as a teacher (field notes) through my experience in this ELT context, allowed me to determine that the assessment of speaking is seen as a matter of concern by students in comparison with the other skills. Also, oral assessment triggers certain degree of struggling in most of the students which commonly ends in low results. This is a concerning issue which generally permeates not only students but also teachers since this atmosphere of anxiety has influenced their evaluation criteria and procedures at the moment of informing and conducting any practice that comprises oral assessment with students from the ELT Program.

Additionally, in the needs analysis is highlighted a study conducted by García, Díaz and Artunduaga (2017) in this ELT Program where these kind of negative aspects regarding

Teachers' Assessment Approaches To Speaking Skill

speaking assessment in the participants of their study is supported. In some occasions, students admitted to have experienced shyness and frustration whenever they were required to even participate orally in class. As a result, students perceived any speaking practice as a factor that may trigger drop out feelings because of the difficulties they faced regarding oral production. Thus, this study concluded that this negative issue was attributed to the restricted hours of speaking practice in the teachers' lessons since they relied on grammar instruction rather than activities involving oral production. However, despite this concern, teachers and students did not look for alternatives that would allow them to counteract learners' lack of oral participation, interaction and even drop out situations.

Considering the possible lack of understanding regarding the benefits educators might have towards meaningful speaking assessment procedures, the need for teachers to reflect upon their own teaching approaches to carry out significant processes of both speaking learning and assessment at Universidad de la Amazonia is highlighted. In this sense, Pelenkahuque (2017) claimed that teachers' approaches should allow students to feel comfortable through FL learning, and especially when it is sought to improve students' speaking skill and its respective assessment. Thus, students can get intrinsic motivation in tasks that require them to achieve language progress.

Emotional and affective aspects need to be considered in this ELT Program when students perform in speaking activities, since this might lead to identify the gap between teachers' assessment approaches regarding speaking and their classroom oral practices. As stated by Parker and Höl (2012) lack of participation, speaking anxiety, and any negative factor that influences students oral production serve as a basis to determine the

Teachers' Assessment Approaches To Speaking Skill

consolidation of approaches teachers can begin to use in order to reduce the negative impact that these problems have in students speaking assessment. Therefore, raising awareness towards teachers' speaking assessment approaches used in the ELT Program at Universidad de la Amazonia may become the first step for improving them, as well as it can be the starting point of a phase that comprises the change of oral classroom assessment perceptions of teachers, students, parents and the ones in charge of making educational policies.

Research Questions

- (a) How do teachers approach assessment of speaking in an English teacher education program?
- (b) What is the relationship between teachers' stated assessment approaches to speaking skill and actual classroom assessment speaking practices?

Research Objectives

General objective: To characterize teachers' speaking assessment approaches in an English teacher education program.

Specific objectives: (a) To identify teachers' stated assessment approaches to speaking skill; (b) To analyze and describe the criteria established by teachers in the speaking assessment instruments; (c) To describe teachers' classroom speaking assessment practices; (d) To describe the relation between teachers' stated approaches and their practices.

Teachers' Assessment Approaches To Speaking Skill

In the aforementioned issue, I have stated the research problem that guides this qualitative descriptive research study. In the next section, relevant related studies are reported with their corresponding contribution to the present study.

Related Studies

This section includes some related studies which are relevant to the present paper due to the fact that they highlight important aspects regarding speaking assessment approaches used by teachers, how students' attitudes and beliefs towards speaking assessment are informed by teachers approaches, and the implication and characteristics of speaking assessments in students. Additionally, these studies provide diverse perspectives and analysis of what these foundations entail to develop meaningful speaking assessment procedures in FL learning through the involvement and commitment of the main stakeholders of these processes.

Parker and Höl (2012) carried out a study related to the students' and instructors' perceptions on speaking assessment. The attitudes towards oral assessment were analyzed in order to determine the possible issues that they may arise when informing positively or negatively the students' performances. This qualitative exploratory study involved two groups, one composed by students and the second composed by instructors from a FL school in Turkey. Students were asked about their perceptions and attitudes before, while and after taking an oral test. Simultaneously, instructors were asked about their perceptions

Teachers' Assessment Approaches To Speaking Skill

towards the materials used, and the test procedures at the same period of the testing throughout a questionnaire. The results evidenced that students needed more practices in terms of oral production in the classroom, and as a result, they felt a high level of anxiety and stress when they were under testing conditions. Concurrently, the instructors expressed that the rubrics and evaluation criteria used, were adequate to assess oral productions although the speaking test was the most difficult to administer and assess.

Regarding the conclusions of this study, it is essential to mention that one of the gaps that the students had relied on few oral classroom production. The lack of opportunities hindered students' speaking performances on testing since teachers limited their oral production to tests. Consequently, to reduce students' affective filter during speaking tests, instructors should reflect upon how they have assessed speaking to students with the aim of improving their performances. It advocates the need to consolidate speaking assessment procedures through teachers' approaches that allow students to be engaged in oral production practices and not restrict this skill to testing.

Similarly, Pelenkahu (2017) conducted an action research study with fourth graders in Indonesia to improve students' English speaking performances through the use of Joyful, Active, Creative, and Effective Approach (JACEA). Data gathering tools consisted of field notes, class observation, speaking tasks given to students as the pre-test and post-test of each cycle. Results of this approach implementation evidenced that through JACEA, students got stimulus to improve their speaking skill development. Likewise, for teachers, the approach was a reference to develop students' capacity to use English with a joyful learning environment and effective activities. This study highlights the importance of

Teachers' Assessment Approaches To Speaking Skill

implementing approaches that mainly tackle difficulties related to speaking assessment and also grant students' oral practices in order to get positive results when examining them.

In reference to speaking assessment and practices, in an action research study, Cohen and Fass (2001) dealt with teachers' difficulties to conduct and assess speaking tests. Data collection tools included follow-up questionnaires, interviews, and classroom observations. This study involved forty teachers and sixty-three students in beginning, intermediate, and advanced courses at a Private Colombian University English Program. Thus, this study revealed the importance of providing teachers with guidance for improving their English language assessment practices, since it allowed teachers to be aware and consider the principles of the communicative approach adopted at that University program.

Notwithstanding, regardless the articulated goals of this program approach which relied on fluency and meaning, the results showed that, when teachers were assessing the students' oral abilities, they rather tended to value form and accuracy in oral language assessment. Teachers in the study gave more importance to pronunciation and grammar whereas the feature of making oneself comprehensible, which is part of a communicative classroom was ranked last. This fact contrasted with the Program's aimed assessment approach. Additionally they provided feedback in written and oral ways. However, oral feedback was more frequent when addressing to the whole group. Thus, the contribution of this research study lies on the need to help teachers to be aware of the established aims and approaches to make sure they correspond with their assessment strategies and then, contribute to the promotion of learning opportunities in the classroom.

Teachers' Assessment Approaches To Speaking Skill

Correspondingly, Hill and Sabet (2009) conducted a qualitative study which involved four speaking assessment activities of a first year speaking and listening class at a university in Saitama, Japan with 18 students. The study proposed a dynamic assessment (DA) method in classroom speaking assessments, as a development-oriented process of collaborative engagement for overcoming learner's problems. It comprised four particular applications: Mediated Assistance (MA) that involves interaction between an assistor and a learner to reveal problems in spoken performance, Transfer-of learning (TOL) in which the learner transfers what they have already internalized to novel problems and discover ability to overcome performance problems, Vygotsky's (1986) Zone of proximal development that sets up a collective work between the most and least efficient learners to permit the developmental and problem-solving ability, and Collaborative engagement (CE) that involves diagnosing problem areas during DSA, especially when there has not been indication of TOL.

The results highlighted important aspects regarding TOL. It was effective when it was applied throughout graded difficulty tasks since it allowed learners to reflect about the strategies to overcome their difficulties, and extend their strengths gained in previous speaking activities when feedback was provided by teachers. Hence, the role of the teacher in MA was essential. This study highlights the relevance of feedback as an important element in the teaching and learning process, this teacher mediation is also considered by Green (2013) where he reflects on the extend of learning and teacher mediation regarding speaking assessment as key aspects to transcend in the evaluative processes conducted in classes.

Teachers' Assessment Approaches To Speaking Skill

Taking into account the importance of providing meaningful feedback to students, it is necessary to mention the research conducted by Álvarez and Muñoz (2009) with fourteen EFL teachers and 110 students at a Private University in Colombia. They advocated the broad effects of washback at the identification and monitoring of students' weaknesses, and performance at speaking assessment. The data was collected through students' survey, teachers' survey, class observations and external evaluations. The findings of the study showed that washback achieved positive results in teachers and learners. In relation to the classroom, it was essential to guide and support teachers in the appropriate use of the strategy in order to obtain positive washback. Moreover, in this research, authors highlighted factors which could prevent obtaining positive results on students' oral assessments, such as students' lack of understanding of the exam, teacher resistance to change, exam content, and lack of well-trained teachers. This study is important to my research because it gives a better understanding of the use of assessment in the teaching process. This means that systematic training in the evaluation system is a key element to improve effective teaching and assessment practices. In addition, through the implementation of appropriate assessment procedures students might be able to have higher levels of engagement in their process by identifying their weaknesses and strengthens.

Setting

The Universidad de la Amazonia is a public university, located in Florencia, the capital of the department of Caquetá, Colombia with a population of around seven thousand (7.000) students. They mainly come from Caquetá and neighboring departments such as

Teachers' Assessment Approaches To Speaking Skill

Putumayo, and Huila. The Universidad de la Amazonia was founded in the year 1982, it has seven faculties, and offers twenty three undergraduate programs as well as fourteen postgraduate programs. The English Language Teaching Program is part of the Faculty of Education, it is relatively a new program since it opened the doors for students in 2003. The program has 12 full-time professors and 12 part time professors. There are four hundred thirty (430) students enrolled in the ELT Program, whose backgrounds are mostly characterized by coming from middle-class families, a minor percentage affected by forced displacement and some belonging to indigenous communities.

The ELT Program has a good recognition in the south of the country due to the labor that its teachers and all the educative community do to educate integral people with values and proactive spirit. Additionally, the ELT Program is the only undergraduate program in the Amazon Region that trains EFL teachers. Therefore, as it is stated in its Mission, it seeks that graduates foster the qualification of the teaching and learning processes of the English language in the regional and national context.

Furthermore, the ELT Program has adequate facilities to the development of the classes, especially the ones that comprise the use of English. Thus, most of the classrooms have technological aids such as TV screens, speakers and it also counts with a suitable laboratory solely for English classes with desktop computers, earphones and full internet access for forty students.

Rationale

Teachers' Assessment Approaches To Speaking Skill

Bearing this in mind, the present research sought to characterize the teacher assessment approaches regarding students speaking skill in the ELT Program. This idea stemmed from a needs analysis carried out with the target population of this study. Results showed that both educators and learners presented difficulties regarding the conduction of oral production practices, particularly in the development of speaking assessment processes. The assessment of this skill represented a challenge for educators and especially for students probably because of fear, anxiety and other affective factors that may hinder its development.

When teachers examine learners' oral production, it is essential to consider the kind of learners and the context they are immersed in (Boud, Keogh and Walker, 2013) with the aim to conduct appropriate assessment processes. These assessment activities may be considered a useful tool to improve teaching and learning practices (Green, 2013), however, there is a concern when teachers conduct assessment in regards to speaking skill. This concern is related to teachers' assessment approaches; students experience negative attitudes when they face activities related to speaking assessment due to lack of congruence between what is practiced in class and what is aimed to be assessed as well as factors that take place before, while and immediately after students take these examinations (Cook 2002).

In this sense, besides identifying certain aspects in speaking assessment that may affect students performances, such as their L2 level, attitudes towards the language program and learning in general, etc. (Oxford & Crookall 1989) teachers should see these factors as an opportunity to make informed decisions that may improve speaking assessment practices

Teachers' Assessment Approaches To Speaking Skill

for both students and teachers that would have greater importance than traditional assessment procedures. Taking this into account, this research advocates the importance of identifying the different approaches used by teachers from the ELT Program to assess students' speaking skill and how these stated approaches and the classroom activities that comprise the assessment of students' oral production are reflected.

By characterizing these teachers speaking assessment approaches in the ELT Program, educators and learners would have the opportunity to improve their teaching, learning and assessment practices with the aim of consolidating meaningful speaking assessment and providing reflection opportunities of their current practices. In this way, they may come with methodological alternatives to innovate in the way these assessment practices have been conducted and also enrich the impact that oral assessment procedures have on ELT students' learning.

Nowadays, there is evidence that emphasize on the importance of teachers' approaches either on increasing students' confidence towards speaking production in class and promote positive outcomes on their oral examinations (Richards & Rodgers 2001). Notwithstanding, it is not surprising that teachers assessment practices are possibly biased or influenced by approaches heavily drawn on large-scale testing where native principles reign. Therefore, it is necessary to question whether what has been achieved through the implementation of these approaches to measure students' speaking performances may continue having a positive effect on our classroom practices, or perhaps if it is the right time to move on alternative speaking assessment approaches that may contribute to better assessment practices.

Teachers' Assessment Approaches To Speaking Skill

Chapter II

Literature Review

In this chapter, the theoretical constructs that framed this qualitative descriptive study are presented. The constructs discussed here involve speaking and speaking skills. Additionally, this section presents the concepts of assessment, evaluation and testing that are considered in this research. Formative assessment, feedback, summative assessment, and the principles of assessment in languages are also discussed in the light of literature and research in the fields of language teaching and learning, and applied linguistics.

Speaking

As speaking is one of the main constructs that informs this study, I want to define it and also highlight its importance as a field of study on FL teaching and learning. Initially to this respect, Coombe and Hubley (2011), Mauranen (2006) and Lado (1961) envision speaking as one essential means for our daily life communication and as a primary instrument of interaction among human beings in a certain community. Moreover, speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes such as cognitive, physical and socio-cultural, which have to be activated rapidly in real-time (Burns, 2012).

Bygate (2001) claims that speaking is reciprocal, it is to say that “interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other's contributions” (p. 14). Moreover, in oral interaction people can participate in any spoken encounter by constructing meaning according to the intentions, the goals for

Teachers' Assessment Approaches To Speaking Skill

communication and the message the speaker wants to convey (Green, 2013); thus, it makes speaking more unpredictable than writing skill as this is an aspect that differs from the latter one (Mauranen, 2006).

Speaking is made of sounds, words, and different suprasegmental features that carry linguistic and cultural meanings for each particular locutor and interlocutor (Lado, 1961). Speaking is undoubtedly a face-to-face interaction (Bygate, 2001) therefore, conversations that take place with individuals are carefully built by selecting and considering different characteristics of the speech such as the tone, use of vocabulary and more ingredients that best fit situations according to the setting this conversation is held. Speaking also “provides our main data for language contact, since mechanisms like code-switching, code mixing, or borrowing appear in speech earlier and to a larger degree than in writing” (Mauranen, 2006, p. 144).

Speaking in FL Learning and Teaching. Bearing this in mind, Mauranen (2006) highlights the notion of spoken language as the general reference in ELT curricula since the communicative approach has been largely entailed as the basis for instruction since the 1970s. This seems to be reinforced since Byrne (1984) stated that the main goal for teaching this productive skill relies on oral fluency since it determines the ability of the speaker to communicate intelligibly, reasonably and accurately as this is generally prioritized in EFL curricula over written skill. Additionally, the lack speaking teaching and practice may hinder students' understanding and engagement due to communication breakdowns (Mauranen, 2006). Notwithstanding, Byrne claims that oral fluency can be

Teachers' Assessment Approaches To Speaking Skill

achieved if the student becomes able to transcend from repetition and mechanic responds to a point where he feels capable of expressing their feelings and ideas.

In this line, Mackenzie (2014) highlights the importance for the speakers to confidently express themselves in L2 contexts without experiencing any type of marginalization at expenses of foreign features like accents, idiomatic expressions and even pressure of foreign identity as long as they can communicate successfully and fluently in situations where meaning negotiation is required. Similarly, Coombe and Hubley (2011) suggest that in order to stimulate engagement towards activities that comprise students' oral production, teachers should make sure that these simulate real life situations where learners are capable of constructing questions, providing information, and fostering interaction that will help them in the future to consolidate their participation in academic discussions and presentations.

Bygate (1987) stated that speaking is a skill which deserves the same attention as writing and reading in FL learning and teaching even though speaking and writing are productive skills and share issues related to whether to use holistic or analytic evaluation procedures (Coombe & Hubley, 2011). However, it seems harder to assess this oral skill rather than the latter ones since speaking is kind of fleeting and comprises language elements (pronunciation, improvisation, negotiation of meaning and more) that takes immediate place and are hardly premeditated within the student's speech. Therefore, its measurement has to take consideration of alternative strategies such as voice recordings (as long as they do not inhibit the individuals) that allow the teacher to track students' performances after taking oral practices and thoroughly analyze these characteristics of

Teachers' Assessment Approaches To Speaking Skill

speaking and not necessarily restrict its assessment at the moment of conducting this practices (Coombe & Hubley, 2011).

Speaking Skills. Bygate (2001) points that speaking in FL learning involves the development of particular communication skills. As stated before, Bygate reinforces that speaking differs from writing in aspects such as grammar, lexical and discourse patterns because of its characteristics of production. Therefore, he suggests that it is necessary to understand what is required for developing these skills through considering the nature and conditions of speech.

In this way, Levelt in Bygate (2001) advocated four major processes. the first one: conceptualization that has to do with planning the content of the message; second: formulation that addresses the words and phrases to express meaning; third: articulation that comprises the motor control of the articulators which are comprised in the creation of sounds and finally self-monitoring that is concerned with the awareness language users have to identify their mistakes and self-correct them. However, Bygate argues that the skills aforementioned may be difficult to acquire for FL learners since they may present lack of accuracy to be aware of the moment all these processes take place especially when they are under pressure of time in assessment.

Likewise, Weir in Coombe & Hubley (2011) categorizes these elements of speaking into two main skill groups: First, speaking skills related to repertoire for routines, exchange of information and interaction. Second, improvisational skills, which are mainly reflected in negotiation of meaning and the management of the interaction. Thus, it may be said that the

Teachers' Assessment Approaches To Speaking Skill

skills regarding the repertoire for routines are largely associated with language functions as well as the spoken language that is required according to the situations the speaker is found, and also, the skills regarding to improvisation are generally brought into the conversation at any certain time possibly for clarification (Coombe & Hubley, 2011).

Lado (1961) states that besides these mentioned elements of language that we may want to teach and foster in learners, there are additional speaking skills that emerge such as pronunciation (which is made of elements: intonation, stress, and rhythm), grammatical structure, lexicon which are appealing not only for teaching but even to be considered as evaluative criteria for learners. Levis (2006) argues that while proficient speakers use these mentioned suprasegmentals to support their discourse, low proficient speakers may hinder their intelligibility due to poor pronunciation, although an experienced teacher knows that a L2 speaker despite of being very advanced in most elements of speaking may be also unintelligible due to pronunciation errors.

Additionally, Brown (2004) proposes a set of speaking skills which are divided into microskills and macroskills. Microskills are phonemes, morphemes, words, collocations, and phrasal units which refer to smaller chunks of language. On the other hand, macroskills demand the speaker to focus on language elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Teachers' Assessment Approaches To Speaking Skill

Table 1

Micro and macro skills of oral production Brown (2004, p. 143).

<p>Microskills</p> <ol style="list-style-type: none">1. Produce differences among English phonemes and allophonic variants.2. Produce chunks of language of different lengths,3. Produce English stress patterns, words in stresses and unstressed positions, rhythmic structure, and intonation contours.4. Produce reduced forms of words and phrases.5. Use an adequate number of words to accomplish pragmatic purposes.6. Produce fluent speech at different rates of delivery.7. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.8. Use grammatical word classes, systems, word order, patterns, rules and elliptical forms.9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.10. Express a particular meaning in different grammatical forms.11. Use cohesive devices in spoken discourse. <p>Macroskills</p> <ol style="list-style-type: none">12. Appropriately accomplish communicative functions according to situations, participants, and goals.13. Use appropriate styles, registers, redundancies, pragmatic conventions, conversation rules, and other sociolinguistic features in face-to-conversations.14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

It can be said that it is possible to assess these speaking skills individually or through pairs according to the approach the teacher implements for conducting this

Teachers' Assessment Approaches To Speaking Skill

procedure (Coombe & Hubley, 2011). That is, the teacher has the autonomy to establish the way in which these skills are assessed in learners through tasks, or simply not to consider them within these assessment procedures (Brown, 2004). Notwithstanding, assessors have to pay attention to the productive and interactive language aspects that are used by the learner which will be relevant for making informed decisions for their assessment practices (Green, 2013).

