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**Transparent Assessment Criteria of English Language Oral Proficiency**  
*Case Study: Second Year English Learners of Blida 2 University*

A thesis submitted in fulfilment of the requirements for the degree of Doctorate in English language didactics

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## **DEDICATIONS**

*It is my genuine gratefulness and warmest regard that I dedicate this work to my beloved family and friends who supported me all along this journey.*

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## **ABSTRACT**

The current state of Algerian EFL learners' lack of oral proficiency and learning autonomy has led the researcher to explore ways that can be both enjoyable and effective in helping EFL learners improve their level in these important skills. The aim of the present research work is to investigate to what extent video-based self-assessment of speaking performance affects EFL learners' oral proficiency and learning autonomy. The researcher also tries to explore learners' perceptions and attitudes towards this learning technique. This thesis is delivered in four chapters. The first one provides theoretical background for the study that evolves around the key concepts deemed necessary for the readers to understand the conducted study. The second chapter describes the research design, the data collection tools, population and all the practical elements of the study. The third chapter entails analysis and discussion of the findings, and chapter four puts forward a set of implications and recommendations regarding the tackled issues. The present work combines qualitative and quantitative research methodologies. It employs an experiment, performance tests, and two questionnaires which have led the researcher to a number of findings. First, the practice of video-based self-assessment of speaking performance has been proven to positively affect EFL learners' oral proficiency especially in the aspects of fluency and pronunciation. Also, the findings of the study confirmed the second research hypothesis and proved that the suggested learning technique helps ELF learners build their learning autonomy. Finally, the data collected from the participants of the study reported their positive perceptions and attitude toward using video-recording of speaking performance as a learning tool inside the classroom and as an extracurricular activity. On the basis of the results obtained, some recommendations have been proposed for teachers to help introduce and foster this learning technique, for learners to encourage their adoption of the technique, and for stakeholders to provide the necessary means to for this project to work. The research in hand concludes with a suggested plan for the proper implementation of video-based self-assessment of speaking performance in our EFL learning contexts.

## **LIST OF ACRONYMS & ABBREVIATIONS**

**ACTFL:** American Council on the Teaching of Foreign Languages

**ANOVA:** Analysis of Variance

**CEIL:** Centre d' Enseignement Intensive des Langues.

**DVD:** Digital Video Disk

**ED:** English Department

**EFL:** English as Foreign Language

**FL:** Foreign Language

**ICT:** Information and Communication Technology

**L1:** First Language

**L2:** Second Language

**LMD:** License Master Doctorate

**M.T:** Mother Tongue

**T.L:** Target Language

**TEFL:** Teaching English as a Foreign Language

**UB:** University of Blida

**VBSA:** Video-based Self-Assessment

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# General Introduction

## **GENERAL INTRODUCTION**

English departments in the Algerian context are constantly challenged to train and produce competent English language graduates. Mastering the English-speaking skill, in particular, is considered to be one of the most important aspect of EFL learners' mastery of this foreign language. Speaking proficiently is highly appreciated from EFL learners during classroom participation, debates, oral presentations and theses defences. Not surprisingly, this skill is often linked to better achievements in exams, getting job, and boosting learners' career.

For several years, as a student and, later on as a part-time teacher at the English department of Blida 2 University, the researcher has noticed that most EFL learners do not participate orally in the classroom as well as outside the classrooms and their speaking skill is still considered far behind the educational expectations. The only context in which they use the spoken form of the language is during oral presentations or classroom participation. Consequently, after years of doing courses and attending lectures at the English Department, these learners' oral proficiency does not often meet the pre-established educational objectives as well as teachers' and learners' own expectations. This situation is contradictory to the main principles of the LMD system which highlights the importance of making the learner at the centre of the teaching and learning process.

The development of EFL learners' speaking skill is fundamental to their progress in acquiring and mastering the English language, consequently, some teachers try to give feedback to the learners about their speaking performance. Yet, these feedbacks are usually given in a numerical form, a score, or a brief commentary or observations that do not effectively help the learners to identify their weaknesses and therefore improve their speaking skill. On the one hand, the learners who get high scores do not usually engage in any reflections upon their performance for the purpose of improving it. Whereas, on

the other hand, the learners with low scores are left without effective feedback that prompts them and lead to the development of their skills and performance. Furthermore, it is the researcher's as well as many other educational practitioners' observation that EFL teachers are under immense pressure to keep up with the long to-do-list, such as fulfilling the syllabus and correcting the hundreds of copies waiting. This matter has often led a lot of teachers to a state of burnout in which they relinquish their duties to encourage and train learners to charge of their own learning by means of controlling, guiding and assessing their own learning,