Bygate (2001) indicates that regarding FL teaching, it is important for teachers to foster spaces of speaking practice and assessment differently than the way these practices are conducted to develop written skills. Due to their differences, he proposes to adopt an approach unlike the various traditional used by educators as well as distinct methodologies which through its syllabus may contribute to the improvement and consolidation of speaking in FL learners.

Assessment

Initially, it is important to clarify the distinction between evaluation, testing and assessment that underline this study. According to Nunan and Carter (2001) these terms are largely used interchangeably, but they technically differ. Assessment is a systematic process of gathering information, describing and quantifying it about what a student manages regarding his language abilities, what he is able to do, and what he is able to achieve (Coombe & Hubley, 2011; Numan & Carter, 2001; Lado, 1961). Also, assessment refers to the activities which teachers and learners are immersed into, to provide meaningful

Teachers' Assessment Approaches To Speaking Skill

information used as feedback about the possible changes that have to be applied in teaching and learning activities (Black & William, 1998).

These assessment activities can be both formal and informal. According to Brown (2004) formal assessment deals with systematic and planned activities that are designed to provide both the teacher and the students a well understanding of students' performance and achievement regarding any specific skill or knowledge, for example individual or group-presentations, oral debates, video-recorded reports, and any other activity that demands student preparation. Natriello (2009) claims that formal assessment is sometimes linked to the notion of high stake practices such as standardized tests that emerge from educational policies, which are implemented as a primary mechanism to evaluate the performance and achievement of students to access to elite educational institutions.

On the other hand, informal assessment has to do with the unplanned comments or responses that sometimes praise or point students mistakes in their performance expressed to students as feedback (Brown 2004). This type of assessment is seen in activities where scoring is not the main focus but rather students' participation. For instance, there can be found spontaneous oral participation, improvisation, descriptions, or comments regarding any visual or auditory input. Moreover, informal assessment acknowledges and recognizes students' effort in performance since it will not directly affect their scoring as it is in formal assessment practices (Cole, Bergin & Whittaker, 2008). These kind of assessment practices can be considered low-stake tests since the consequences for test takers and other stakeholders are less significant (Carr, 2011).

Teachers' Assessment Approaches To Speaking Skill

Assessment of an individual student's progress is viewed as an essential component for evaluation, it is to say that assessment is a wider part of evaluation that comprises the analysis of information about student learning. In this sense, the term evaluation is crucial to reach success in education because it is the initial point for taking decisions, also it demands consideration of the following issues: *purposes of evaluation, participants, kinds of information, information collection, and analysis and interpretation of information* (Brindley, 2001), in few words, the quality of evaluation is determined by the quality of assessment (Lado 1961).

Additionally, Brindley (2001) points that assessment is also distinguished from evaluation as a broader aspect which comprises the commitment towards the overall language institution (or any educational institution) and not merely restricted to what every individual student has achieved in terms of learning. Similarly, the concepts of testing and assessment may create confusion since they are often used interchangeably.

Notwithstanding as it was already mentioned, “the latter is an umbrella term encompassing measurement instruments administered on a 'one-off basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work” (Brindley, 2001, p. 137)

Having a better understanding of assessment and its differences regarding the terms of evaluation and testing, does not seem to be enough for educators since they still may ignore the diverse implications and manifestations that assessment carries being a key component in educational processes (Herrera & Macias, 2015). Therefore, Herrera and Macias claim that assessment is being restricted to summative evaluation, thus it becomes

Teachers' Assessment Approaches To Speaking Skill

just a process based on numeric scales which basically determines students' success or failure in FL learning.

Assessment has to be seen as an important part of learning, where students are protagonist of their own learning and even assessment procedures, so that they can understand the quality of their improvement throughout reflection and evidences (Black & William, 1998). Furthermore, the role that assessment has played in teaching and learning processes is not only reflected in the field of FL education but also, it has importance across other fields of study (Herrera & Macias, 2015) as this permeates the effectiveness and quality of individuals' learning and the support they receive for responding their educational needs.

Fulcher (2018) advocates assessment for learning (AFL) to identify the gap between learners' level of performance and knowledge, and the goal they are aiming. This is possible if students are aware of their current language proficiency and the goals set for the class. Thus, the role of the teacher encompasses the support towards the learner to shorten the possible distance between the two. Moreover, AFL allows learners to raise awareness of their own learning process, foster self-assessment, and make them responsible for narrowing the gap towards the learning goal (Black & William, Poehner in Fulcher 2018).

According to Fulcher, the benefits of AFL are reflected first in the personal development of the student, which leads to the improvement of the speaking skill. Second, the institution and stakeholders evidence the students' speaking proficiency progress reports, and compare them across the groups to inform parents or stakeholders who want to

Teachers' Assessment Approaches To Speaking Skill

identify the progress learners have had. Therefore, the comparisons grant sometimes the provision of additional resources for the institutions if they are required.

Additionally, Stiggins (2002) considers that AFL must engage students in the assessment process. When teacher implements AFL, he uses the classroom assessment process to advance towards students' progress, and not limit assessment to measure students' learning. Therefore, Stiggins envisions eight aspects that educators need to have in mind to achieve this:

- To understand and articulate for the sake of teaching, the learning goals students are expected to reach.
- To inform students about those learning goals at the beginning of the course.
- To become assessment literate to develop fair assessment and scoring procedures that reflect students' progress.
- To discover the power of classroom assessments to promote students' confidence as they take responsibility for their own learning.
- To provide feedback to students to recognize the aspects to improve.
- To adjust teaching based on the results obtained in classroom assessments.
- To foster in learners' self-assessment, so that students can watch themselves grow over time and thus feel in charge their own assessment.
- To involve students in communicating with their teacher and their families about their achievement status and improvement.

In conclusion, Stiggins considers that the main effect of AFL, as it mainly takes place in in the classroom, is that students become able to continue learning and promote

Teachers' Assessment Approaches To Speaking Skill

confident if they persist improving their own learning. It is to say, “students don’t give up in frustration or hopelessness” (Stiggins, 2002, p. 762).

2.2.1 Assessing Speaking Skill. Teaching and assessment of speaking is a time-consuming task as this is the most desired skill for learners to develop (Fulcher, 2018). Assessing speaking demands either the observation of “live” performances or the recording of these performances by the implementation of any mean to evaluate them at a later moment (Ginther, 2012).

Similarly, Ginther states that for assessing speaking it is necessary a strategy for elicitation of oral production, an instrument to measure oral performances, and the need for training those who will be in charge of conducting the speaking assessments. Any speaking assessment practice developed entails a number of components to consider (Fulcher, 2018). Therefore, Fulcher claims that in regards to the strategies for assessing oral production, teachers need to find tasks that foster and grant students’ participation. These tasks are carefully selected to evidence the level of language that learners are expected to use to communicate, and may be developed either individually or with two or more learners for interaction. .

One of the classic tasks implemented by educators are direct tests. In words of Ginther (2012), direct tests evaluate students’ speaking skill in actual performance, for example interviews with semi-structure or structure interaction with the presence of an interviewer. Interviews entail the elicitation of responses following up topics introduced in

Teachers' Assessment Approaches To Speaking Skill

the conversation. Moreover, Ginther claims that the examination of the performances under the development of interviews have to be rated simultaneously or after completing the interview, as long as audio or video recording is made.

Similarly, an assessment variation to these direct tests method may be the implementation of alternative assessments (Ginther, 2012). According to Huerta-macias in Brown and Hudson (1998), alternative assessment involve journals, logs, videotapes and audiotapes, self-evaluation, and any other task that encourage learners to show their potential in communication. Furthermore, alternative assessment comprise presentations on a chosen topic, which can required a face-to-face interaction with the audience if necessary (Ginther, 2012).

The role of the teachers in the development of assessment practices is to become an agent engaged in the process to deliver prompts, as well as to regulate and make part of the interactions (Fulcher, 2018). Besides, teachers need to use a tool that allows them to properly assess students' performances. This may be rubrics, which include a range of values associated with determined levels (assessment criteria), the value assigned and descriptors that represent the aspects assessed (Crocker & Algina in Ginther, 2018). Generally, the levels included in rubrics and their descriptors are designed to rank learners according to score obtained based on the quality of their task performance (Fulcher, 2018).

Additionally, Fulcher argues that rubrics and their benchmark elements have to be aligned to three essential aspects that the teacher has to consider. First, rubrics need to

Teachers' Assessment Approaches To Speaking Skill

define what is important to be assessed in the educational program. Second, they have to center teachers' attention on the students' performance features for scoring, and third, rubrics provide reliable ratings if teachers make similar judgments on scoring speech samples independently.

In this regard, it is important to detach teachers' attention on the characteristics of limiting tests that have a shallow comprehension of the wide students' learning process but rather focus on the meaningful interactions between classroom learning and assessment activities (Black & Wiliam, 1998). Thus, Coombe and Hubley (2011) claim that whatever the teaching approach is, assessment practices may display the aimed course objectives which support the learning and teaching of the target language.

Formative Assessment. Formative assessment entails the use of the evidences taken through feedback to improve and adapt teaching with the aim of meeting learning needs. Furthermore, formative assessment refers to the process that is developed to allow learners to receive feedback. The kind of activities developed in formative assessment do not have the purpose of giving a specific grade to the students (Irons, 2007), but these rather “help them identify areas that require further explanation, more practice, and methodological changes” (Muñoz, Palacio & Escobar, 2012, p. 144,).

In Yorke's words (2003), formative assessment is the process aimed to contribute to students' learning development and may be given in formal and informal assessment practices. The first entails activities that demand students' preparation for their respective

Teachers' Assessment Approaches To Speaking Skill

development, as they are planned and have established assessment criteria. The second, comprises the development of any activity that takes place in any moment in class, so students do not need to follow specific instructions for their realization. Black and Wiliam (1998) also point that formative assessment can be a powerful strategy if it is communicated appropriately. Therefore, it is necessary to take radical changes and to encourage teachers to include teaching practices which involve this type of assessment. Similarly Green (2013) claims that in formative classroom assessments the teachers may want to know particular difficulties the student has regarding any topic which requires a different balance of knowledge or skills that suggest a particular design of assessment task.

The key of formative assessment depends on two actions that have to work simultaneously. The first is the awareness of the learning towards the gap between what is expected to be reached by the learner and his present state, it is to say his knowledge, skills and understanding. The second has to do with what the learners takes and applies to close that gap and do not lose track of the desired goal (Black & Wiliam, 1998). To do so, there is no doubt at all that it has to be reached through the implementation of individual or group tasks such as presentations, oral/written reports, problem-solving activities that point to the evidences of the learners improvement through the development of these to both teachers and students themselves, as well as allow learners to accomplish the goals of the course.

Additionally, Lado (1961) understands formative assessment similar to diagnostic assessment but the difference is that the latter does not provide ongoing feedback to educators regarding the effectiveness of their instruction. Moreover, the author states that formative assessment comprises strategies to accomplish different purposes:

Teachers' Assessment Approaches To Speaking Skill

- Monitor students learning and provide feedback
- Identify areas of improvement
- Encourage students to learn through incentives
- Foster concentration and value efforts
- Make emphasis of what is important to learn
- Practice in skills, knowledge and attitudes
- Promote and monitor achievement of goals
- Reflect upon the effectiveness of the program and its structure
- Adjust teaching according to the needs

Enhancing formative assessment in FL learning may bring gains in students' improvement "even when measured in such narrow terms as scores on state-mandated tests" (Black et al., 2004, p. 11). Therefore, the teacher has to develop skills to be aware and engaged with alternative approaches for teaching, learning and assessment that have as their ultimate goal informing and supporting learning (Berry, Sheehan & Munro, 2017).

Feedback

Black and Wiliam (1998) relate the term feedback to formative assessment. Feedback is referred to any information or action that is given to the student regarding the performance in certain task (Black & Wiliam, 1998). They also suggest that providing feedback to learners has to be specific and focused on the task developed, as well as informing this while is still relevant. Moreover, as it is stated by Ruiz and Li cited in Solano-Flores (2016), feedback should be viewed as an accessible and practicable process which is permeated by learning goals that actively involve not only teachers but students.

Teachers' Assessment Approaches To Speaking Skill

However, these formative functions of feedback in assessment are unfortunately contrasted with the summative dimensions of testing (Rea-Dickins & Gardner, 2000), since reporting students' performance in numbers may not be a meaningful strategy of understanding their progress in terms of achievement restricting the impact of assessment.

Therefore, Black and William (1998) highlight the importance of raising awareness of the power of feedback within the mastering of learning programs. Unlike summative reports, feedback is implicitly mentioned or even implied in reports, thus it allows learners to have an effective learning, and to have a better understanding of their progress for strengthening their performances and needs (Lado 1961). Notwithstanding, it is important to consider aspects such as students' context, culture, beliefs and more since informing student about their results may end up being interpreted in ways that could affect personal features for good or ill. (Black & William, 1998).

Moreover, it is necessary to add that feedback has diverse standpoints and it is closed to the process of speaking assessment. In this regard, Gass, Behney, & Plonsky (2013) states that "feedback is an important source of information for learners. Most generally, it provides them with information about the success (or, more likely, lack of success) of their utterances and gives additional opportunities to focus on production or comprehension" (p.359). Furthermore, it is important to take into account that when providing feedback on learners' oral production, certain elements should take part in order to get a significant learning; such as, the negotiation and the recasts, since the reformulations include recasts and explicit correction, because both of these move to supply learners with target reformulations of their non-target output (Lyster, Saito, & Sato, 2013).

Teachers' Assessment Approaches To Speaking Skill

Tosti (2006) considers two types of feedback: motivational that has to do with encouraging students for future tasks, and formative that involves the understanding and correction of language mistakes. In his study, he concluded that providing feedback to students immediately after their performances has more impact than delaying the information of their results. Also, Coombe and Hubley (2011) suggest that if we intend to monitor students' oral production, it is appropriate to ask students to record themselves so that the teacher is capable of analyze students' speech and later provide meaningful feedback for improvement. Similarly, considering appropriate tasks and using a variety of assessment techniques for learners may contribute to positive feedback and washback for teaching and learning processes (Coombe & Hubley, 2011); (Lado 1961). The concept of washback refers to the impact that testing has on teaching and learning, and how these are driven by examinations (Anderson and Wall, 1993; Biggs, 1995, 1996; Popham, 1987 in Cheng and Watanabe, 2004). Moreover, Green (2013) states that washback is commonly perceived as taking a "beneficial or damaging direction to the extent that it encourages or discourages forms of teaching or learning intended by the test developers or considered to be appropriate on other grounds" (p. 40).

Likewise, (Black & Wiliam, 1998); (Black et al., 2004); (Lado 1961) claim that identifying failures in student learning, along with providing corrective and explicit feedback and guidance for assessment procedures has been shown to improve students' skills, instruction and learning. Lado (1961) also highlights the importance of adopting assessment approaches such as classroom-based since it provides continuous feedback and

Teachers' Assessment Approaches To Speaking Skill

allows both educators and students to reflect on progress and make adjustments towards instruction and learning respectively.

Summative Assessment. Some teachers envision assessment isolated from teaching practice resulting in a non-continuing process that is characterized for being summative rather than formative (López & Bernal, 2009). Therefore, FL teachers should analyze the effectiveness of these isolated assessment procedures in local contexts and especially in students when “those tests become gatekeepers for higher education opportunities for many high school or college graduates” (Herrera & Macías, 2015, p. 306).

Generally, summative assessment entails testing which occurs most often at the end of a course cycle with the aim of determining and summarizing students' knowledge, and skills developed throughout that particular period of time (Lado, 1961). Therefore, tests have to be carefully considered since in higher education contexts, grades, are highly influenced by test results ending in some cases in sanctions for schools, educators and even learners if these outcomes are not satisfactory or do not fulfill the educational standards established in the institution. As a result, the mere word “test” provokes negative attitudes in students because of its consequences (Coombe & Hubley, 2011); (Khamkhien, 2010) (López & Bernal, 2009). For that reason, a strategic way for learners to cope with this fear is to get acquainted with the characteristics, the structure and the development procedures of a test (Coombe & Hubley, 2011) since tests are sometimes unethically used for different purposes rather “than those they were intended for originally and do not facilitate the language learning process” (López & Bernal, 2009, p. 57).

Teachers' Assessment Approaches To Speaking Skill

Black and Wiliam (1998) state that some of the summative functions of assessment are not only concerned with consistency of decisions across groups of students, but also involve feedback. When designing a test, teachers have to make sure that the test itself determines the progress of learners on the specific goal aimed, and thus, it facilitates the interpretation of the results informed in feedback that can serve for distinguishing the mechanisms of learning used by students. Furthermore, Lopez and Bernal (2009) call for an exploration of the way language tests are used in FL teaching and learning and how their results are interpreted because one of the reasons of ignoring test consequences and its impact is the lack of training in language testing that prevails on limitation of feedback and frequent summative testing (Black & Wiliam, 1998).

In this regard, Lopez and Bernal (2009) point that in foreign language classrooms assessment is generally used inappropriately, and a consequence of this, relies on lack of appropriate training in language assessment in some teacher education and teacher-training programs in Colombia. Therefore, it is necessary to begin a change in the way in which the assessment processes are conceived and developed in teacher education programs, particularly in ELT programs, since they are also in charge of training future language teachers who will impact educational settings and their individuals by the correct or inappropriate implementation of their assessment procedures.

Therefore, teachers have to endeavor to include summative assessment as a positive part of the learning process by taking advantage of its usefulness rather than simply perceiving this as summative procedures (Black et al., 2004). For that reason, summative assessment has to transcend by analyzing the results reported in testing which have to

Teachers' Assessment Approaches To Speaking Skill

become evidences that allow the identification of learners' strengths and weaknesses that will benefit them by improving their performances (Black & Wiliam, 2005; Black et al., 2004) and not just superficial numerical scores.

Principles of Assessment in Languages

Tests may be designed to tackle particular needs regarding FL learning, such as spoken interaction, listening comprehension and reading and writing. However, Nunan and Carter (2001) mention that regardless its scope, and its focal point (which is mostly viewed as numerical), there are three elements needed for conducting these essential part of assessment which are validity, reliability and practicality.

Validity. Tests should measure accurately what they were meant to measure (Brown, 2004; Coombe & Hubley, 2011; Lado, 1961). When teachers design a test to check students' pronunciation regarding any specific solving-problem task, this test has to consider the particular elements of pronunciation and no other language elements (Lado, 1961). Having this example in mind, teachers might say that if a test does that, then this test is valid, and therefore, this is what is called consequential validity (Brindley, 2001); (Lado, 1961). From this, a valid test must show specific and clear data about what is tested. Therefore, validity allows to determine a turning point in terms of the quality of the assessment received. In the same line of thought, Green (2013) affirms that "validity is often seen as the essential quality of good assessment" (p. 75).

Additionally, Brindley (2001) and Lado (1961) propose that in language testing, validity depends on the content of the test and on the situation or strategy used to test this

Teachers' Assessment Approaches To Speaking Skill

content. Also, validity is reflected as characteristics in different elements of assessment practices such as construct validity: where the content of the test/assessment reflects the understanding of the skill(s) being assessed. Construct validity that determines the appropriate construction of a test at the moment of being implemented to measure determined facts. In this order of ideas, Green (2013) aims that construct validity works in favor of a suitable performance in the assessment systems. Consequently, Brown (2004) expresses that:

“Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must, for economic reasons, adhere to the principle of practicality, and because they must sample a limited number of domains of language, they may not be able to contain all the content of a particular field or skill”. (p. 25).

Hence, construct validity refers to the correct adaptation of the tests according to specific needs or facts before being implemented. Also, it must cover just the necessary and not to exceed to other unnecessary elements (Brindley, 2001); (Lado, 1961).

The second element highlighted by Brindley (2001) and Lado (1961) is content validity. In words of Bush in Yaghmaie (2003), content validity encompasses the degree that the implementation of a tool covers the specific content that is expected to be measured. Along the same line, Polit and Beck in Delgado et al., (2012), envisions content validity as the extent to which an evaluation instrument involves a considerable sample of items for the construct of interest that are assessed. Therefore, it is important to consider carrying out content validity before applying any assessment through the evaluation of the its design, its content and its specifications (Green, 2013).

Teachers' Assessment Approaches To Speaking Skill

Considering the previous idea, Hughes (2003) claims that a test carries content validity as long as its content entails a considerable sample of the language skills, or relevant structures which the test is meant to be concerned upon its purpose. Given these points, content validity must follow a correct development and structuring regarding the specific elements that are going to be evaluated.

Similarly, validity can be achieved by correlation (criterion-related validity). It is to say that if the teacher verifies the results of a test or criterion, and it points that the scores correlate highly and low with those who obtain high and low scores correspondingly, we say that the test is valid (Brindley, 2001); (Lado, 1961). Criterion-related validity is associated to the extent to which a test relates with the criterion measured, and the results obtained (Castro et al., 2009). Based upon Green's ideas (2013), the results must correspond between them to have criterion-related validity. This means that obtaining determined results can represent other close facts to take in consideration. Consequently, Green (2013) says that "two different kinds of criterion-related validity can be distinguished: concurrent validity and predictive validity".

Reliability. Lado (1961) believes that reliability is necessary for validity. For example, if teachers give a test to students and the scores obtained at first time may be close to the results that he would have if teachers give this again, then the test is reliable. If the results fluctuate very much the test is not useful because it is not testing anything, and therefore not reliable. Thus, we may say that reliability is measured by the consistency between the scores obtained from the same sample of students on two consecutive or repeated administrations of the test and the degree to which these scores are consistently

Teachers' Assessment Approaches To Speaking Skill

measuring a particular student knowledge or skills (Coombe & Hubley, 2011); (Lado, 1961).

However, reliability may be jeopardized by factors unrelated to the ability assessed. Such factors may end up in inconsistency of performances which are caused by the conditions of administration, test design or instructions, fatigue in learners and more (Brindley, 2001).

It is to say that teachers should attentively consider these factors to prevail consistency in the average of the students results before applying tests, and also find strategies to maximize reliability by implementing objective testing formats (multiple choice) and include a large number of items (Brindley, 2001).

Coombe and Hubley (2011) point that in order to maintain reliability in speaking tests, it is necessary to have two teachers in the assessment procedure. One can have interaction with the learner and the other can monitor students' performances. Additionally, having the questions written contributes to have a more reliable test, thus, this script will be used for asking questions to students, so that they can get questions framed in the same way and not improvised questions that may hinder the reliability of the test procedure.

Practicality. Nunan and Carter (2001) claim that language assessment practices not only have to consider principles of validity and reliability which were previously discussed, but they also need to be practically feasible. They believe that practicality is important because as assessment is an essential part of the curriculum, teachers have the commitment to construct and administer these assessment procedures for the sake of the institutions, students and teachers themselves.

Teachers' Assessment Approaches To Speaking Skill

In this sense, Brown (2004) and Coombe and Hubley (2011) define practicality as the issues that are considered by teachers or test-administrators which facilitate the developing, scoring and evaluation procedure and obviously the administration of tests. These characteristics that become a test practical rely on adequate time for each particular component of the test and the availability of the resources for its development (Coombe & Hubley, 2011).

Therefore, it is important for educators to be aware of the way they have been conducting tests in order to reflect upon the vision they have towards assessment or whether they have or not included this aspects to strengthen these assessment practices. Once reflection regarding how each particular assessment procedure is conducted takes place in teachers as it is possible to consider improvement in relation to the quality of these assessment practices and the impact on learners they have had throughout the courses.

Having discussed the theoretical constructs, the following section is devoted to the methodological design of this study.

Teachers' Assessment Approaches To Speaking Skill

Chapter III

Methodological Design

Type of study

This qualitative descriptive study aimed to explore language teachers' assessment approaches regarding students' speaking skill, and the relationship between these approaches and their speaking assessment practices. To fulfill these objectives, this study follows the 'Qualitative Research Approach'. This research approach works with a wide range of data concerned with subjective opinions, experiences and feelings of the individuals which lead to explore participants' views of the situation under study (Dornyei, 2007).

Qualitative research is appropriate to address a research problem in which few aspects are known and need to be explored so that the researcher can develop a detailed understanding of the phenomenon (Creswell, 2002). According to Creswell (2002) and Hatch (2002), there are some characteristics that make the present study a qualitative one. The first one entails the exploration of natural and free human behaviors as it is the case of teachers conducting EFL speaking assessment activities. Second, the collection of data based on participants' views from a small number become a determinant source since it includes interviews that seek for the participants' perceptions. Third, the complexity in the interpretation of data since the manner in which it expresses the results is not numeric neither statistical. Based on Creswell (2002) and Hatch (2002), the results are presented in detailed descriptions, emerging structures and interpretations that aim to give the reader a

Teachers' Assessment Approaches To Speaking Skill

clear understanding of the situation explored. Finally, the information gathered, in the present study, related to educators interaction in speaking assessment practices is analyzed for description and themes using the interpretation of correlated patterns that shape the findings.

Type of Research

The type of research for the present study is Exploratory and Descriptive (Glass & Hopkins, 1984); (Hernández, Fernández, & Baptista, 2006); (Kumar, 2011). It is exploratory considering the novelty of the study in the ELT Program context since there is not previous information reported or little is known related to teachers' speaking assessment approaches. The present study also has a descriptive character, which according to Kumar (2011) mainly focus on description, rather than examining relationships or associations. A descriptive study attempts systematically to describe a situation, problem, in this case the teachers' assessment approaches regarding students' speaking skill in the ELT Program, and describes the attitudes of certain community towards the issue that is being explored. Descriptive studies also involve gathering data that describe participants' events and then organize, tabulate, depict this to have a better understanding of the issue (Glass & Hopkins, 1984).

Participants

The participants of this qualitative study comprised four (4) ELT Program professors whose teaching experience ranged from two to ten years. They were three male and one female, one of them holds a Master degree and the other three hold graduate

Teachers' Assessment Approaches To Speaking Skill

certificate degrees. For the study, I decided to call participants with a code T1, T2, T3, T4 (teacher 1, teacher 2...) due to ethical considerations.

To select the population for this study, purposeful sampling method was implemented which is widely used in qualitative research. Purposeful sampling has the aim of identifying information related to the issue of interest (Patton, 2002) through the analysis and selection of a sample which is considered to be knowledgeable regarding the phenomenon of the study (Creswell & Plano Clark, 2011). Moreover, Dawson (2002) explains that purposeful sampling is appropriate when the intention of the study is to describe rather than to make generalizations. Also, Creswell (2002) and Dawson (2002) suggest that in purposeful sampling the researcher has the opportunity to intentionally select the participants according to the specific objectives of the study and many aspects that the researcher finds relevant to be taken into consideration and thus learn or understand the central phenomenon.

Having this in mind, aspects of convenience were considered. As highlighted by Ritchie et al., (2003) in convenience sampling, the facility of access to information is the main reason for researchers to select the sample of a qualitative study. The 4 teachers selected for the present inquiry were in charge of courses such as: *Basic English I*, *Basic English II* and *Advanced English II* from the day shift, and *Intermediate English II* and *Advanced English I* from the night shift, although one of them was in charge of teaching two courses. In this sense, the teachers offered high potential to obtain relevant information in order to elicit data that may contribute to answer the research questions. Their willingness and support in this process facilitated the access to the different groups and the

Teachers' Assessment Approaches To Speaking Skill

speaking assessment practices which were conducted by each participant. Additionally, the sample size was not too big; which is convenient considering the possible challenges of researching teachers' approaches.

Ethics of Research

Ethical considerations were important in this study since it is important to respect the setting in which the study takes place. The researcher should show this respect by obtaining permission, and not disturbing or hindering the processes that are developed in the setting where the study is conducted. (Creswell, 2002).

As part of the Ethical considerations that comprises a research process, the participants signed a consent letter (see Appendix A) in which they accepted to participate in this research study. Additionally, students who were video recorded during the speaking assessment practices with these teachers and whose video-taped presentations were analyzed, were also informed and expressed their consent by signing a letter (see Appendix B) to allow the collection of data from the analysis of these videos.

The information collected from the participants was strictly used by the researcher to support the present study, and was not shared or known by external individuals in order to avoid violation of privacy and confidentiality. Considering participants interests, this study also avoided to report the names or any other information that reveal the identity of the participants which may lead to rise any form of prejudices or negative judgments towards teachers' approaches regarding speaking assessment or even teachers themselves.

Teachers' Assessment Approaches To Speaking Skill

Data Collection Instruments

In words of Creswell (2002) gathering data means identifying and selecting individuals for a study, obtaining their permission to study them, and collect information by asking questions or observing their behaviors in their natural settings. Bearing in mind the objectives of the present inquiry, the instruments used for gathering data were semi-structured interviews, observations, and analysis of documents.

Semi structured - Interviews. Interviews have been one of the most commonly employed research method of collecting information from people in qualitative studies (Harklau, 2011); (Kumar, 2011). In this qualitative study, unstructured interviews were implemented. The advantages of using this type of interviews is the freedom they provide in terms of addressing the content according to the responses obtained from the interviewee and not restrict the interaction to the agenda of the researcher (Kumar, 2011); (Nunan, 1992).

Interviews in qualitative research studies attempt to raise the value of the context from the respondents' perspective and to explore the importance of people's experiences (Kvale, 1996). Also, in qualitative studies, the responses recorded that are obtained as a result of elicitation using open-ended questions are transcribed and typed by the researcher into a computer file to be analyzed using a database composed of words or categories (Creswell, 2002). In this regard, the interviews (see Appendix C) were considered highly important to characterize in-depth, taking into account the questionnaire answers gathered,

Teachers' Assessment Approaches To Speaking Skill

the approaches of each one of the teachers incorporated within the assessment practices of the students speaking skill throughout their experience in the ELT Program.

The use of a video camera allowed to record every piece of information from the teachers' interviews and was strategically placed to avoid any kind of interference during the development of the session. This instrument aimed to gather information about the characteristics of the teachers' assessment approaches regarding students' speaking skill which are usually considered throughout their experience at the ELT Program.

Observations. This study implemented observations as data collection instrument from the qualitative perspective. In observations, the researcher examined and recorded participants' behavior in their natural settings by taking notes or any other strategic means or electronic devices such as the use of videotapes that will be later used to emerge with database (Cowie in Heigham & Croker 2009); (Creswell, 2002); (Kumar, 2011). The observations in this study were videotaped, which sometimes can have an intrusive nature and alter the behavior of the participants, but Kumar (2011) claims that it gives the observer the opportunity to analyze it many times before drawing any conclusion.

Observations provide a clear picture of reactions, and interactions (Weimer, 1990) since firsthand information is taken by observing people and places at their settings (Creswell, 2002). When the researcher wants to know the behavior of individuals rather than their perceptions, observation is a good option to collect the required information (Kumar, 2011). Moreover, Kumar suggests that it is necessary to remain as a passive observer as long as involvement in the activities is not desired, therefore, the observer should listen, watch and take notes to reflect upon this.

Teachers' Assessment Approaches To Speaking Skill

Consequently, the observed speaking assessment practices included the video-recording of eighteen students who were recorded during their oral assessment practices in class, and the second group included the analysis of eleven video presentations that students prepared and recorded of class time. Table 1 presents the type of observation and the corresponding number.

Table 2

Observations

Data collection	Total number
In-class video-recorded classroom speaking assessment practices	18 Students
Out-class video-recorded presentations	11 Students

The aim during the observation of these assessment practices was to determine possible relationships or discrepancies between the stated teachers' assessment approaches regarding students' speaking skill that emerged in the interviews and their practiced assessment approaches. The eighteen video-recorded observations took place during the learners' speaking assessment practices in their English classes. Both teachers and students were informed in advance about the purpose of video recording their speaking assessment practices. The video camera and the researcher were strategically placed to avoid interference or provoke any negative attitude throughout the development of their assessments.

Teachers' Assessment Approaches To Speaking Skill

Additionally, the eleven students' video-recorded presentations that were observed and analyze belonged to the *Advanced English 1* group from the night shift. The course-teacher and students were also informed about the purpose of the examination of these videos to allow the researcher to have access to them. These video-recorded presentations were uploaded and shared on *Google Drive*. This was the only speaking assessment activity that did not take place in classroom and did not have any kind of interaction with the teacher either.

Documental Analysis. Other substantial sources of potential data in this qualitative study was the analysis of teachers' rubrics which include assessment criteria to evaluate students' speaking skill (See Appendix D), and teachers' pedagogical agreements (See Appendix E) which display a set of activities considered by teachers to assess students in the respective courses. Creswell (2002) points that documents consist of public or private records, these sources provide valuable information in helping the researcher understand central phenomena in qualitative studies. Documents are ready-made source of data easily accessible since they can be written, digital or physical material relevant to the study at hand (LeCompte, Preissle & Tesch, 1993).

In this line, teachers' pedagogical agreements as an agenda for the class development offer a better understanding of the way students' assessment processes are aimed to be conducted in each course. Also, rubrics are conceived as guides for teachers which include score-markers or assessment criteria that allow the assessment of students regarding any certain task based on their performance (Wolf & Stevens, 2007). This study also aims to identify the relationship between teachers' stated assessment approaches to

Teachers' Assessment Approaches To Speaking Skill

speaking skill and actual classroom speaking assessment practices, therefore, I considered teachers' rubrics and teachers' pedagogical agreements as useful sources of information for analyzing students' assessment practices from a qualitative and quantitative way, since pedagogical agreements reveal how assessment processes are expected to be developed, and in the case of rubrics, they evidence the assessment criteria implemented for conducting the practices.

Moreover, the analysis of rubrics was linked to the observation of the assessment of students' speaking skill. It consisted in the individual revision of these instruments to assess students' speaking skill during the development of assessment practices. This comprised the examination of four types of teacher rubrics, the assessment criteria included and their scoring. Individually, teachers provided via e-mail the instruments used in each students' speaking assessments for their analysis. Regarding the teachers' pedagogical agreements, they were five, and were scanned as these documents were physically provided to the ELT Program Coordination. This procedure also contributed to characterize teachers' speaking assessment approaches in the ELT Program, as it provided detailed insights of the aspects highlighted to be considered as assessment activities and criteria.

Teachers' Assessment Approaches To Speaking Skill

Chapter IV

Data Analysis & Findings

This section contains the analysis of the data collected in the ELT Program at Universidad de la Amazonia. It also displays the findings on the themes considered for this study under the light of the constructs in your lit review. First, there is a description of the data analysis procedure. Second, it shows the characterization of the teachers' assessment approaches to speaking skill, and the three emerging categories: *Assessment as an Ongoing Process*, *Elements to assess in students' speaking skills*, *Relying on Formal Assessment to Assess Students' Speaking Skill* as well as the relationship between teachers' assessment approaches to speaking skill and their classroom assessment practices. Finally, I present the findings supported with relevant theory.

Data Analysis Procedure.

Collecting data in any research study is a critical process since it entails the foundations for an investigation (Yin, 2011). I obtained raw data through different instruments such as interview /video recordings, observation/video recordings, rubrics, and teachers' pedagogical agreements. Regarding interviews, every piece of data gathered was transcribed and then analyzed by using the software "Nvivo". Once the necessary transcriptions were done (interview /video recordings; observation/video recordings), I labeled a digital file according to the instrument used in order to organize data. Thus, I had the following names: IVR_02_10_2018 (for interview/video recordings), and

Teachers' Assessment Approaches To Speaking Skill

OVR_16_10_2018 (for observation/video recordings). These files were stored in one folder per each type of data collection instrument in a virtual hard disk (Google Drive).

Rubrics, provided qualitative information. They were collected and analyzed by focusing on the criteria considered by teachers to conduct speaking assessment activities. The aspects they included were clustered, and the differences and similarities between the teachers were established. Therefore, to organize data I used codes such as: RT2 (for rubric T2), RT3 (for rubric T3), etc.

Finally, teachers' pedagogical agreements offered individual quantitative information that allowed to identify the aspects included by each teacher to develop the respective assessments with students throughout the courses. The planned elements aimed for the expected development and assessment of the courses were grouped to find similarities and differences among teachers. Consequently, with the aim to organize the data I relied on the following codes: PAT1 (for pedagogical agreement T1), PAT2 (for pedagogical agreement T2), etc.

Data Reduction. According to Male (2016) a vast amount of data can be accumulated as a consequence of qualitative research approach, therefore, the main task for researchers is to make data manageable through a process of data reduction. This process will contribute in the recognition of the emerging patterns or themes as the researcher simultaneously begins the process of data familiarization which entails the re-reading, analysis, edition, and understanding of the data (Richards as cited in Male, 2016; Lacey & Luff, 2007). Data reduction process demands the researcher the creation of codes and their categories where the similarities that are grouped in each one of them can be evidenced

Teachers' Assessment Approaches To Speaking Skill

(Male, 2016). With a general sense of the data, I proceeded to code data by using Nvivo, a qualitative data analysis software. Once the information was submitted in the software, it was coded in order to have a better understanding of the recurrent facts to be analyzed (Cresswell, 2002).

Coding is probably the most important stage of qualitative data analysis (Male, 2016). The author also points that this process is a way of quantifying the data to see what units and categories are generated. Moreover, throughout this stage it is suggested that the researcher remain close and immersed in the data to get familiar and avoid making premature categorization of the data (Charmaz as cited in Male, 2016) thus it will allow the researcher to identify patterns and codes (Male 2016). For this research, I had descriptive and pattern codes (Miles & Huberman, as cited in Punch, 2009). In descriptive codes respectively. I identified and labeled what was in the data, while in the pattern codes I interpreted and interconnected information (Punch, 2009).

Thus for answering the research question about teachers' assessment approaches to speaking, the data collected showed three clusters of codes which were related to three different themes. One of those topics is *Assessment as an Ongoing Process* which includes how the process of assessment was perceived by the participants, the importance of feedback within the assessment process, and the types of assessment stated to be implemented. Another emergent category corresponds to *Elements to Assess Students' Speaking Skills* concerning the tools and strategies implemented by educators as well as the criteria embedded in these. Likewise, *Relying on Formal Assessment to Assess Students'*

Teachers' Assessment Approaches To Speaking Skill

Speaking Skill describes the actual type of assessment implemented to assess students' speaking skill, the instruments used, and the role of feedback in these examinations.

Similarly, regarding the answer for the second research question about the relation between teachers' stated approaches and their classroom practices, the analysis of data also showed three cluster of codes. One has to do with *Summative Assessment in an ongoing Process*, which contrasts the teachers' vision towards speaking assessment with their actual practices. Another category is *Reinforcing the Power of Feedback*. It displays the differences and relationships between the types of feedback stated and used by educators as a part of their speaking assessment procedures. Finally, *Rubrics: Consolidating an Instrument for Speaking Assessment* evidences the instrument used in activities to assess students' speaking skill, as well as the relationships and differences between the assessment criteria stated in interviews and the one implemented in these examinations.

Data Display. Taking into account the emerging categories resulting from the process of data reduction, I assembled information under the above-mentioned themes. These were the final categories which interrelated to the central research topic (Teachers' Assessment Approaches to Speaking Skills). Thus, I established for this study the analytical model shown in figure 1.

This study focused on teachers' assessment approaches to speaking skill and the relationship of these stated assessment approaches to speaking with the current speaking assessment practices conducted by teachers. For this purpose, I collected information and qualitatively examined it getting an analytical model of the whole study. Figure 1 shows

Teachers' Assessment Approaches To Speaking Skill

how the RQ1 was related to two categories which comprise codes supporting them. These categories emerged from the data and were consolidated through a process of triangulation for giving validity to the study (Carter et al, 2014); (Patton, 1999); (Polit & Beck, 2012). Then, these categories were used as data clusters. The aforementioned groups are key themes in the identification of characteristics of teachers' assessment approaches and their relationship between the actual speaking assessment practices.

The first category refers to the broad view teachers have towards the assessment of speaking skill, the importance of feedback for the consolidation of these practices, and the types of feedback used. Therefore, I have here codes as type of feedback, formative feedback, formal and informal. Also, it concerns the type of assessment used by teachers for developing their speaking assessment practices. For this case, two types of assessment emerged: Formal and Informal Assessment given in High and Low-stake practices. The second category entails the instruments which are used in the assessment process, assessment criteria and strategies implemented by the educators to conduct students' speaking assessment in the ELT Program. The final section is devoted to the description of the actual speaking assessment activities conducted by educators and their characteristics in terms of type of assessment, instruments and the role of feedback.