EFL learners' lack of oral proficiency and learning autonomy has triggered the present investigation in which the researcher attempts to find solutions and produce effective implications. Through this study, the researcher endeavours to explore the effectiveness of a learning and assessment technique which implies the involvement of EFL learners in the process assessing their own oral performance by means of a technological tool, known for its popularity and utility among the youth, which is video-recordings. This technique is hoped to promote EFL learners' oral proficiency and learning autonomy since it prompts them to reflect upon their oral performance to identify their strengths and weaknesses, as a first step, and work on them to eventually achieve oral proficiency and build their learning autonomy. Therefore, the topic to be investigated in this study is the effect of video-based self-assessment of speaking performance on EFL learners' oral proficiency and learning autonomy.

The need for a research in the area of the assessment of speaking skill is evident. There have been some studies before that tackled EFL students' problems in the fields of English language teaching, learning and assessment of the speaking skill, but there has not been any research on EFL students at Blida 2 University, in which the sources of the problem are revealed. Therefore, this study is set out primarily to examine and explore

the potential benefits of video-based self-assessment of speaking performance on EFL learners' oral proficiency at Blida 2 University. It is also hoped that the study could help the students to promote learning autonomy on the long-term which, consequently relieves some of the burden off the shoulders of their teachers. The current research attempts to achieve other secondary objectives including, but not limited to, the following:

- To enable students of English to identify the strengths and weaknesses in their speaking performance;
- To foster their critical reflections over their speaking performance and overall language use;
- To help them become autonomous and take control of their own learning;
- To create better assessment procedures of the speaking performance;
- To create an enjoyable and an effective learning and assessment tool;
- And to explore English learners' reactions and perspectives towards the practice of video-based self-assessment.

To achieve the previously mentioned research objectives, the researcher narrowed down the scope of the research to answer three research question. Thus, the current research is an attempt to answer the following main questions:

1. Does video-based self-assessment have any significant effect on second year English students' oral proficiency?
2. To what extent does video-based self-assessment practice enable second year English students to build their learning autonomy?
3. What are second year English students' perceptions of the practice of video-based self-assessment?



In regards to the above listed research questions, the researcher put forward a set of hypotheses that might be the possible answers, they are as follows:

- 1) The video-based self-assessment practice has a significant positive effect on second year English students' oral proficiency;
- 2) The practice of video-based self-assessment does, in fact, build second year English students learning autonomy;
- 3) The practice of video-based self-assessment would receive a welcoming and positive reactions from the perspective of second year English learners.

In order to test the research hypotheses, obtain the required data from the respondents and answer the research questions previously stated, the researcher employs different research tools. The first one is an experiment conducted with a sample of second year English students of Blida 2 University. The participants of this experiment are divided into experimental and control groups. While the former receives the treatment, by engaging in the practice the video-based self-assessment and their speaking performance, the latter does not. Both groups are tested before and after the treatment to identify any improvements. Also, the researcher administered two learners' questionnaires. The first is intended to gather data about the learners' autonomy level pre-and post the video-based self-assessment practice and the second questionnaire attempts to collect information about the learners' perspectives of self-assessment practice. Finally, in order to cross-validate the numerical data obtained from the prementioned research tools, the research employs another research tool which provides qualitative data. This tool is manifested in the form of reflective journals in which the respondents write about their experience and all that comes to their minds and hearts during the practice of video-based self-assessment.

The present research is composed of four chapters. While the general introduction

provides an overview of the present study including the background and objectives of the study, the research questions and hypothesis, the first chapter, entitled Review of the Literature, is devoted to the theoretical part of the study. It deals with the nature of the speaking skill and its components and aspects. It also tackles the teaching and the assessment of this skill in the Algerian context as well as in the world. This chapter is also concerned with the topic of self- assessment in the EFL teaching and learning context in general and the field of self-assessment of the speaking skill in particular. This chapter elaborates on the importance of including the learners in the process of assessment, the potential benefits of this practice on learners' autonomy, and the different techniques and procedures used to implement it.

The second chapter, entitled Research Methodology and Design, is concerned with the practical part of the research. The researcher provides information about the situation and the circumstances under which this study took place and elaborate on the research design, the methodology, the population, the sample and presents the means of research used in this investigation. This chapter also reports data collection procedures and the analysis of both quantitative and qualitative data.

The third chapter tackles the results and the interpretations of the data gathered from the research tools with discussion and analysis. It aims to present, discuss and analyse the gathered data, by means of the research tools, in order to gain valuable insights and generates detailed interpretations in an attempt to prove the research hypotheses and answer the research questions. The last chapter offers the pedagogical implications and recommendations for EFL teachers, learners, and stakeholders based on the literature review and the findings of the study. Finally, the researcher provides Introduction plan to implement the practice of video-base self-assessment and conclude with some suggestions and recommendations for other researchers who may want to further explore this field of research.

# Chapter One: Review of The Literature

**CHAPTER ONE: *Review of the Literature***

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## **Chapter One: Review of Literature**

### **1.1. Introduction**

In the last few years, there has been an ever-growing number of non-native learners of English language in the world. English has become the first language of communication, business, science, technology and international relations. Likewise, English is developing a prestigious status in Algeria. People of all ages are learning it either in governmental institutions or in private schools. Therefore, it is important for our EFL learners to be able to express themselves properly and to communicate with others through this language.

Speaking is a crucial part of foreign language teaching and learning and one of the most important elements to consider when discussing the topic of learning a foreign language. This skill is one of the language arts that is most frequently used by people all over the world. The mastery of this skill affects learners' academic achievements and has a prominent importance for most EFL learners as well as teachers.

However, speaking is a complex skill for learners to master and for teachers to assess. On the one hand, mastering it requires from learners a simultaneous use of the number of abilities which often develop at different rates. On the other hand, it requires from teachers considerable skill and attention to provide a fair assessment. Therefore, different approaches, methods and techniques were introduced to teach and assess this skill such as the use of self-assessment. This method considers EFL speakers as the main responsible for examining, assessing and building their oral proficiency. The present chapter of this research is devoted to the theoretical part of the study. It tackles one of the main aspects upon which the current work is premised, in a move intended to provide the readers with the needed theoretical background knowledge to follow the present research as it develops

## **1.2. The Speaking Skill.**

For most of its history, teaching practice has been concerned with teaching written language. This form of language was used in many important aspects of life and the teaching of spoken form of the language has been neglected for many years. The main reason for that is the characteristics of oral form of language. It usually comes in short fragmentary utterances, in a wide range of different pronunciations and accents. Therefore, speaking instruction received little importance during the first years of its teaching as a foreign language. (Brown and Yule, 1983 p.21)

Nevertheless, during the late 1950s, there was a great shift in concern towards the speaking skill. It gained a considerable importance to know how to speak a language correctly. Learning English as a foreign language became a synonym of being able to speak the language. Since then, the speaking skill received a considerable interest especially in its teaching methodologies and techniques. Ur (1991, p34) emphasizes the importance of speaking skills when learning a foreign language today many, if not the majority of foreign language learners, aim at mastering EFL speaking. A clear indicator of this condition, is the name that we all use to identify or describe someone who is able to use English as a foreign language. Most of us use the word EFL “*speaker*” which shows that speaking is acquired a primary role in today’s world compared to the other skills and most learners cannot imagine learning a language without practicing speaking.

### **1.2.1. The Nature of The Speaking Skill**

Speaking, sometimes referred to as oral production, is one of the main four skills of this foreign language. It belongs to the category of productive skills that requires a production from the part of the learner. Being able to communicate a message orally is a complex process which involves putting the speaker's theoretical as well as practical knowledge of the foreign

language in practice. According to Hinkel (2005), it includes phonetics, morphology, syntax, discourse markers and, last but not least, lexis (p. 485). These elements are all important but not all scholars agree on that. O'grady (2000, p.310) defined speaking as a productive language skill. He declared that it is a mental process or a process of thinking, through which, language learners employ words, phrases, and sentences to send a message. Finally, Hornby, (1995, p.826) defined speaking as the ability to make uses of words of a language to express oneself in an ordinary voice; thus, speaking skill is the ability to do all this well.