Teachers' Assessment Approaches To Speaking Skill

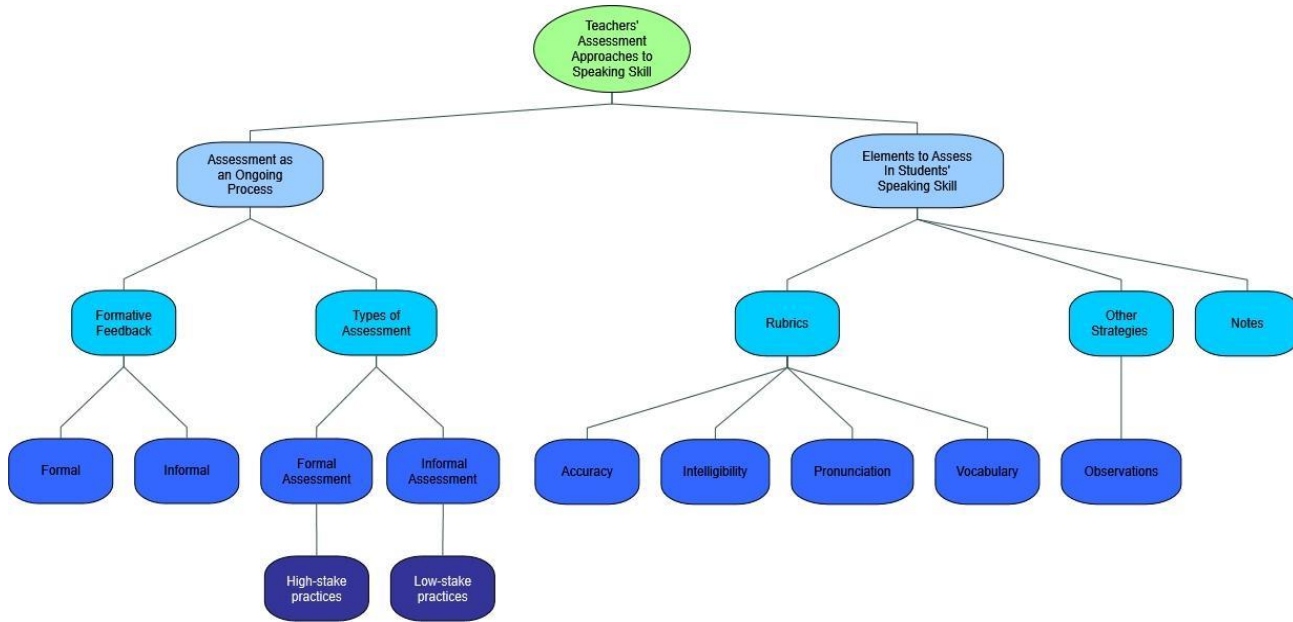


Figure 1. Analytical Model.

Findings

The following section will be framed on the research instruments results. First, I will present the qualitative results from the teachers' interview, and the analysis of teachers' pedagogical agreements. In this regard, in the process of data analysis, I found commonalities that were clustered into three categories. They are related to the general research objective, and the specific objectives 1, 2 and 3, and comprise codes which support them as well as give answer to the RQ1 (How do teachers approach assessment of speaking in English Teacher Education Program?). In this sense, I have the following interpretation of meaning that each pattern entails.

On the whole, data from the teachers' interview and pedagogical agreements sought to answer the RQ1 which is the characterization of the way teachers approach their evaluation of the students' speaking skill in the ELT Program. In this regard, the information of the

Teachers' Assessment Approaches To Speaking Skill

pedagogical agreements and the transcriptions of the interview evidenced the construction of three major categories: Assessment as an Ongoing Process, Elements to Assess in Students' Speaking Skill, and Relying on Formal Assessment to assess students speaking skill.

Assessment as an Ongoing Process

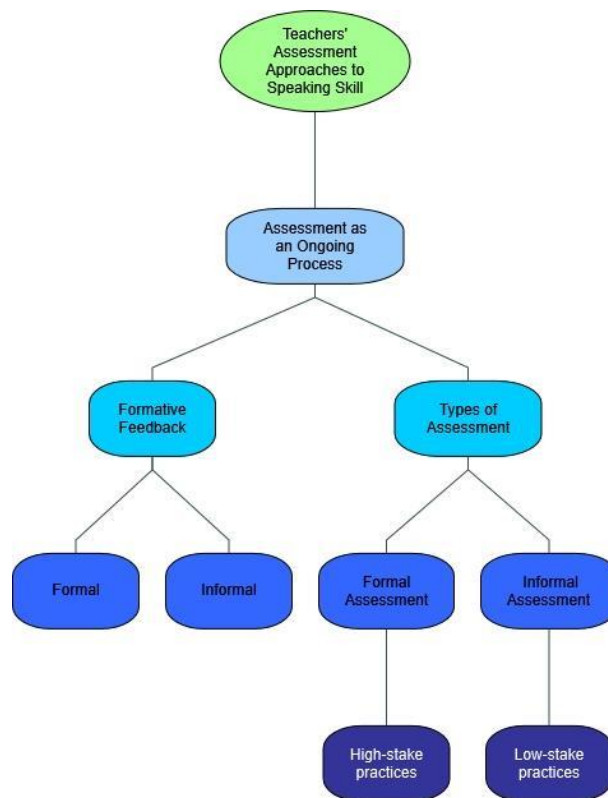


Figure 2. Assessment as an ongoing process.

The overall perspective of speaking assessment that participants have is presented. Teachers understand speaking assessment as a continuous process in the ELT Program, that is, assessment processes must be permanently developed by teachers throughout different activities that take place in their classes. T1 highlighted that:

Teachers' Assessment Approaches To Speaking Skill

“Speaking assessment ... in fact is a process... and it is continuous...it has to be worked each week, each class”. IVR_02_10_2018

This is an aspect mainly supported by T4 who also affirms that this process is reflected in the different activities that are developed in classes and as it is a continuous process, he keeps in mind the performance of the learners through the practices. These aspects are also found in Herrera and Sánchez (2013) study. Its results revealed that teachers conceive speaking assessment as a “continuous process” that takes place every single class. All depends on the teacher’s approach for conducting students’ assessment practices and their alignment to the class objectives.

Similarly, T2 argues that since this is a permanent process, this does not only have to be reflected in periodic examinations (mid-terms, final term tests) but it has to involve a follow-up work of the students’ progress during the academic term. This vision of restricting students’ assessment through tests is also contrasted by Green (2013), who supports that it is important for teachers to understand that testing learners is not the only way to judge their knowledge towards any certain skill or ability in a process. In this regard, T2 states:

“I can’t wait to assess the student at the end of the semester with a final test... we have to develop and execute activities where the students have to involve themselves regarding their speaking skill.” IVR_02_10_2018.

Furthermore, teachers’ vision of speaking assessment as a continuous process has to do with the aspects considered in AFL (Fulcher, 2018; Stiggins, 2002) as educators address their assessment process towards students’ learning progress rather than measuring it.

According to Stiggins (2002), assessment for learning helps students to promote greater

Teachers' Assessment Approaches To Speaking Skill

learning. Moreover, Stiggins suggests that educators must pay more attention to assessment for learning as we can ease students learning success if we recognize that the daily classroom assessment process may become into a more powerful tool for learning. Assessment for learning is widely different than testing since it provides teachers with evidence so that they can revise their quality of instruction (Stiggins, 2002).

Another aspect in this ongoing process is the organization of the speaking assessment practices. Thus, T3 highlights the importance of preparing students for the development of their respective speaking assessments. T3 argues that informing students about the assessment instruments and characteristics of speaking tasks used for their assessment is crucial in this process (Burns, 2012). In consequence, this allows students distinguish what will be considered and what strategy will be implemented by the teacher:

“As teachers we should let know our students in advance what will be considered for their speaking assessment, what or how will be the activity implemented, and what is the expected outcome. In some cases, it may be beneficial for them.”
IVR_02_10_2018

Therefore, it is important that teachers also have an adequate plan to carry out this process. In this sense, T4 mentions that it is appropriate to establish dates for the conduction of the speaking assessments at the very beginning of the course, and consider the course content to base and create their assessment practices. This is an aspect reflected in teachers' pedagogical agreements. Here, educators plan the agenda considered along the help of the students for the development of the activities, and the weeks the respective speaking assessments will take place throughout the semester. In this regard, teachers make

Teachers' Assessment Approaches To Speaking Skill

a general description of the types of activities established that will be developed to assess students' speaking skill considering the sixteen weeks that the semester has.

Table 3

Types of speaking assessments defined in teachers' pedagogical agreements

Teacher	Course	Activity	Week
PAT1	Advanced English I night-shift	Language Tasks	from 1st to 16th week
PAT2	Basic English I day-shift	No specified	No specified
PAT3	Intermediate II night-shift	First Test, Second Test, Final Test	10th, 14th and 16th
PAT4	Advanced English II day-shift	Oral presentations, First Test, Second Test, Final Test	No specified
	Basic English II day-shift	Oral Presentations	No specified

Notwithstanding, although T2 includes different types of activities for the development of her course in her pedagogical agreement, there is no description of the practices nor the weeks aimed to assess particularly students' speaking skill. Similarly, although T4 describes the types of activities that he considers for the conduction of

Teachers' Assessment Approaches To Speaking Skill

learners' oral skill assessment throughout the semester, there is no detailed information of the weeks these practices will take part in the course.

On the other hand, T1 and T3 are the only teachers who include in their pedagogical agreements information related to the weeks their speaking assessment activities will take place in their courses. This provides organization to the ongoing process of students' speaking skill assessment as learners are aware of the types of activities, and the considered weeks for the conduction of their oral assessment practices which are defined at the very beginning of the semester.

However, despite most of the educators detail the types of activities and weeks for developing speaking assessment practices in their pedagogical agreements, there is no evidence related to the instruments implemented to assess students' performances during this process. Thus, Ferdiant (2016) suggests that to grant egalitarian speaking assessments, it is also fundamental for educators to define and inform learners about the instruments implemented to assess their speaking skill before conducting these practices.

The Importance of Feedback. To strengthen students' speaking assessment, teachers recognize the importance of feedback as a hand in hand process with the purpose of consolidating the impact of speaking assessment practices. Hattie in Lynch and Maclean (2003) acknowledges its relevance, and recognizes that feedback is essentially needed as a first step after conducting assessment practices since learners are allowed to improve their

Teachers' Assessment Approaches To Speaking Skill

speaking skills and achieve learning goals based on the guidance and support given by the teachers.

Teachers state that the type of feedback provided to students in their speaking assessment practices is characterized by being formative to help students recognized the aspects in which they need to overcome, and giving specific comments based on their performances to help students improve in future performances.

“Feedback in speaking assessment is always essential but no only provided as a score, let’s say...individual comments are meaningful especially for the students who are beginning to learn a foreign language, they require feedback to notice the mistakes, or the things they have to enhance through the time ” IVR_02_10_2018. T4.

This kind of comments are also supported by Solano-Flores (2008) who claims that teachers generally argue that the type of feedback implemented allows them to identify in detail the students’ weaknesses and the areas of improvement within the activities that comprise their oral assessment and not merely restrict it to numbers, and thus, the student can strengthen his/her knowledge for future activities.

However, in Tunstall & Gipps (1996) study, they highlight the importance of providing positive feedback to students and not only focus on negative aspects regarding their performance. Positive feedback may be presented either in a non-verbal and verbal way, and can contribute to provoke positive results in learners’ behavior and performance. Consequently, T2 states to use positive feedback as a strategy to focus on good elements of students’ performances which can be effective to encourage students, and motivate them to continue in their learning process.

Teachers' Assessment Approaches To Speaking Skill

In this regard, formative feedback is stated to be provided into two ways: Informal and Formal. T1 considers that feedback does not necessarily have to be only provided after the conduction of planned speaking assessment practices as formal feedback, but after the development of in-class speaking activities as informal feedback. Thus, it becomes meaningful for students as they sometimes may evidence to have rooted speaking difficulties that are unconsciously committed among them when immersed in oral practices, and can be highlighted and corrected in the development of each activity and not strictly in speaking assessment practices.

Therefore, Lynch and Maclean (2003) support providing feedback on students' speaking practices, as it is crucial in order to tackle speaking mistakes and avoid their extension in future oral activities that comprise the students' assessment, thus, it impacts both students and teachers through correction, making students conscious of their mistakes. Moreover, according to Ellis in Toffoli and Sockett (2010), informal feedback can be brought into formal learning as it is a practical method to gather information about students' utterances to support them to have a more meaningful learning process.

As discussed before, teachers considered that the role of feedback in students' speaking assessment is essential, however, T2 and T3 claim that feedback is not always seen implicit or provided (informally) within each of the activities that comprise the oral assessment of students. Teachers claim that this depends on the complexity of the activity conducted, that is, if it requires students' preparation as they are expected to accomplish the task accurately and based on guidelines used as assessment criteria. They prefer formal feedback practices, which is provided in specific assessment tasks and is more planned.

Teachers' Assessment Approaches To Speaking Skill

Therefore, feedback is provided as long as the activity demands planning and preparation for the learners, otherwise, this is not provided:

“Well, in some activities feedback is provided and in others sometimes it is not because some of the activities are planned and others...there is no planning... but simply I execute the activity for the students to enjoy, share, perform... and do it spontaneously” IVR_02_10_2018. T2.

Nevertheless, in the study conducted by Hardavella, Aamli-Gagnat and Saad (2017), they argue that if teachers do not provide feedback in every single situation that takes place in class, this could have repercussions due to the learner can assume that everything that he does is fine, and his mistakes can be presented as usual, constructing a false perception of his performance improvement.

Seeking Students' Speaking Skill Engagement and Measurement. In the ELT Program, teachers' speaking assessment process entails the use of formal and informal assessment practices. Each type of assessment comprises activities ranged from those that take place spontaneously in class, created to foster students' engagement to the ones which demand planning, preparation, teachers' help and follow-up of guidelines for their execution. In this way, teachers consider which activities should be strictly adhered to assessment criteria and which are only designed with the aim of creating spaces of preparation, and participation for students a priori to their oral assessment practices.

Formal Assessment. All participants in the study, claim that formal assessment is done when teachers design and conduct activities that imply students to follow guidelines with the aim of fulfilling the requirements established by the teacher for the accurate development of these practices. These activities are recognized as high-stake practices.

Teachers' Assessment Approaches To Speaking Skill

According to the participants of the study, these practices conceive oral presentations, video recordings, and debates. These activities are usually tied to time planning for students to prepare and meet the requirements of the assessment criteria designed by the teacher:

“Other activities are more programmed, more prepared... when I say a week in advance you have time to plan such activity... for example make a presentation of this topic and etc” IVR_02_10_2018. T1.

Additionally, high-stake practices include the use of speaking tests. T1 states that test can sometimes provoke nervousness in learners due to its summative characteristics that determine the performance quality obtained by the student and even compromise the promotion of the learner to the next courses or semesters. This aspect can be found in Zhiping and Paramasivam (2013) study, its results revealed that some of the reasons for learners' anxiety in speaking testing are “fear of negative assessment” or “fear of speaking inaccurately” since students usually think that they are not going to be able to find suitable words to achieve the different goals of the course more than communicating their ideas clearly. Furthermore, Stephenson (2006) mentions that testing anxiety in learners could be understood as the tendency to view with alarm the negative consequences that inadequate testing performances may bring to them.

However, T3 expresses that to reduce the anxiety provoked by speaking tests, it is necessary to consider conducting these practices just if teachers have previously developed activities that seek to foster the practice of speaking skills in learners before taking these examinations that usually are developed at the end of the course:

“Since speaking assessment is a process...these activities are done at the end of the course when you have been doing different activities to practice speaking throughout the classes that lead to conduct a day of speaking test...this will allow

Teachers' Assessment Approaches To Speaking Skill

learners to feel prepared and confident for taking tests that will reveal what the student has gained through his development ” IVR_02_10_2018.

In this regard, Muñoz et al. (2002) support the use of tests only at the end of the process after the conduction of practices. They argue that assessing students at the end of the term and not through periodic testing can bring benefits for them as it helps learners to improve the quality of their speaking performance since they feel prepared to use the knowledge built throughout their process.

Informal Assessment. On the other hand, based on the participants' responses in the individual interview, informal assessment is given when teachers develop activities that do not highly compromise the academic performance of the students in relation to passing or failing a course. These are distinguished as low-stake practices since they are more focused on the participation and encouragement of spontaneous interactions that take place outside and inside the classroom rather than measuring students' performance based on assessment criteria usually tied to high-stake practices. For teachers, low-stake practices in the ELT Program include improvisation of ideas, role plays, class participation in discussion and in and out class interaction. As it is stated by Green (2013), informal assessment is more related to the evolution of abilities in the student, it means, they are more focused on the practice in which learners could feel free to perform their speech in suitable activities.

In this regard, T1 and T3 comment to use improvisational activities for allowing the participation of learners in class. Accordingly, T1 argues that improvisation is mainly practiced through the use of pictures that are shown to students, they have to make up ideas to express the content of these and provide a logical sequence of the development of the

Teachers' Assessment Approaches To Speaking Skill

actions. Moreover, improvisation is a strategic activity that can give the teachers a better understanding of how skilled is the learner when conveying meaning when needed, therefore, T3 states that:

“...giving students the opportunity or the challenge of improvising and being spontaneous is something that actually allows us as teachers to evidence what is the student's language management... and let's say, how skilled student is at communicating in typical, or common, or normal situations” IVR_02_10_2018.

In this line, Adebisi and Adelabu (2013) state that improvising not only allows teachers to know the type of students' language management, but also:

“promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Improvisation bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations” (p.12).

Moreover, T1, T2 and T4 mentioned that low-stake practices are reflected in active participation in class, and they have as aim to promote spaces of confidence and interaction among learners. The importance of implementing suitable activities for fostering students' oral participation is supported by Baker and Westrup (2000) who mention that through the use of these, learners can freely express thoughts and can interact with others using the target language .In this sense, T1 stated:

“I always try to make the students feel very comfortable inside the classes with the speaking activities...students feel more comfortable for developing these, they feel less nervous, and feeling like that allows them to be more effusive when talking” IVR_02_10_2018.

Teachers' Assessment Approaches To Speaking Skill

Interestingly, T3 expresses that other ways to assess students speaking skill is by means of social networks, particularly WhatsApp by voice recordings and meetings that take place out of classes. This allows him and his learners to be encouraged to have a permanent interaction which is extended out of the classroom where they have the freedom to participate and exchange ideas either through social media and out-class spaces without the fear of receiving a negative score. In consequence, social media provides a practical environment of English language learning to EFL learners. Besides, the use of social media helps to improve the attention level of the students while increasing their understanding, participation and intellectual capacity (Ullah, Ayaz, Khan & Faheen, 2016)

Similarly, T2 suggests that the importance of these practices is to make of them something habitual in the daily life of students through the development of the classes and not making students to struggle dealing with traditional activities that may contribute to be reluctant to participate. Additionally, T2 indicates that this type of activities have to try to disinhibit students, allow them to find spaces for participation and develop self-confidence especially for beginner learners who need teachers guidance at the early stage of their learning process:

“...they have to lose that fear because in the first semester we see some students who one of their fears is having to speak in public, having to express in public ...”
IVR_02_10_2018.

Based on the aspects discussed to identify teachers' stated assessment approaches to speaking skills, speaking assessment is recognized as a continuous process for strengthening students' learning. This process has an organization that is reflected in

Teachers' Assessment Approaches To Speaking Skill

teachers' pedagogical agreements which is built with the help of students through the definition of the activities aimed to assess their speaking skill. Thus, participants consider formal and informal assessment for the development of students' speaking assessment activities. Formal assessment entails high-stake activities which require preparation for their development as they comprise an important value for their course approval since they seek to measure students' knowledge regarding any specific content. On the other hand, there are informal assessment that comprises low-stake practices. These practices allow learners to develop not only specific oral skills, but also to build confidence and enables teachers to evidence students' progress in less stress-free setting.

Finally, teachers acknowledge the relevance of giving feedback to consolidate students' speaking assessment process. Some teachers tend to use informal feedback which is given at any moment during speaking practices while others prefer formal feedback with more planned and scheduled practices. However, providing feedback to students within this continuous assessment process allows learners to detect their weaknesses in order to avoid committing possible mistakes, and extend their potentials to future practices.

Teachers' Assessment Approaches To Speaking Skill

Elements to Assess in Students' Speaking Skill

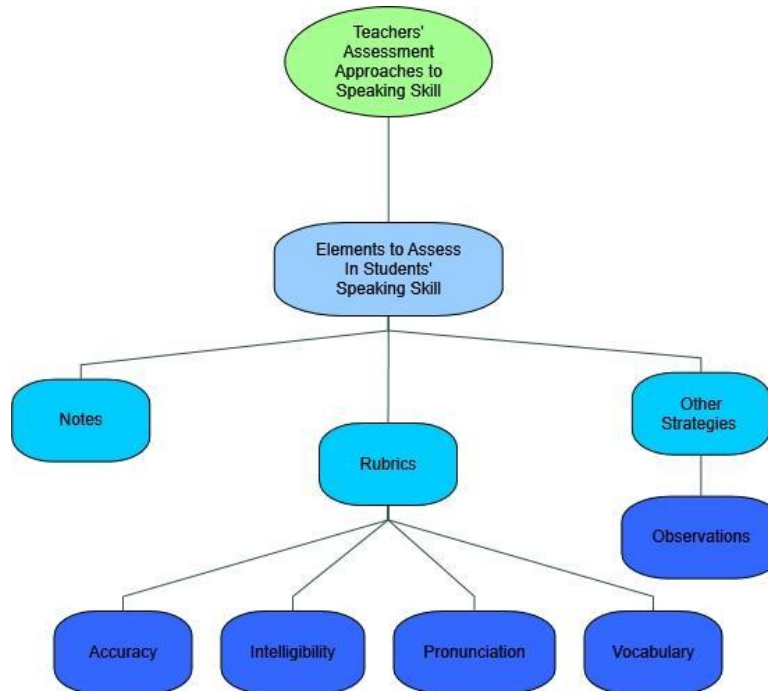


Figure 3. Elements to assess in students' speaking skill.

This section intends to analyze and describe the stated assessment criteria established by the participants of the study in the development of students' speaking assessment practices. Consequently, teachers state to use different instruments such as notes, rubrics and observations for developing students' speaking assessment. However, rubrics is the only instrument mentioned by teachers to comprise assessment criteria for conducting these practices.

Using Rubrics to Accurately Assess Students' Speaking Skill. There is a consensus among all teachers' interview responses which pointed the rubrics as an essential instrument in students' speaking assessment. In speaking skill, rubrics are the most widely

Teachers' Assessment Approaches To Speaking Skill

adopted strategy for scoring performance (Green, 2013). Teachers state that the use of rubrics allows them to properly assess students speaking skill by including specific speaking assessment criteria that helps them to determine the performance of the learners. Similarly, Chowdhury, (2019) argues that rubrics are useful tools because they permit to assess a variety of student tasks, and provide students a clear understanding of what is expected from them. They allow them to know what kind of aspects are being observed, and the aspects in which they need improvement as everything is aimed to fulfill some evaluation criteria. Furthermore, in Muñoz and Alvarez's (2009) study, results highlighted that rubrics were designed to assess students speaking skills in an individual way, and these processes were conducted taking into account the students' proficiency level which also allowed teachers to score learners appropriately.

The assessment criteria displayed in rubrics gives students a clear idea of the expected performance:

“I try to design a rubric...so that they can see it earlier, thus students know... let's say... what I keep in mind” IVR_02_10_2018. T4.

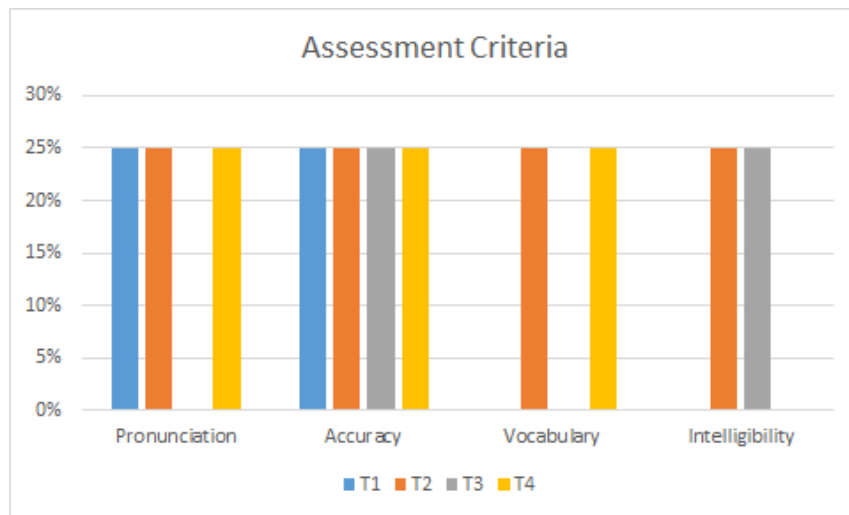
Similarly, T2 mentions that giving the rubric in advance is an important aspect that allows learners to distinguish the assessment criteria considered and their percentages for their speaking assessment. Notwithstanding, Baker and Westrup (2000) mention that more than letting to know the learners the criteria used for assessing their speaking skills, the teacher has to incorporate assessment criteria that are aligned to the elements taught to students and the kind of content developed through the lessons.

Teachers' Assessment Approaches To Speaking Skill

Consequently, teachers stated that the criteria which is considered and incorporated in rubrics are: Pronunciation (T1-T2-T4), Accuracy (T1-T2-T3-T4), Vocabulary (T2-T4) and Intelligibility (T2-T3).

Table 4

Stated Assessment Criteria implemented by ELT Program teachers



Pronunciation. Regarding pronunciation, teachers shared different views. T2 considers that when students are at an early stage or even at higher levels of their learning processes, this criterion can be assessed but it is important that teachers consider flexibility regarding this aspect in the ELT Program, it is to say, that pronunciation does not have to be presented as a target aspect in speaking assessment, since this is a very broad criterion, and it has some characteristics that clearly differ due to students' local accents (Jenkins, 2002).

However, T1's view restricts pronunciation not within flexibility considering the variety of accents in the ELT Program context, but it is more likely to be related to

Teachers' Assessment Approaches To Speaking Skill

nativeness principles when students are under speaking assessment. In this order of ideas,

T1 pointed out:

“...Then it must be very complete, the intonation, the accent, I do not like flat accents or local accents, because if we are speaking a foreign language then the idea is that we use the accents of that language as such. So I think that intonation, obviously pronunciation and grammar are absolutely important”
IVR_02_10_2018.

Nowadays, as it is stated by Bohn & Hansen (2017), nativeness principles are still playing an important role within speaking assessment processes, and this may be associated to the native speaker norm as it has a relevant position in language teaching and assessment. However, there are evidences why nativeness principles are erroneous visions when it comes to speaking assessment for non-native English speakers (NNESs) (Jenkins, 2002); (Levis, 2005) as they represent an unrealistic goal in FL learning (Isaacs, 2014).

First of all, Levis (2005) highlights that aiming for nativeness is an unrealistic burden for both teacher and learner since it still affects pronunciation teaching practices, and also because the principle drives the accent reduction industry, which implicitly promises learners that the right combination of motivation and special techniques can eliminate a foreign accent. Notwithstanding, it is necessary to mention that the “decisions about adjusting accent are not value free because accents are intimately tied to speaker identity and group membership” (Levis, 2005. p.376).

On the other hand, T4 mentions that although pronunciation is not a significant criterion in terms of percentage in the students' final score, it is an important aspect to be assessed by teachers since through a clear pronunciation the teacher can identify the words that are being used to build the ideas shared within the students' speech. Therefore,

Teachers' Assessment Approaches To Speaking Skill

Gilakjani (2016) states that if pronunciation is an aspect considered to be assessed by educators, its instruction also becomes a first essential step since pronunciation is the main source of understanding, and an essential component of students' communicative competence because if learners cannot utter the correct version of a word, then they are not able to communicate correctly. Nevertheless, the aspect of pronunciation should be viewed as more than correct production of individual sounds or words since a "slow speech with correct pronunciation is much better than fast speech with wrong pronunciation" (Gilakjani, 2016. p.4).

Accurate conveying of meaning. In relation to the use of grammar, all teachers considered this aspect in the students' speaking assessment, but differed in the level of attention that is given to it. It is not highly considered by T3, T2 and T4, although it is for T1 who points that an accurate use of grammar is a determining factor of the student's positive performance along pronunciation. The inaccurate conveying of meaning may address difficulties for learners, as T1 indicates, although the student had a high level of fluency, lack of language accuracy would not help him if there are presented significant errors during the speech. In the same light, Essays (2018) mentions that it is necessary to be aware that without accuracy, some problems can be arisen in learners such as misunderstanding, poor pronunciation and grammatical structures.

On the other hand T2, T3 and T4 do not consider grammar highly important in students speaking assessment. Particularly, T3 feels that although the student makes grammar mistakes, and as long as these do not affect the meaning of the sentence and ideas expressed, it is acceptable for her:

Teachers' Assessment Approaches To Speaking Skill

“I would basically believe that the only criterion that I do not consider very much...I mean... it is not that I do not consider it important, but what I do not highly take it into account when assessing students speaking skill is the use of grammar...because there are usually sentences that are not grammatically correct but allow one as an interlocutor to understand what the speaker is saying...what she or he is trying to say” IVR_02_10_2018.

Vocabulary. Regarding vocabulary, this is determined by reading material that is given in advance to the student for developing the assessment practices. In this sense, T2 and T4 mention that in order to assess the reading materials provided, it is very important for learners to use the vocabulary that evidences a clear understanding of the content of the reading and thus answer the inquiries made by the teacher. Moreover, T4 points that the use of the particular vocabulary found in the reading materials gives a more academic tone to the students' speech helping their assessment performance as they can detached from their usual and common informal discourse:

“The vocabulary engages different use of words...let's say technical or academic words, which let's say they...were in the readings that were provided for their speaking assessment, this makes the students' performance more meaningful, because students sound a little bit more academic and not too informal” IVR_02_10_2018.

The importance of learning vocabulary throughout the learning process is highlighted by Tuttle and Tuttle (2012). They mention that the gained vocabulary could be evidenced at the moment students use it to communicate with other people. At the same time, Koizumi and In'nami (2013) reflect that "learners at novice and intermediate levels with greater vocabulary knowledge in terms of size, depth, and speed, are likely to have higher speaking proficiency, enabling them to produce more rapid, accurate, and syntactically complex oral performance." (p. 910)

Teachers' Assessment Approaches To Speaking Skill

Intelligibility. Finally, intelligibility emerges as an assessment criterion within the ELT Program context it is shared by T2 and T3. Clearly these teachers do not use the technical name for it and therefore they did not mention it in a specific way as the other criteria they consider above. Unconsciously, teachers express their reasons why they consider this aspect important in the assessment of students in this FL context as T3 stated:

“The aim of communication must be to be understood...especially in our context where for no reasons sometimes we demand our students to adopt native idioms or expressions...I assess my students positively although they present mistakes in their speech because these mistakes do not hinder his understanding” IVR_02_10_2018.

In this regard, Yates and Springall (2008) state that intelligibility has to become the goal for learners when communicating, since this is a more achievable goal for NNEs rather than trying to reach or native-like pronunciation. Additionally, in Derwing and Munro (1995) study NNEs are recognized by NESs raters as highly intelligible, that means that not all the foreign accent affects the comprehension of the learners' speaking even for native speakers.

Furthermore, T2 considers intelligibility to be assessed in students speaking skill especially in beginners as they are not as proficient as students in advanced semesters, but in any way they communicate the information. In this sense, T2 states:

“Well, the correct thing for it would be to have well-structured output...right? But if at any time they transmit the information to me and I understand it, for me it is more important than the way in which they pronounce it or the way they form those structures” IVR_02_10_2018.

Finally, T3 expresses that intelligibility is given since they share learners' L1, then language features from the L1 that take place in the L2 are easily understood whenever they try to convey meaning with others:

Teachers' Assessment Approaches To Speaking Skill

“I understand them easily because we as Spanish speakers try to express our ideas almost in the same way when we are learning...I did this when I learned English and now my students do so” IVR_02_10_2018.

Likewise, Smiljanic and Bradlow (2012) suggest that non-native speakers may include some enhancement modifications in the L2 which are characteristic of their L1, although those changes do not provide complete intelligibility for native speakers of L2; however, L1 speakers as teachers can understand easily because they share the same bases.

Notes. T2 and T3 state that when students are under speaking assessment practices they regularly take notes of students' utterances. Teachers do not follow specific parameters as those found in check-lists, forms or rubrics to register students' oral performances but they simply write all type of mistakes produced in these practices that are consider to potential to affect students' performance. In this sense, T3 indicates:

“... I take note of all these types of mistakes that they make...especially those that need to be revised carefully by the learner since they may become a problem in the future” IVR_02_10_2018.

Notes allow teachers to register speaking mistakes especially in low-stake practices developed in classes. They offer the freedom to educators to write down students' flaws to have a better understanding of the aspects to be improved. However, T2 mentions that notes are not used to determine learners' scores immediately after the activity is finished, but they rather work as a record of speaking mistakes that can be shared to the student in any time to be aware of the difficulties presented during his speaking assessment practice. In this respect, Joughin (2010) claims that assessors will often need to take notes during the assessment. These will support their memory at the end of the assessment when marking occurs and can be used in providing feedback at that point or later on, as it can be

Teachers' Assessment Approaches To Speaking Skill

difficult to ask questions of a student, attend carefully to what they are saying, and take notes at the same time.

Other Strategies. Finally, Only T4 expresses that one of the strategies he implements for assessing students' speaking skill is observation. Results indicated that observations is not a formal instrument for assessing students as these are not displayed in notes, comments or any written information that can record students speaking performance under assessment practices. According to T4, the observations conducted do not follow a checklist form either, nor include established assessment criteria to be considered by the student since they are only implemented when low-stake practices are developed in class. Furthermore, T4 mentions that observations work as an assessment strategy to have a balance of students' progress by carefully detailing his interaction among peers or the teacher himself avoiding taking notes or any use of instrument that may hinder the normal student performance:

“When observing I do not take notes or fill any gap on a sheet...so learners feel more confident to speak because they do not notice that the teacher is in fact assessing them...it is a good strategy...learners feel more comfortable when participating in any assessment speaking activity which at the same time allow us to comprehend students' progress” IVR_02_10_2018.

In this way, Spreeuwenberg (2016) highlights the importance of observations in educational settings, he says that these are so important since they allow teachers to get a more precise reading on student's true developmental process for the improvement on communicative skills and oral performances. Also, Pugh cited in Wall (2003) argues that observation and assessment are crucial instruments to determine and analyze the development of a learning process and to predict how the learners' progress will improve.

Teachers' Assessment Approaches To Speaking Skill

It can be evidenced that the only instrument that teachers state to use with assessment criteria is the rubrics. These are generally used for assessing student's performance in the oral skill and are given to students beforehand. In this way, it allows learners to be prepared for their speaking assessment activities since they are aware of the elements taken into account in their speech. However, there is no evidence among teachers of an existing speaking assessment criteria corpus for the definition of the assessment criteria that comprise these rubrics.

In that regard, the way in which teachers define the assessment criteria is through an intuitive approach due to the fact that it is not based on formal research but on their own experience (Fulcher, 2018). Each teacher includes the criteria that he considers pertinent to evaluate the performance of the oral skill of his students mainly based on the CEFR. This is done through personal judgments that are aligned to the learning goals of the course. These learning goals are based on the CEFR, and they are the learning target students are expected to meet.

Relying on formal assessment to assess students' speaking skill

Here I describe the actual speaking assessments developed by educators that take place in their courses. Therefore, I present the qualitative results emerged from the observations of the teachers' speaking assessment practices and the instruments implemented (rubrics).

Formal assessment used for assessing students' speaking skill is reflected in high-stake practices. These practices used to assess students' speaking skill are individual-recorded presentations, individual and peer interviews, and peer discussions (see Table 5).

Teachers' Assessment Approaches To Speaking Skill

Thus, teachers' speaking assessment practices are speaking tests, therefore, preparation and a high-quality learners' performance were meant to be evidenced by the teachers.

Moreover, all teachers' practices were held in appropriate settings which had good illumination, and temperature that was regulated by an air conditioning system.

Table 5

Actual Speaking Assessment Activities

Teacher	Activity	Course	Setting	Time Limit/ Time in average*
T1	Individual-recorded Presentation	Advanced English I night-shift	Students' home	10 minutes
T2	Peer interview	Basic English I day-shift	ELT Program Lab	15 minutes*
T3	Peer discussion	Intermediate English II night-shift.	Classroom	8-10 minutes*
T4	Individual interview	Basic English II & Advanced English II day-shift	ELT Program Lab & Teacher's Office	8 & 10 minutes *

The use of tests to assess students is reflected in all teachers' pedagogical agreements. However, not all the teachers describe in their pedagogical agreements the assessment purposes of such tests. Although T1 and T2 are the only ones who do not detail the functions of their tests included in their pedagogical agreements, in the observations

Teachers' Assessment Approaches To Speaking Skill

was possible to evidence that they also use these to assess the oral skill performance of the students. The activities implemented by T2, T3 and T4 imply the interaction of the learner where spontaneous exchange in the conversation was sought (Green, 2013). Conversely, T1 activity entails students' production as they planned and rehearsed monologues to be later recorded for their task (Green, 2013).

Before the beginning of the tests, teachers describe to students the mechanism and the characteristics of these examinations such as the number of questions, students' and teachers' role during the development of the test, the use of notes to record students' performance, and a review of the criteria considered for their assessment. In this way, learners have a clear understanding of what they have to do precisely, and feel more secure before beginning their examinations.

Individual Recorded Presentation. Advanced English I night-shift students developed a video at their homes about a random topic they prefer to speak for 10 minutes. The video must have a high quality definition and sound. The students were free to choose the topic according to their interests. However, the teacher let them know some topics that could be appealing for them like politics, entertainment, health, and education. In their videos, the students used audiovisual resources as posters, images, or even slides to create a logic sequence in their presentations.

This was the only activity in which there was not any interaction between the teacher and the other students. Therefore, students had the chance to prepare the speech, the

Teachers' Assessment Approaches To Speaking Skill

visual elements, and all needed for the presentation as many times as necessary. These videos were uploaded by the students on Google Drive before the deadline set by the teacher. However, despite the task requirements, T1 did not establish assessment criteria through any type of instrument to be known or given to the students before developing their task.

Consequently, due to the lack of instrument to assess students' speaking skill, T1 claims that the aspects to be assessed in the presentations are the ones he gives more importance in his interview: *pronunciation* and *accuracy*. Panadero and Romero (2014) claim that the use of rubrics "can produce important gains in terms of self-regulation, performance and accuracy when compared to more traditional approaches" (p.20) and if they are not used, it could be evidenced a lack of good levels related to the issues mentioned before, as their study revealed that the non-rubric use reported a lower level of self-regulation, quality of performance and accuracy of students.

Peer Interview. Basic English I day-shift students participated in a peer interview. Each pair of students that were in the examination answered two questions made by the teacher. After that, each student created a question for his classmate that had to be answered. In this sense, the total of questions per student in the exam were three. The questions formulated by the teacher to the students were previously transcribed, thus, the students were asked to respond planned and not improvised questions.

Teachers' Assessment Approaches To Speaking Skill

Furthermore, the teacher was part of the conversation in moments in which she wanted to highlight something interesting that was contributed by the student to motivate him to continue giving additional information about it. Also, during the exam, the teacher did not establish a time limit per answer for the students. They had the freedom to answer the questions in the time they needed to take. However, as each speaking session had the same number of questions, the test took around 15 minutes per couple. In this way, all the couples had a similar average of time.

Peer Discussion. For Intermediate English II night-shift students, peer discussion was the activity implemented by the teacher to assess their speaking skill. According to Swain in Green (2013), to employ paired assessments allows learners to elicit a wider variety of output when discussing a topic. Also, they have the potential to have positive washback in learners, and they are more practical than individual interviews as the teacher is able to test more participants in a three-way interaction.

Due to the test was a debate between couples, the teacher assigned the roles they would have in the evaluation (in favor or against). This was made randomly as students had to choose one of the two papers found in a glass that was on the teacher's desk. The yellow paper was in favor and the green was against.

Once the students had their roles for the development of the test, one of them proceeded to select the discussion topic. This was by choosing one of the five papers that were upside down on the desktop. The topics varied between education, politics, sexuality,

Teachers' Assessment Approaches To Speaking Skill

religion, and health. In this way, the students had to defend their position according to the determined role and each one had the possibility to intervene three times. The student who was in favor started with the interventions, then the response from the other position took place.

Finally, T3 became in a moderator during the test. He gave the word to each student to provide the arguments that supported his view. Similarly, there was not a time limit for the interventions per each student, nevertheless, the sessions lasted between eight and ten minutes per couple in average. Taking turns for participants allows them to recognize when it is appropriate for them to speak, and identify the kind of contribution expected to make to continue bringing ideas to the interaction (Green, 2013).

Individual Interview. Finally, Basic English II and Advanced English II day-shift students developed individual interviews for the corresponding speaking skill assessment. The students from each group answered the same number of questions (five). However, the difficulty and the content of the questions differed considering the level of each one of the groups, thus, the questions implemented per course were different. The questions for both groups were transcribed, in this way, the student had the possibility to be asked questions previously written. This showed an appropriate organization for the test development.

During the test, the teacher prompted students' answers by asking questions. Sometimes, he engaged in the conversation to elicit more information when he felt that the students' answer was poor in terms of content. Thus, the interviewer did not only control

Teachers' Assessment Approaches To Speaking Skill

the interaction given as it resembled a daily interaction (Johnson, 2001). None of the groups had a time limit for the answers of the questions, the students had the freedom to express their ideas without any time restriction. However, the last average per session for Basic English II students was eight minutes, and for the Advanced English II students was ten minutes.

It is important to point out that despite being high-stake activities, all these examination, especially those developed by T2, T3, and T4 allowed students to be more relaxed and spontaneous, since the atmosphere generated by educators to conduct these examinations grant learners to ensure genuine interaction between the student and the teacher (Harmer, 2017). Moreover, the amount of time available for developing the examinations was not a limitation for students' performance for their free spoken interaction with peers and teacher (Green, 2013).

On the other hand, the rubrics implemented by T2, T3 and T4 in their actual practices were analytic and were composed by different speaking criteria, descriptors, and a scoring-scale for each. Descriptors in analytic rubrics are important for speaking assessment. They guide the rater in deciding about which level of performance described on the rubric best matches the sample of learners' language being assessed (Green, 2013).

Analytic rubrics are the merging point of individual criteria and the levels of students' performance. This helps the assessor to determine the level of students' proficiency in relation to each criterion separately (Rychtařík, 2014). In other words "an analytic scoring rubric...allows for the separate evaluation of each of these factors. Each

Teachers' Assessment Approaches To Speaking Skill

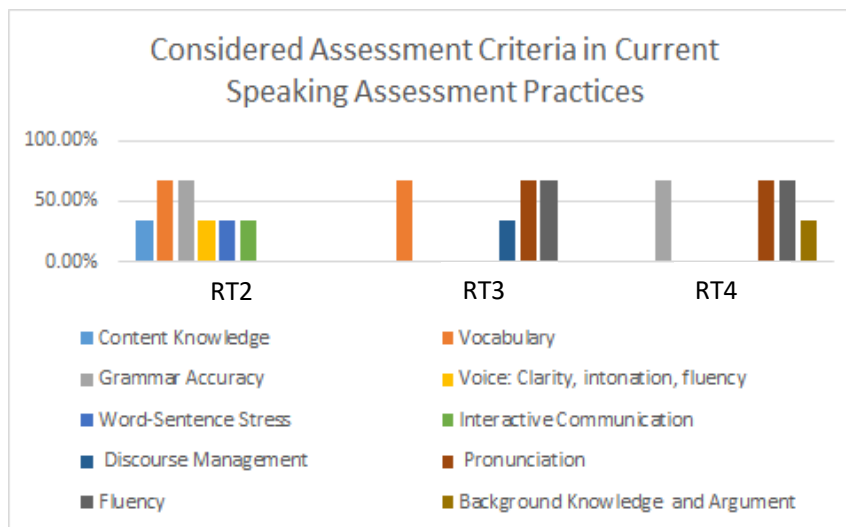
criterion is scored on a different descriptive scale" (Brookhart cited by Moskal, 2000. p.3).

All the assessment criteria comprised in the rubrics came from the Common European Framework of Reference. These are an adaptation of the “qualitative aspects of spoken language use” for the level A2, B1 and B2 (Council of Europe, 2002, p. 29).

The assessment criteria manifested by teachers that were considered and incorporated in rubrics for their actual speaking assessment practices are: Content Knowledge (T2); grammar accuracy (T2-T4); word-sentence stress (T2); discourse management (T3); fluency (T3-T4); vocabulary (T2-T3); voice: clarity, intonation, fluency (T2); interactive communication (T2); pronunciation (T3-T4); Background knowledge and Argument (T4).

Table 6

Actual Assessment Criteria implemented by ELT Program teachers



Teachers' Assessment Approaches To Speaking Skill

The seven criteria considered by teachers in their speaking assessment practices are adjusted to the mechanism and objectives of each speaking test developed. It is to say, all the elements included in the rubrics for assessing students' speaking skills are specific according to the particularities of the speaking test, the content worked in each course (Baker & Westrup, 2000), and the students' FL level (Muñoz & Alvarez, 2009) . In this regard, Herrera and Sánchez (2013) mention that assessment has to have a clear purpose. It has to be based on the course objectives or on the specific content of the classroom since the teacher cannot assess just for the simple or unplanned reasons, but it is necessary to have a clear objective (Brown, 2000).

Additionally, Jabbarifar (2009) points out that in assessment, it is important to take into account the academic resources used during the course (textbooks and instructional materials) since they are also considered for the development of the class to achieve the course objectives. Furthermore, Kim (2006) and Ounis (2017) mention that teachers should score taking into account the general and overall impression of student's level or even the quality of their speaking proficiency as the assessment of speaking skill must be clear, and appropriate in terms of the purposes aimed for the test.

Moreover, formative feedback was provided formally by T2, T3 and T4 at the end of their speaking tests. This formal feedback was given in a written and oral form, since teachers wrote down comments (T2-T4) or took digital notes (T3) about students' utterances through the development of the examinations. In this regard, the results in the study of Alvira (2016) highlight the importance and benefits of providing feedback on

Teachers' Assessment Approaches To Speaking Skill

students' performances. Therefore, they could improve some aspects such as motivation, independent work, writing improvement, awareness of mistakes. Thus, T2, T3, T4 and their students analyze the utterances at the end of the speaking tests which presented difficulties as they are considered negative influence in the final individual score of their students. In this way, students may have a broader understanding of the performance had, especially on the elements considered to be improved.

Finally, feedback is also presented during the development of the students' speaking assessment practices as immediate and corrective feedback provided by T3. Immediate feedback, in words of Johnson (2015) "helps student learning and understanding with the intention of improving student overall achievement" (p.6), thus, it is given through recasting with the aim of helping students whenever they appealed for help during their performance since they may not know an exact word that is needed for supporting an idea:

-ST how do you say adictos?

-T3: you mean ... addicted?

-ST: yes...addicted, ok. OVR_16_10_2018. T3.

Following a study made in Singapore by Stuart (2004), results revealed that students who were exposed to receive immediate feedback for the first time obtained a significant impact in the improvement of their speaking accuracy although it was carried by a short feedback session. Thus, it highlights the importance of having feedback in the classroom for improving students' performance.

Corrective feedback according to Hateff, Mozzafarri and Rezaei (2011) "acts as a stimulus, triggering learners to identify the gap between their erroneous utterance and the

Teachers' Assessment Approaches To Speaking Skill

target form” (p.22). In this sense, corrective feedback is provided when the student repeatedly committed an error or mistake regarding the pronunciation of a word or the use of word-cognate for supporting their answers, so that the teacher interferes when he feels the need to correct the student utterance and thus, this becomes able to improve the quality of his speech by including the correct pronunciation or word within discourse:

-ST: and so the scientit may...

-T3: SCIENTIST!

-ST: ...the **scientist** may! ...OVR_16_10_2018. T3.

The development of assessment activities regarding students' speaking skill is summarized in the use of tests. They are developed through different activities such as interviews and recorded presentations. These examinations have summative characteristics since they represent a considerable percentage within the final grade of the student.

The conditions in which the tests are carried out with each of the groups are suitable. The number of questions, clear instructions, physical settings and available time were relevant aspects to conduct the examinations. The teacher was involved to deliver prompts, in some cases to manage the interactions, and act as a conversational partner for his students (Fulcher, 2018). Likewise, the use of notes to record students' speech samples was used for providing feedback to students about the aspects to be improved, and for later scoring after their performance (Fulcher, 2018).

Teachers' Assessment Approaches To Speaking Skill

Teachers' Stated Speaking Assessment Approaches versus their Actual Assessment Practices.

In this section, I present the qualitative results across the findings emerged from the data collection instruments implemented in the present study. In this regard, teachers' pedagogical agreements, observations of the teachers' speaking assessment practices, and the analysis of teachers' rubrics for the conduction of the students' oral assessment activities revealed matches and mismatches between the stated speaking assessment approaches and the observed assessment practices of the participants. They were clustered into 3 categories. These variables are related to the last specific objective and comprise codes which support and give answer to the RQ2 (What is the relationship between teachers' stated assessment approaches to speaking skill and the classroom assessment speaking practices?). In this sense, I have the following interpretation of meaning that each pattern entails to reveal the information obtained.

On the whole, data from teachers' pedagogical agreements, teachers' rubrics and video-recorded speaking assessment practices sought to answer the RQ2, the three major categories which emerged in the characterization of the assessment practices were contrasted: Summative Assessment in an ongoing Process, Reinforcing the Power of Feedback, and Rubrics: *Consolidating an instrument for speaking assessment*.

Summative Assessment in an ongoing Process

After observing assessment practices and instruments, the type of assessment conducted by all the teachers that participated in the study to assess students' speaking skill

Teachers' Assessment Approaches To Speaking Skill

is strictly adhered to formal assessment practices. These practices as were previously stated by the participants, demand students' preparation, follow specific guidelines and fulfillment of requirements for its appropriate development. Despite the results obtained in the individual interviews where participants mentioned to consider both informal and formal assessment practices, teachers are more likely to rely on formal assessment practices to assess their students' speaking skill rather than informal assessment practices.

This is due to how the assessment processes are conceived within the respective courses based on the institutional guidelines established by the Estatuto Estudiantil de la Universidad de la Amazonia (2007). Here, the articles 48th and 49th determine the students' assessment into two moments, Partial (70%) and Final (30%). Both have the purpose to assess the students' learning of some aspects of the courses based on activities agreed in the Pedagogical Agreement of each respective teachers' course, and are practiced on the dates indicated in the academic calendar. In this sense, the teachers comply with the institutional guidelines when planning and establishing the evaluation percentages for the development of their activities throughout the semester.

Consequently, formal assessment used for assessing students' speaking skill entails the development of high-stake practices known as tests. High-stake activities were designed to assess students' speaking skill aspects according to the content worked in the course and students' English level. They were conducted at the end of these courses as a way to measure the students' improvement regarding their speaking skill. The use of this kind of practice is supported by Qu and Zhang (2013), they suggest that one of the benefits

Teachers' Assessment Approaches To Speaking Skill

of conducting tests at the end of the term is that they allow teachers to analyze the results to guide the next teaching instruction and also, to discover teaching problems by then, adjusting the teaching content according the students' needs. However, this aspects does not seem to be highlighted by the participants since none of them expressed to recognize the benefits that assessment practices results may have for shaping their teaching.

Therefore, teachers 'stated vision of conceiving the assessment of students' speaking skill as a process in the interview is limited by the implementation of tests as the way to measure students' learning. Tests is a strategy of summative assessment to which teachers rely more in the ELT Program and it is evidenced in their pedagogical agreements. Likewise, tests determine to a large extent the approval of students' course. This is due to almost 70% of the grade of the course is reflected tests, and not by the different activities that take place during the development of the semester.

Relying only in formal assessment given in final tests could not be appropriate for measuring students' language progress. Test could represent a threat to the learning as students can experience little motivation because of the results, and deal with stressful conditions which may prevent good students' performance and it may encourage superficial learning rather than understanding (Black et al, 2006) by focusing only on the aspects that will be tested on those tests but not on what the learner has actually learned. In this regard, Sayin (2015) points out that anxiety can affect the students' results when they have to present a speaking test due to the stress that they feel in that situation. Thus, testing

Teachers' Assessment Approaches To Speaking Skill

students' speaking skill with a final-term cannot truly show the level that he has regarding this particular skill.

Reinforcing the Power of Feedback

Throughout the development of the students' speaking assessment activities, feedback is an important aspect that takes place in these procedures. Considering the importance given by teachers, formative feedback is the type of feedback provided by them in their speaking assessment practices in order to improve students' speaking skills, although it is focused on highlighting the mistakes made during their tests and not the learners' strength. In this line of thought, Shute (2008) points out that formative feedback is very necessary for students to improve their learning performance by knowing their mistakes, and to encourage them in classes. At the same time, this is a support for teachers to have clear objectives in assessing and assisting students in their learning process in terms of the areas that need greater attention.

However, after observing students' speaking assessments, the implementation of formative feedback was evidenced only on T2, T3 and T4. T1 only relied on summative feedback instead of formative feedback when reporting students the quality of the performance obtained with their individual scores. This represents a mismatch between the stated type of feedback in the interview and the actual type implemented in his speaking assessment practice.

Teachers generally rely on formative feedback as the way to highlight the strengths and weaknesses presented in the conduction of students' speaking assessment practices as it

Teachers' Assessment Approaches To Speaking Skill

was stated in RQ1. Similarly, feedback is only provided after completing high-stake practices considered as speaking tests as formal feedback, and during the development of these assessments as corrective or immediate, however, the use of summative feedback is also evidenced as a way to inform students' results in their speaking tests.

Notwithstanding, providing feedback in numbers may not represent significant for students to improve the quality of their speaking skill, and learning process as this does not provide much information about students' performance. According to The Quality Assurance Agency for Higher Education (QAAHE) and Gibbs in Heron (2010), summative assessment is limited in comparison to formative assessment as it can lead to students discrepancy in regards to the motivation they have towards learning and the way they are being assessed during the process.

Rubrics: Consolidating an instrument for speaking assessment

For assessing students' speaking skill throughout the development of the formal practices, rubrics emerged as the most common instrument implemented by teachers' to obtain a detailed understanding of students' performance outcomes. There are many reasons why this tool is used as a main instrument for assessment. Ulker (2017) concludes in his study that the use of rubrics is one of the most important parts of the assessment procedure with students. Moreover, it is mentioned that "the use of rubrics is highly recommended by scholars for more than just one aspect. For example, they are good for detailed feedback to students after and during an assessment. Another meaningful use of

Teachers' Assessment Approaches To Speaking Skill

rubrics is the guidance of students and their improvement in learning, which is very important for the quality of an educational institution at the end" (p.140).

As it was stated in the individual interviews, teachers make usage of rubrics as an essential part for their actual speaking assessment tests. In this regard, T2, T3 and T4 incorporated rubrics in their speaking assessment practices with their respective courses. However, there is a mismatch between what is stated and actually done by T1. Although T1 stated in his interview the use of the rubric as an essential part of the student's speaking assessment, he was the only teacher who does not use any instrument to assess students' speaking skill in their task.

Furthermore, there are some differences and relationships that are arisen in comparison to the four stated assessment criteria implemented (*pronunciation; accuracy; vocabulary; intelligibility*) by teachers in the interview and the actual assessment criteria used in their instruments for assessing their students' speaking skills.

Pronunciation. A discrepancy related to this assessment criterion is that although T2 argues in the interview to take it into account for developing speaking assessments, it was evidenced in the observations that this is not included in her actual practices. On the other hand, T3 who did not mention in the interview to considered pronunciation for assessing students' speaking skill, it was included in his rubric when conducting assessment practices. In this respect, T1 and T4 were the only ones who stated in their interviews and extended pronunciation to be considered for assessing students' speaking skill.

Teachers' Assessment Approaches To Speaking Skill

Accurate conveying of meaning. Moreover, accuracy in students' speech is another aspect that presented relationships and differences among teachers. There was a consistency between T1, T2 and T4 interview results, and what was evidenced in their instruments to assess students' speaking skill. They considered the use of grammar as an assessment criterion in their instruments to assess students' speaking skill. On the other hand, although T3 expressed in the interview to consider an appropriate use of grammar for assessing his students' speaking skill, this is not incorporated in his assessment instrument for the development of his practices.

Vocabulary. Furthermore, the assessment criterion vocabulary is only stated and extended to the actual speaking assessment practices developed by T2. Notwithstanding, although it is stated to be considered by T4, this is not taken into account for assessing his students' speaking skills. On the other hand, T3 does not state in his interview to consider this criterion, but he includes this for his actual assessment practices.

Intelligibility. Although this criterion was not explicitly mentioned by T2 and T3 in their interviews, T2 contradicts her vision towards intelligibility on students' speaking skill, as she emphasizes accuracy as an important aspect for students' communication. However, T3 does consider intelligibility within students' pronunciation and can be evidenced within its descriptor as an important characteristic of this criterion.

According to the results of the analysis of the rubrics implemented by the teachers to develop the students' speaking assessment, an intuitive approach (Fulcher, 2018) is evidenced as the process to which the teachers rely on for the creation of the rubrics and the inclusion of the assessment criteria with their descriptors. Fulcher argues that there are

Teachers' Assessment Approaches To Speaking Skill

advantages to develop homegrown rubrics to cope with local needs, as they are ecologically sensitive in that they take account the needs of a specific group of learners, and can be approached to classrooms to ensure learning.

Therefore, ELT Program teachers constitute this instrument considering the course learning goals aligned to the CEFR, their teaching experience, and the purposes and design of the activity implemented. However, although the CEFR is the only reference that permeates the ELT Program, there is no collective knowledge or assessment criteria corpus that serve teachers as a source for the construction of this assessment instrument.

Based on McNamara in Green (2013), he notes that the scale used by educators in assessing students' performance has to represent the theoretical foundation upon which the test has been built. In that regard, it is important to conduct a further analysis regarding the construction of scales and descriptors of the rubrics used by teachers, as it is an important aspect for the development of valid speaking assessment practices (Green, 2013).

Chapter V

Conclusion and Pedagogical Implications

Conclusions

Throughout this chapter I present the conclusions after analyzing the findings from the data for the characterization of teachers' speaking assessment approaches in an ELT Program to answer the research questions: How do teachers approach assessment of speaking in an ELT program? And what is the relationship between teachers' stated assessment approaches to speaking skill and actual classroom assessment speaking practices? And the scope of the objectives. Moreover, considering the findings and the conclusions in this section, I present some pedagogical implications, suggestions for further research, and limitations.

First, students' speaking assessment as an ongoing process encompasses assessment for learning AFL. In AFL teachers permanently assess their learners throughout the implementation of both formal and informal activities, and not restrict students' assessment to periodic examinations. AFL in speaking skill is intended to foster learners confidence about taking risks in learning, and become responsible and aware of their own learning process (Fulcher, 2018); (Stiggins, 2002). Along this process, formative feedback helps teachers to monitor and support students' speaking assessment practices (Hattie in Lynch and Maclean, 2003). Formative feedback allows learners to identify difficulties in their speech, and encourage learners to extend the gained knowledge for future practices. Moreover, when feedback takes place as corrective and immediate in students speaking

Teachers' Assessment Approaches To Speaking Skill

assessments, it is seen as beneficial since it refines learners' discourse by recognizing the elements to be improved.

However, limiting students' speaking assessment to the implementation of tests to measure their knowledge may not be significant for them especially if teachers think that tests may serve for formative purposes regardless their summative principles (López & Bernal and Muñoz et al., in Giraldo, 2019). Based on the data analysis, teachers' preference towards the use of tests is due to the institutional guidelines established by the Estatuto Estudiantil de la Universidad de la Amazonia (2007). The Estatuto General establishes in its articles 48th and 49th the students' assessment process into two moments, partial (70%) and final (30%). Notwithstanding, summative practices did not provoke any negative effect on learners despite the fact that a high reliance on formal assessment could generate negative effects on the students, such as lowering their self-esteem and their opportunities to succeed in their future learning process (Harlen & Deakin, 2002).

Moreover, teachers in the English Teacher Education Program rely on intuitive approach (Fulcher, 2018) for the construction of the rubric, its assessment criteria and descriptors. Pronunciation, accuracy, and vocabulary are the most common aspects to be considered by educators to assess students' oral skill. Rubrics are a widely adopted strategy by educators to score students' oral skill as they provide learners a clear understanding of the quality of performance expected in learners (Chowdhury, 2019); (Green, 2013). Creating and using an instrument to assess students speaking skill, particularly rubrics, is a research-based activity that needs attention (Fulcher, 2018). It is necessary to have a further

Teachers' Assessment Approaches To Speaking Skill

analysis of elements included by the teacher in comparison to the curriculum. Furthermore, collective development of rubrics, whichever the method is, brings significant benefits for teachers, as it is a form of continuing professional development (CPD) (Fulcher, 2018) as it entails elements such as course content, students' level, teacher experience, and purpose and conditions of the test (Baker & Westrup, 2000); (Brown, 2000); (Muñoz & Álvarez, 2009).

In the assessment process conducted by teachers in the English Teacher Education Program, other valuable assessment practices such as peer feedback, self, feedback were not mentioned or evidenced in the observation of speaking assessment practices and interviews. These feedback practices can also be effective and contribute positively to the learning process, since they empower the student by making them an active participant in their process, and are not limited to the common teacher-student interaction where only the former provides tools for learning.

Pedagogical Implications

Considering, that assessing speaking skill is a rigorous task for teachers, this research study illustrates the most relevant aspects regarding the approaches implemented by teachers to assess students' speaking skill in an English Language Teaching Program setting. Therefore, It is highly important, to provide training spaces for teachers in terms of language assessment literacy (LAL) to support their teaching and learning process. This is an aspect of great concern for EFL teachers (Herrera & Macías, 2015), but it should also permeate stakeholders and even policy makers (Stiggins & Taylor in Giraldo, 2019) as they

Teachers' Assessment Approaches To Speaking Skill

are involved in educational issues to interpret, design and implement actions based on assessment results (Scarino in Giraldo 2019).

Teachers who participated in the study have not received any LAL training. For this reason, providing LAL may contribute positively to better conduct assessment procedures to make decisions that detach the preference for summative practices (Herrera & Macías, 2015), and benefit the institution, teachers and learners to improve the learning processes that take place within the classroom. Consequently, a pedagogical implication in this study is to raise awareness of the importance and the need for teacher training in regards to LAL, particularly at Universidad de la Amazonia where its institutional guidelines understand students' assessment in terms of summative evaluations. Thus, the institution and also teachers can refine how both are interrelated to develop assessment practices to impact instruction, support students' guidance, interpret the results and take decisions based on these.

On the other hand, Rea-Dickins (2000) claims that although speaking skill assessment is a complex process, it is also an opportunity for teachers, to construct significant assessment practices and propose an authentic approach by researching their classroom-based assessments through observations, interviews, audio and video recordings in educational settings. This can be an alternative to take advantage of the speaking assessment practices through an autonomous commitment and reflection of the teacher towards his own process. Moreover as English teachers, it is important to have clear purposes for implementing speaking assessment activities and the conditions in which

Teachers' Assessment Approaches To Speaking Skill

these are developed. Thus, learners easily recognize what is expected to fulfill with their oral performance.

Another pedagogical implication of this research is the importance to provide the instruments and defined criteria for assessing students speaking skill prior to the assessment situations in order to give learners the opportunity to be prepared for the language elements which are going to be observed in their performance. It was evidenced through the present study that learners feel more comfortable, and less anxious when they have clear ideas of what elements will be considered and how they will be assessed.

Limitations of the Study

One of the main limitations is regarding the exploration of the assessment principles such as validity, reliability, practicality in the activities and instruments implemented by each educator for developing the respective assessment of students' speaking skill. As the study focuses on the characterization of the stated teachers' assessment practices and the relationships between what they state to do and what they actually conduct in practice. Therefore, it may be considered in further research to deepen in this particular aspect.

Further Research

This study focused on teachers' assessment approaches regarding students' speaking skill. In that regard, it can contribute to the field of EFL assessment, learning and teaching, and LAL, representing interest for teacher education programs, teacher educators, and stakeholders as well. To understand this issue in-depth and provide more insights on this

Teachers' Assessment Approaches To Speaking Skill

topic, it would be advisable for further research to explore the following questions: how teachers' assessment approaches to speaking skill inform learners' performance? What are learners' perceptions towards students' assessment approaches to speaking? What implications for the institution can be derived from students' assessment results?

Teachers' Assessment Approaches To Speaking Skill

References

- Adebiyi, A & Adelabu, B. (2013). *Improvisation As A Tool For Developing Students' Competence In English Language: A Study Of The Federal University Of Agriculture, Abeokuta, Nigeria*. Ogun State: Federal University of Agriculture.
- Alvira, R. (2016). *The impact of oral and written feedback on EFL writers with the use of screencasts*. PROFILE Issues in Teachers' Professional Development, 18(2), 79-92. <https://doi.org/10.15446/profile.v18n2.53397>.
- Baker, J & Westrup, H. (2000). *The English Language Teacher's Handbook: how to teach large classes with few resources*. Great Britain: Creative Print and Design, Ebbw Vale, Wales.
- Berry, V., Sheehan, S., & Munro, S. (2017). *Exploring Teachers' Language Assessment Literacy: A Social Constructivist Approach to Understanding Effective Practices*. In E. Gutierrez Eugenio (Ed.), *Learning and Assessment: Making the Connections: Proceedings of the ALTE 6th International Conference, 3-5 May 2017* (pp. 201-207). Cambridge.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5, 1, 7-74.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi delta kappan*, 86 (1), 8-21.
- Black, P. & William, D., (1998). Inside the Black Box: *Raising Standards through Classroom Assessment*. Phi Delta Kappan international, 80(2): pp. 139-148.
- Black, P., & Wiliam, D. (2006). Developing a theory of formative assessment: Assessment and learning. In J. Gardner. London, Sage, 81-100.
- Boud, D., Keogh, R., & Walker, D. (2013). *Reflection: Turning experience into learning*. Routledge.
- Bøhn, H & Hansen, T. (2017). *Assessing Pronunciation in an EFL Context: Teachers' Orientations towards Nativeness and Intelligibility*. Norway: University College of Southeast Norway.
- Brindley, G. (2001). Assessment. In R. Carter & D. Nunan. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press. Chapter 20. PP 137-143.

Teachers' Assessment Approaches To Speaking Skill

- Brown, H. D. (2000). *Teaching by Principles an Interactive Approach to Language Pedagogy*. Second edition: Pearson Education.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Brown, J. D., & Hudson, T. (1998). *The Alternatives in Language Assessment*. TESOL Quarterly, 32(4), 653.
- Burns, A. (2012). *A holistic approach to teaching speaking in the language classroom*. In Linguistic Symposium, University of Stockholm, Stockholm.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Bygate, M. 2001. Speaking. In R. Carter & D. Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press. 14-20.
- Byrne, D. (1984). *Language learning in the classroom: Teaching oral English*. Hong Kong: Longman.
- Carr, N. T. (2011). *Designing and analyzing language tests: Oxford handbooks for language teachers*. Oxford, UK: Oxford University Press.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). *The Use of Triangulation in Qualitative Research*. *Oncology Nursing Forum*, 41(5), 545–547. doi:10.1188/14.onf.545-547
- Chang, C. (2006, April). *Teachers' beliefs towards oral language assessment in Taiwan Collegiate EFL classrooms*. In Fooyin University 2006 International Conference on English Instruction and Assessment. Retrieved May (Vol. 28, p. 2012).
- Chen, H. C. (2016). *In-Service Teachers' Intelligibility and Pronunciation Adjustment Strategies in English Language Classrooms*. *English Language Teaching*, 9 (4), 30-53.
- Cheng, L., & Watanabe, Y. (Eds.). (2004). *Washback in language testing: Research contexts and methods*. Routledge.
- Chowdhury, F. (2019). *Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning*. *International Education Studies*, 12(1), 61-68.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating Quantitative and Qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.

Teachers' Assessment Approaches To Speaking Skill

- Creswell, J.W. and Plano Clark, V.L. (2011) *Designing and Conducting Mixed Methods Research*. 2nd Edition, Sage Publications, Los Angeles.
- Cohen D., C. & Fass, L. (2001). *Oral Language Instructions: Teacher and Learner Beliefs and the Reality in EFL Classes at a Colombian University*. Íkala. 6 (1-2), pp. 43 - 62
- Cole, J. S., Bergin, D. A., & Whittaker, T. A. (2008). *Predicting student achievement for low stakes tests with effort and task value*. *Contemporary Educational Psychology*, 33(4), 609–624.
- Colombo, L. (2012). *The role of the first language in hybrid Spanish as a foreign language classes: A sin or a tool?* Íkala, revista de lenguaje y cultura, 17(3), 245-262.
- Conrad, S., & Mauranen, A. (2003). *The corpus of English as lingua franca in academic settings*. *TESOL quarterly*, 37(3), 513-527.
- Consejo Academico. (2007). *Estatuto Estudiantil*. Florencia: Universidad de la Amazonia.
- Cook, V. J. (2002). *Language teaching methodology and the L2 user perspective*. In V. J. Cook (Ed.), *Portraits of the L2 User*. Clevedon: Multilingual Matters.
- Coombe, C., & Hubley, N. (2011). *Fundamentals of Language Assessment*. Retrieved May 18, 2014.
- Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. How to books Ltd.
- De Europa, C. (2002). *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación*. Ministerio de Educación, cultura y Deporte.
- Delgado-Rico, E., Carretero-Dios, H., & Ruch, W. (2012). *Content validity evidences in test development: An applied perspective*. *International journal of clinical and health psychology*, 12(3), 449-459.
- Dörnyei, Z. (1995). *On the teachability of communication strategies*. *TESOL quarterly*, 29(1), 55-85.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Essays, UK. (November 2018). *Importance of Accuracy And Fluency English Language Essay*. Retrieved from: <https://www.ukessays.com/essays/english-language/importance-of-accuracy-and-fluency-english-language-essay.php?vref=1>
- Ferdiant, A. G. (2016). *Developing the Assessment Instrument of Speaking*. okara: Jurnal Bahasa dan Sastra, 10 (1), 93-102.

Teachers' Assessment Approaches To Speaking Skill

Fulcher, G. (2018). *Assessing Spoken Production*. The TESOL Encyclopedia of English Language Teaching, 1-6.

Gass, S. M., with Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course*. New York; Routledge.

Glass, G. V., & Hopkins, K. D. (1984). Inferences about the difference between means. *Statistical methods in education and psychology*, 230-232.

Garcia, S., Díaz, R. & Artunduaga, M. (2017). *Skype sessions as a way to provide additional oral practice of English university students*. Colomb. appl. linguist. j., 20(1), pp. 62-78

Gilakjani, A. P. (2016). *International Journal of Research in English Education*. Iran: Islamic Azad University.

Ginther, A. (2012). *Assessment of speaking*. The Encyclopedia of applied linguistics. Oxford: Wiley-Blackwell.

Giraldo, F. (2019). Language assessment practices and beliefs: Implications for language assessment literacy. *HOW*, 26(1), 35-61. <https://doi.org/10.19183/how.26.1.481>

Glass, G. V., & Hopkins, K. D. (1984). *Inferences about the difference between means*. *Statistical methods in education and psychology*, 230-232.

Green, A. (2013). *Exploring language assessment and testing: Language in action*. New York. Routledge.

Green, A. (2013). *Washback in language assessment*. *International Journal of English Studies*, 13(2), 39-51.

Hardavella, G., Aamli-Gagnat, A., Saad, N., Rousalova, I., & Sreter, K. B. (2017). *How to give and receive feedback effectively*. *Breathe*, 13(4), 327-333.

Harklau, L. (2011). *Approaches and methods in recent qualitative research*. *Handbook of research in second language teaching and learning*, 2, 175-189.

Harlen W, Deakin Crick R (2002). *A systematic review of the impact of summative assessment and tests on students' motivation for learning (EPPI-Centre Review, version 1.1*)*. In: *Research Evidence in Education Library*. Issue 1. London: EPPI-Centre, Social Science Research Unit, Institute of Education.

Harmer, J. (2017). *Teaching Lexically: Principles and Practice*. *ELT Journal*, Volume 71, 519–521.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Suny Press.

Teachers' Assessment Approaches To Speaking Skill

Hateff, A; Mozzafarri, F & Rezaei, S. (2011). *Corrective Feedback in SLA: Classroom Practice and Future Directions*. Canada: Canadian Center of Science and Education.

Hernández, R., Fernández, C., & Baptista, P. (2006). *Metodología de la investigación* (Vol. 4). México.

Heron, G. (2010). *Examining Principles of Formative and Summative Feedback*. *British Journal of Social Work*, 41(2), 276–295. doi:10.1093/bjsw/bcq049

Herrera, M. & Macías, D. (2015). *A call for language assessment literacy in the education and development of teachers of English as a foreign language*. *Colombian Applied Linguistics Journal*, 17(2), 302-312.

Herrera, M. & Sánchez, A. (2013). *A Description Of The Process Followed By Teachers In Some Public High Schools To Assess Speaking*. Colombia: University of Nariño.

Hill, K., & Sabet, M. (2009). *Dynamic speaking assessments*. *TESOL Quarterly*, 43(3), 537-545.

Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.

Irons, A. (2007). *Enhancing learning through formative assessment and feedback*. London; Routledge.

Isaacs, T. (2014). *Assessing pronunciation*. In A. J. Kunnan (Ed.), *The companion to language assessment* (Vol. 1, pp. 140–155). Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781118411360.wbcla012

Jabbarifar, T. (2009). *The importance of classroom assessment and evaluation in educational system*. In *Proceedings of the 2nd International Conference of Teaching and Learning* (pp. 1-9).

Jenkins, J. (2002). *A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language*. *Applied linguistics*, 23(1), 83-103.

Johnston, K. (2015). *The Effects of Immediate Correctness Feedback on Student Learning, Understanding, and Achievement*. USA: University of Wisconsin.

Joughin, G. (2010). *A short guide to oral assessment*. Leeds Met Press in association with University of Wollongong.

Kim, H. J. (2006). *World Englishes in language testing: a call for research*. *English Today*, 22(4), 32-39.

Teachers' Assessment Approaches To Speaking Skill

Khamkhen, A. (2010). *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective*. *English Language Teaching*, 3(1), 184-190.

Koizumi, R & In'nami, Y. (2013). *Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels*. Finland: Academy Publisher.

Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. Los Angeles: SAGE.

Kvale, S. (1996). *InterViews: an introduction to qualitative research interviewing*. Sage.

Lacey, A., & Luff, D. (2007). *Qualitative research analysis*. The NIHR RDS for the East Midlands/Yorkshire & the Humber.

Lado, R. (1961). *Language Testing: The construction and use of foreign language tests: A teacher's book*. Bristol, Inglaterra: Longmans, Green and Company.

LeCompte, M. D., Preissle, J., & Tesch, R. (1993). *The role of theory in the research process*. *Ethnography and qualitative design in educational research*, 116-157.

Lee, S. (2010). *Current practice of classroom speaking assessment in secondary schools in South Korea*. Unpublished MA thesis. The University of Queensland, Australia.

Levis, J. (2005). *Changing Contexts and Shifting Paradigms in Pronunciation Teaching*. EE. UU: Iowa State University.

Levis, J. (2006). *Pronunciation and the Assessment of Spoken Language*. In: Hughes R. (eds) *Spoken English, Tesol and Applied Linguistics*. Palgrave Macmillan, London

López Mendoza, A. A., & Bernal Arandia, R. (2009). *Language testing in Colombia: A call for more teacher education and teacher training in language assessment*. *Profile Issues in Teachers Professional Development*, 11(2), 55-70.

Lynch, T & Maclean, J. (2003). *Effects of Feedback on Performance: A Study of Advanced Learners on an ESP Speaking Course*. Netherlands: Working Papers in Applied Linguistics.

Lyster, R., Saito, K., & Sato, M. (2013). *Oral corrective feedback in second language classrooms*. *Language teaching*, 46(1), 1-40.

MacKenzie, I. (2014). *English as a lingua franca: Theorizing and teaching English*. London. Routledge.

Male, T. (2016). *Analysing qualitative data*. *Doing research in education: Theory and practice*, 177-191.

Teachers' Assessment Approaches To Speaking Skill

- Mauranen, A. (2006). *Spoken discourse, academics and global English: a corpus perspective*. In: Hughes R. (eds) *Spoken English, TESOL and applied linguistics* (pp. 143-158). Palgrave Macmillan, London.
- Ministerio de Educación Nacional, MEN. (2016). *Resolución 02041* [Resolution 0241].
- Moskal, B. (2000). *Scoring rubrics: what, when and how?. Practical Assessment, Research & Evaluation*, 7(3). Colorado: Colorado School of Mines.
- Muñoz, A., Aristizábal, D., Crespo, F., et al. (2002). *Assessing Spoken Language in EFL: Beliefs and Practices*. Colombia: Centro de Idiomas de la Universidad EAFIT.
- Muñoz, A. P., Palacio, M., & Escobar, L. (2012). *Teachers' beliefs about assessment in an EFL context in Colombia*. *Profile Issues in Teachers Professional Development*, 14(1), 143-158.
- Muñoz. P. Adriana & Álvarez. E. Marta, (2009). *Washback of an oral assessment system in the EFL classroom*. Colombia: Universidad EAFIT.
- Munro. J. Murray & Derwing. M. Tracey, (1995). *Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners*. USA: University of Michigan.
- Natriello, G. (2009). *High stakes testing and teaching to the test*. In *International Handbook of Research on Teachers and Teaching* (pp. 1101-1111). Springer, Boston, MA.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511667206
- O'leary, Z. (2004). *The essential guide to doing research*. Sage.
- Ounis, M. (2017). *A Comparison between Holistic and Analytic Assessment of Speaking*. *Journal of Language Teaching and Research*, 8(4), 679-690.
- Oxford, R., & Crookall, D. (1989). *Research on language learning strategies: Methods, findings, and instructional issues*. *The Modern Language Journal*, 73(4), 404-419.
- Paker, T., & Höl, D. (2012). *Attitudes and perceptions of the students and instructors towards testing speaking communicatively*. *Pamukkale University Journal of Education*, 32(2), 13-24.
- Panadero, E & Romero, M. (2014). *To rubric or not to rubric? The effects of self-assessment on self-regulation, performance and self-efficacy*. Finland: University of Oulu.

Teachers' Assessment Approaches To Speaking Skill

- Patton, M.Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Sciences Research*, 34, 1189–1208.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pelenkahu, N. (2017). *Improving Speaking Skill Through Joyful, Active, Creative, Effective*. Indonesia: English Department, Manado State University.
- Polit, D.F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia, PA: Lippincott Williams and Wilkins.
- Punch, K. (2009). *Introduction to research methods in education*. Los Angeles: Sage.
- Qu, W., & Zhang, C. (2013). *The analysis of summative assessment and formative assessment and their roles in college English assessment system*. *Journal of Language Teaching and Research*, 4(2), 335.
- Rea-Dickins, P. and Gardner, S. 2000: *Snares and silver bullets: disentangling the construct of formative assessment*. *Language Testing* 17, 215-43.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. New York, us: Cambridge University Press.
- Ritchie, J., Lewis, J., & Elam, G. (2003). *Designing and selecting samples* (pp. 77-108). London: Sage.
- Rychtařík, S. (2014). *Designing Criteria To Assess Speaking Skills*. Czech Republic: University of West Bohemia.
- Sayin, B. A. (2015). *Exploring anxiety in speaking exams and how it affects students' performance*. *International Journal of Education and Social Science*, 2(12), 112-118.
- Shute, V. J. (2008). *Focus on formative feedback*. *Review of educational research*, 78(1), 153-189.
- Solano-Flores, G. (2008). *Who is given tests in what language by whom, when, and where? The need for probabilistic views of language in the testing of English language learners*. *Educational Researcher*, 37(4), 189-199.
- Solano-Flores, G. (2016). *Assessing English language learners: Theory and practice*. Routledge.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English* (Doctoral dissertation, Victoria University).

Teachers' Assessment Approaches To Speaking Skill

Spreeuwenberg, R. (2016). *Early Childhood Education Blog. The Importance of Observation in Early Childhood Education*. Retrieved from: <https://blog.himama.com/assessing-toddler-development-through-observation/>

Stephenson, J. T. 2006. *Anxiety in Learning English Foreign Language: Its Associations with Student Variables, With Overall Proficiency and with Performance on an Oral Test*. Doctoral Thesis. Universidad de Granada: Universidad de Granada.

Stiggins, R. J. (2002). *Assessment Crisis: The Absence of Assessment for Learning*. Phi Delta Kappan, 83(10), 758–765.

Stuart, I. (2004). *The Impact of Immediate Feedback on Student Performance: An Exploratory Study In Singapore*. USA: California State University.

Sutherland, M. Chanel. (2017). *Formative Feedback for Teaching and Learning Effectiveness*. Retrieved from: <https://explorance.com/blog/formative-feedback-for-teaching-and-learning-effectiveness/>

Toffoli, D., & Sockett, G. (2010). *How non-specialist students of English practice informal learning using web 2.0 tools*. ASp. la revue du GERAS, (58), 125-144.

Tosti, D. T. (2006). *What Ever Happened to Feedback Technology?. Performance Improvement*, 45(2), 5.

Tsurutani, C. (2012). *Evaluation of speakers with foreign-accented speech in Japan: The effect of accent produced by English native speakers*. Journal of Multilingual and Multicultural Development, 33(6), 589-603.

Tunstall, P & Gipps, C, (1996). *British Educational Research Journal, Vol. 22, No. 4: Teacher Feedback to Young Children in Formative Assessment: a typology*. UK: University of London.

Tuttle, H. Grover & Tuttle, A, (2012). *Eye on Education book: Improving Foreign Language Speaking through Formative Assessment*. New York: Taylor & Francis Group.

Ullah, I., Ayaz, M., Khan, S & Faheen, M. (2016). *Effect of Social Media on Enhancement Of English Learning Proficiency At University Level In Khyber Pakhtunkhwa*. IASET: Journal of Humanities and Social Sciences.

Wall, K. (2003). *Special Needs and Early Years*. London: A SAGE publications company.

Teachers' Assessment Approaches To Speaking Skill

Ulker, V. (2017). *The Design and Use of Speaking Assessment Rubrics*. Iraq: Ishik University.

Usma Wilches, J. A. (2009). *Education and language policy in Colombia: Exploring processes of inclusion, exclusion, and stratification in times of global reform*. *Profile Issues in Teachers Professional Development*, (11), 123-142.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

Weimer, M. (1990). *Improving College Teaching*. San Francisco, CA: Jossey-Bass.

Wolf, K., & Stevens, E. (2007). *The Role of Rubrics in Advancing and Assessing Student Learning*. *Journal of Effective Teaching*, 7(1), 3-14.

Yates, L., & Springall, J. (2008). *Assessing intelligibility*. AMEP Research Centre.

Yaghmaie, F. (2003). *Content validity and its estimation*. *Journal of Medical Education*, 3(1).

Yin, R. K. (2011). *Applications of case study research*. Sage.

Yorke, M. (2003). *Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice*. *Higher education*, 45(4), 477-501.

Zhiping, D & Paramasivan, S. (2013). *Anxiety of Speaking English in Class Among International Students In A Malaysian University*. Selangor: Universiti Putra Malaysia.

Teachers' Assessment Approaches To Speaking Skill

Appendices

Appendix A: Teachers' Consent Form



UNIVERSIDAD
SURCOLOMBIANA

Maestría en Didáctica del Inglés
Facultad de Educación
2019

CONSENT FORM

I, _____ (participant's name) understand that I am being asked to participate in the development of the study **Speaking Assessment in a FL Context: Teachers' Assessment Approaches Regarding Students' Speaking Skill** that forms part of **Jaime Fernando Duque Aguilar** master's work from Universidad Surcolombiana. It is my understanding that this has been designed to gather information from an interview. Besides, I accept the video recording of the speaking assessment practices that will be conducted to assess the students regarding their speaking skill, and the access to the instruments used for the development of these oral assessment practices.

I know that this study has only research purposes and, my identity and professional profile are not going to be revealed.

I.D

Teachers' Assessment Approaches To Speaking Skill

Appendix B: Students' Consent Form



UNIVERSIDAD

SURCOLOMBIANA

Maestría en Didáctica del Inglés

Facultad de Educación

2019

CONSENT FORM

I, _____ (student's name) understand that I am being asked to participate in the development of the study **Speaking Assessment in a FL Context: Teachers' Assessment Approaches Regarding Students' Speaking Skill** that forms part of **Jaime Fernando Duque Aguilar** master's work from Universidad Surcolombiana. It is my understanding that I accept to be recorded during the development of my speaking assessment practice conducted by my teacher.

I know that this study has only research purposes and, my identity and professional profile are not going to be revealed.

I.D

Appendix C: Teachers' Interview



UNIVERSIDAD

SURCOLOMBIANA

Maestría en Didáctica del Inglés

Facultad de Educación

2019

FORMATO DE ENTREVISTA PARA PROFESORES		
NOMBRE	FECHA	HORA
¿QUÉ TAN IMPORTANTE ES PARA USTED EL DESARROLLO DE LA HABILIDAD DE SPEAKING EN SUS ESTUDIANTES? ¿POR QUÉ?		
¿CÓMO CONSIDERA QUE HA VENIDO DIRECCIONANDO LA EVALUACIÓN DE LA HABILIDAD DE SPEAKING DE SUS ESTUDIANTES A TRAVÉS DE SU EXPERIENCIA EN LA LICENCIATURA Y EN SU CURSO ACTUAL?		
¿CON QUÉ FRECUENCIA EVALÚA LA HABILIDAD DE SPEAKING DE SUS ESTUDIANTES?		
¿QUÉ TIPO DE ACTIVIDADES IMPLEMENTA A TRAVÉS DE SU EXPERIENCIA EN EL PROGRAMA DE LICENCIATURA EN INGLÉS PARA EVALUAR LA HABILIDAD DE SPEAKING DE SUS ESTUDIANTES?		
¿QUÉ TIPO DE INSTRUMENTO O ESTRATEGÍA USA PARA EVALUAR LA PARTE ORAL DE SUS ESTUDIANTES?		
¿CÓMO PROPORCIONA FEEDBACK EN EL DESARROLLO DE LAS EVALUACIONES ORALES DE SUS ESTUDIANTES?		
¿QUÉ CRITERIOS TIENE EN CUENTA DENTRO DE LA EVALUACIÓN DE LA HABILIDAD DE SPEAKING DE SUS ESTUDIANTES?		

Teachers' Assessment Approaches To Speaking Skill

Appendix D: Teachers' Rubrics

T2 Rubric

Criteria	0 Point	1 Point	2 Points	3 Points	4 Points
Content Knowledge	Speaker is uncomfortable with information and is unable to answer any question.	Speaker is uncomfortable with information and is unable to answer more than 2 questions. Points are usually developed with minimum detail. Some of the answers did not correspond to the questions asked.	Speaker is uncomfortable with information and is able to answer only few questions. Points are usually developed with minimum detail. 1 and/or 2 of the answers did not correspond to the questions asked.	Speaker is at easy with expected answers to all questions, without much elaboration. Information was relevant and expressed in own words. Points were developed with enough and appropriate details. All answers corresponded to the questions asked.	Speakers demonstrated full knowledge by answering all question with explanations and elaborations. Link and connections between ideas made clear. Points were well organized and developed with enough and appropriate details. All answers corresponded to the questions asked.
Vocabulary	Speaker did not use words and expressions related to topic/questions. Frequent errors in words choice.	Speaker uses few words and expressions related to the topic/questions covered. Very poor word choice.	Speaker uses few words and expressions related to the topic/questions covered. Poor word choice.	Speaker demonstrates some variety of appropriate words and expressions related to the topic/questions covered.	Speaker demonstrated and extensive variety of appropriate words and expressions related to the topic/questions covered.
Grammar Accuracy	Speaker demonstrates a very poor use of grammatical structures. Has 5 or more grammatical errors.	Speakers demonstrates a poor use of grammatical structures. Has up to 5 grammatical errors.	Speaker demonstrates a good use of grammatical structures. Has up to 4 grammatical errors.	Speaker demonstrates a very good use of grammatical structures. Has up to 3 grammatical errors.	Speaker demonstrates an excellent use of advanced grammatical structures. Speaker had no grammatical errors.
Voice, clarity, intonation, fluency	Speaker does not speak clearly. Has very poor intonation.	Speaker rarely speaks clearly and at a good pace. Frequent hesitation. Has poor intonation.	Speaker occasionally speaks clearly and at a good pace. Frequent hesitation. Has a good intonation.	Speaker usually speaks clearly to ensure teacher comprehension. Delivery was usually fluent/minor hesitation. Has very good intonation.	Speaker speaks clearly and at a good pace to ensure teacher comprehension. Delivery was fluent and expressive. Has outstanding intonation.
Sound	Has 8 or more than 8 sounds mispronounced.	Has up to 7 sound mispronounced.	Has up to 5 sounds mispronounced.	Has up to 5 sounds mispronounced.	All sounds are well pronounced.
Word-Sentence Stress	Has 5 or more than 5 stress errors.	Has up to 4 stress errors	Has up to 3 stress errors	Has up to 2 stress errors.	Has no stress errors.
Interactive Communication	Speaker does not understand any of the	Speaker understands and responds few	Speaker understands and responds some questions.	Speaker understands and	Speaker understand and

Teachers' Assessment Approaches To Speaking Skill

	questions. Answers given were not clear, answers did not correspond to the questions asked.	questions. Present disorganized and unclear ideas. Some of the answers did not correspond to the questions asked.	Presents organized and clear ideas. 1 and/or 2 of the answers did not correspond to the questions asked.	respond most of questions. Presents well-organized and clear ideas. All answers corresponded to the questions asked.	responds all questions. Presents information in logical, interesting sequence. All answers corresponded to the questions asked.
TOTAL					
Comments:					

Speaking Assessment in a FL Context: Teachers' Assessment Approaches Regarding Students' Speaking Skill

T3 Rubric

Evaluation Criteria / Puntuation	4	3	2	1	Total
Grammar	The student was able to express his/her ideas and responses with ease in proper sentence structure and tenses.	The student was able to express his/her ideas and responses fairly well but makes mistakes with his/her tenses, however is able to correct him/her self	The student was able to express his/her ideas and responses adequately but often displayed inconsistencies with his/her sentence structure and tenses that at times obscure meaning	The student was difficult to understand and had a hard time communicating his/her ideas and responses because of frequent grammar mistakes even in simple structures	
Vocabulary	Rich, precise and impressive usage of wide range vocabulary words	The student had an adequate vocabulary control using not only basic words	The student was able to use broader vocabulary but still was lacking making him/her repetitive and not able to expand his/her ideas	The student has weak vocabulary which hindered him/her in responding adequately	
Discourse management	The student produces extended stretches of language with no hesitation. His/her ideas are clear and well organized using a wide range of cohesive devices and discourse markers	The student's contributions are relevant and there is a clear organization of ideas using proper cohesive devices and discourse markers	The student is able to make relevant contributions and there is very little repetition. Uses a range of cohesive devices and discourse markers	The student is not able to make relevant contributions because of hesitation. Uses few cohesive devices and discourse markers	
Pronunciation	The student is intelligible. His/her intonation and stress in word and sentences is accurate. Individual sounds are articulated clearly	The student's pronunciation is good and not interfering with communication. Generally appropriate intonation and stress	The student is mispronouncing some words but generally is fair. Intonation, sentence and word stress are generally okay	Pronunciation is lacking and hard to understand, has few consciousness of phonological features	
Fluency	Speech is effortless and smooth. There are few to no hesitations. Manages fluid speed.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is very slow, hesitant, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	

Student: _____ Grade: _____

Teachers' Assessment Approaches To Speaking Skill

T4 Rubrics

FIRST ORAL TEST - BASIC ENGLISH 1		Professor:			
Name:					
CRITERIA	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts	POINTS
Grammar	Students was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Students was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however, is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentences structure and tenses.	
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Students was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication.	Pronunciation was very clear and easy to understand.	
Background Knowledge and arguments	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete. Lack of arguments and details.	Student presented well knowledge and added good arguments and details.	Students presented excellent background knowledge and was able to add more information and details in his/her response.	
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech in mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed.	
Notes:					

FIRST ORAL TEST - ADVANCED ENGLISH II		PROFESSOR: UNIVERSIDAD DE LA AMAZONIA		SCORE:	
Name:		RUBRIC - ORAL TEST			
CRITERIA	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts	POINTS
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication.	Pronunciation was very clear and easy to understand.	
Grammar	Students was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Students was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however, is able to correct themselves.	Students was able to express their ideas and responses with ease in proper sentence structure and tenses.	
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech in mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed.	

Teachers' Assessment Approaches To Speaking Skill

Background Knowledge and arguments 1	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.	
Background Knowledge and arguments 2	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.	
Background Knowledge and arguments 3	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.	
Background Knowledge and arguments 4	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.	
Background Knowledge and arguments 5	Students was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Students showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.	
Notes:					TOTAL

Speaking Assessment in a FL Context: Teachers' Assessment Approaches Regarding Students' Speaking Skill

Appendix E: Pedagogical Agreements

T1 Pedagogical Agreement

Advanced English I

Facultad Ciencias de la Educación.	Programa Académico Licenciatura en Inglés.		
Curso ADVANCED ENGLISH I	Código 6210601	Curso ADVANCE D ENGLISH I	Código 6210601

II. CONDICIONES PARA EL DESARROLLO DEL CURSO

This course is intended to be a closing stage in the four abilities needed to be an English teacher. During the course the most relevant aspects of each ability will be included in order to deepen and enrich what students can do while using them and make them aware of the process.
Special attention will be given to the correct pronunciation, and written part, as grammar and punctuation.

III. EVALUACIÓN

After discussing the different types of activities to assess, the teacher and the students agreed to evaluate the course as the following way:

Partial Evaluation		
Books		
The bronte story 14 sept (2018)		
How to beat the bully 5 FEB (2019)		
Witchwood 5 MARZO (2019)		
Language Tasks	20% (written, oral, reading, listening, quizzes)	70%
First exam 1	25 % (10 sept)	
<i>Mid term exam</i>	<i>25 % (8 FEB9 2019)</i>	
Language Tasks	5% (written, oral, reading, listening, quizzes,)	
Final Evaluation	25% - 30% (8 MARZO) 2019	
Total		100%

class Attendance
Class attendance is the student's responsibility. They are responsible for everything covered in class. This includes details about the tests or papers, and graded activities. Therefore, I strongly advise class attendance. In the extremely rare case of an emergency, which prevents contacting the professor prior to the test, as soon as possible, do not wait until next class or the end of the semester.

Any student with unjustified nonattendance equal or superior to 20%, will be graded with (0.0) as final grade

Teachers' Assessment Approaches To Speaking Skill

T2 Pedagogical Agreement

Basic English I day-shift

III. EVALUACIÓN
Criterios y estrategias de valoración para la calificación.
Criterios y estrategias de valoración para la calificación

In order to value teacher-trainees work, this Basic English Course I will follow the University's goal to provide 70 percent first and 30 percent at the end of the semester. It is important to mention that during the semester, three short stories are to be read by students and they will be evaluated in the tests. Additionally, students are to develop a complementary project during the development of the course: "competences skills through reading books". After discussing the different activities to assess, the teacher and the students agreed to evaluate the course in the following way:

Stories to be read during the semester:

- The Magic Barber by John Milne.
- A kiss before dying by Ira Levin
- Stranger than Fiction Urban Myths by Phil Healey & Rick Gianvill.
- Zarza
- Sally

70%:

- ✓ 1 Tests: 20% (6th week) y 2 TEST 25% (11th february) = 45%
- ✓ Workshop 10%
- ✓ Classwork 10%

✓ / Quiz/ 15%

✓ Reading books 15%


30%:

FINAL PROYECT (4th - march) PICTURE DICIONARY 10%
Final Test 25% (25th -February)

Teachers' Assessment Approaches To Speaking Skill

T3 Pedagogical Agreement


Intermediate II night-shift

 UNIVERSIDAD DE LA AMAZONIA	FORMATO ACUERDO PEDAGÓGICO		
	CÓDIGO: FO-M-DC-05-03	VERSIÓN: 3	FECHA: 2018-08-17
<i>course in the following way:</i>			
Stories/Books to be read during the semester:			
<ul style="list-style-type: none">• The Scarlett Letter by Nathaniel Hawthorne – September 21st• Body and Soul by Frank Conroy – February 22nd• Time for Terror by Sandra Shichtman - February 27th			
70%			
25% - First test – September 10 th to 14 th			
25% - Second Test – February 18 th to 22 nd			
10% - Class Assignments - (Quizzes, Workshops, Home tasks, platform, etc)			
10% - Books – (September 21 st , February 22 nd , February 27 th)			
30%			
20% - Final test – March 04 th			
10% - Complementary project – Along the semester			
Total. 100%			

Teachers' Assessment Approaches To Speaking Skill

T4 Pedagogical Agreements

Advanced English II day-shift

 UNIVERSIDAD DE LA AMAZONIA	FORMATO ACUERDO PEDAGÓGICO			
	CÓDIGO: FO-M-DC-05-03	VERSIÓN: 3	FECHA: 2018-08-17	PÁGINA: 3 de 4

and give details in terms of how to implement that topic in a high school class. In that part, they need to clarify the activity and show the different English skills that will take action in it. The whole video has to be around 3 – 4 minutes.

7. In order to evaluate, the teacher will share a rubric for the video and another for the conceptual map. With this, students know the different aspect the teacher will have in mind.
8. Every 15 days, students have to do the same exercise, but with several Advanced Readings.
9. All these documents students have to add to the portfolio. At the end, the teacher will recollect them in order to give them another score.

After discussing the different types of activities to assess, the teacher and the students agreed to evaluate the course in this following way:

Stories/books to be read during the semester:

- ✓ *The war of the worlds by H.D. Wells*
- ✓ *Officially Dead by Richard Prescott*

70%:

- ✓ *20% First Test*
- ✓ *20% Second Test*
- ✓ *10% Oral presentations, class exercises, role-plays, homework.*
- ✓ *5% Quizzes*
- ✓ *15% Oral Presentation - Topics*

30%:

- ✓ *20% Final Test*
- ✓ *10% Books review*

Total: 100%

Note: The works are due in class on the dates proposed, no extensions. Each exam contains the following sections: Reading, Writing, Listening, Speaking, and Grammar. All the scores will be given on time.

Teachers' Assessment Approaches To Speaking Skill

Basic English II day-shift

III. EVALUACIÓN
Criterios y estrategias de valoración para la calificación.

*In order to value teacher-trainees work, this Basic English II Course will follow the norm of the University to provide 70 percent first and 30 percent at the end of the semester. All tests will be evaluated by the teacher and two (2) extra examiners at the same time if available, so that, oral tests will be recorded and others activities during the semester if it's necessary. It is important to mention that during the semester, **Six stories/books** are to be read by students and they will be evaluated in any of the tests and/or classes. Therefore, students will work with the book "World English 1 by National Geographic" and Myelt platform.*

Additionally, students are asked to develop a **Portfolio** during the course: "**Writing and Reporting English Stories**". This portfolio consists on the following aspects:

1. The teacher will give students a story.
2. Students have to read the complete story and underline or highlight the unknown words.
3. Once students have read the story, with all those unknown words, they create a glossary where they need to write in front of each word the correct meaning in English and at the same time write two examples using the word in order to contextualize it.
4. Students must create their own story with all the unknown vocabulary (4 pages).
5. The teacher will make them a quiz about the story he gave them previously (The original one).
6. In addition, all students have to record a video where they talk about their own story "summary" (The own story written by them).
7. In order to evaluate, the teacher will share a two rubrics, one for the writing and another for the video. With this, students know the different aspect the teacher will have in mind.
8. Every 15 days, students have to do the same exercise, but with several stories.
9. All these documents students have to add to the portfolio. At the end, the teacher will recollect them in order to give them another score.

After discussing the different types of activities to assess, the teacher and the students agreed to evaluate the course in this following way:

Stories/books to be read during the semester:

- *Carnival by Annette Keen.* - *Marcel and the White Start by Stephen Rabley*
- *The Last Photo by Bernard Smith* - *The Missing Coins by John Escott.*
- *Run for your life by Stephen Waller* - *The lady in the lake by Raymond Chandler*

70%:

- ✓ **20% First Test**
- ✓ **20% Second Test**
- ✓ **10% Class exercises, homework, Oral Presentations, World English 1 Book and the platform "MyElt.com"**
- ✓ **5% Quizzes**
- ✓ **15% Portfolio: "Writing and reporting English Stories"**

30%:

- ✓ **20% Final test**
- ✓ **10% Books Review**

Total: 100%

Note: The works are due in class on the dates proposed, no extensions.