Burnkart (1998) is another scholar who conducted several studies and showed a great interest in the field of speaking a foreign language. He stated that speaking a foreign language involves three areas of knowledge. The first area is the area of mechanics; namely, pronunciation, grammar, and vocabulary. He said that the learner must know what words to use, in which order and how to pronounce them. The second area of knowledge, according to Burnkart, is the area of functions though which the learners need to know when the clarity of the message spoken and the precise understanding of its content is essential or not, which was later on referred to as talk as transaction and talk as interaction. Finally, Burnkart argued that the learners should know the social and cultural rules and norms related to speaking such as knowing how to take turns speaking, how much to say, the length of pauses and the rate of speech. All of which are important to help EFL learners to speak like native.

Hedge (2000, p.261) is one of the leading scholars who tackled the topic of speaking skill in immense interest. She defined it as a complex process of sending and receiving messages through the use of verbal expressions, but he claimed that it also involves non-verbal symbols such as gestures and facial expressions. Hedge (2000) added that speaking is the skill by which learners are judged while first impressions are being formed. That is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. Finally, McCarthy (1991,

p.136) stated that being skilful in speaking means to be able to produce the expected patterns of specific discourse situations. In other words, to be able to decide what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out. To conclude, we can say that speaking can be viewed from different angles according to the proclaimed function. The different definitions and concepts related to its nature reveal some of its complexity and importance. Yet, to further explore this nature, one ought to explore its components.

### **1.2.2. The Components of Speaking**

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001, p.46) mentions these elements and states that every EFL learner should have knowledge about. In the same direction, Syakur (1987 p.p.212-214) identified five components of speaking which learners need to master. He mentioned comprehension, grammar, vocabulary, pronunciation, and fluency (1987, p.3). These five components constitute, when used correctly or well-mastered, the beauty of the spoken form of English language. Thus, each one of them need to be examined separately.

#### **1.2.2.1. Comprehension**

The first component according to Syakur (1987, p.39) is comprehension. This component refers to learners' ability to express their ideas and make themselves understood by their listeners. Other scholars such as Barefoot (1993) defined comprehensibility as the extent to which a listener understands utterances produced by a speaker. As a first step, he said that EFL learners need to learn how to initiate and respond to speech. Failure in opening a debate would seriously inhibit the progress of acquiring and mastering the foreign language. Likewise, failure in understanding the spoken discourse would result in the collapse of the conversation and often embarrassing misunderstandings (1987, p.3). On the contrary,



mastering this component would render the speakers confident of themselves and their abilities which can be often manifested in their participation in debates and small talks with friends and strangers. It also relates to the listening effort made and how easily can the listener arrive at the speaker's intended message.

The comprehensibility of an EFL speaker is very important for overall development of their language skills. It is beyond the intelligibility of the words to the comprehensibility of the oral message and encompasses both speech intelligibility and the speakers' competence with the semantic, syntactic, and pragmatic aspects of language use. Comprehensibility has to do with the linguistic and cognitive skills and knowledge of the speaker and vary according to the type and familiarity of the topic and the use of cohesive devices in speech. Therefore, in order for our EFL learners to master this component a great effort needs to be done in improving other aspects of the language, including the other components that Syakur (1987) had previously identified.

#### **1.2.2.2. Grammar**

Correct grammar is another indispensable element of speaking. Some EFL learners may think that it is important only for teacher and that it has no real importance in real life but this claim is not true. Regardless of the country or the language, grammar is the infrastructure of communication and a crucial element in the ability to express oneself. If EFL learners' speech is too full of mistakes, they are more likely to slow down communication and conversations, and find it harder to express their ideas and thoughts clearly and concisely.

Heaton (1978, p.5) declared that for learners to speak well a foreign language, they need to be able to arrange and form a correct sentence and to distinguish between appropriate grammatical forms. Grammatical errors and mistakes can cause ambiguity, misunderstanding and 'loss of face' as most English speakers would ask for clarification and correction of the

spoken message. Truly, of all those consequences losing face in front of classmates might be one of the main reasons that prohibit learners from partaking in the oral discussion in the classroom. According to Hughes (2002, p.66) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005 p.144) identified some features of spoken grammar. He stated that the-clauses are the basic unit of construction and that clauses are usually added. Also, he stated that speakers prefer to use direct speech and avoid reported speech and an extensive use of tag question. Finally, Thornbury highlighted that the spoken discourse is characterized by a lot of ellipsis hesitation, repeats, false starts, incompleteness, and syntactic blends that affect the grammatical correctness of the spoken discourse. Therefore, it is empirical for our EFL learners to speak as much English as they can to boost their confidence and set themselves and work on grammar objectives.

### **1.2.2.3. Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for EFL learners. It is the main tool for them in their attempt to use English effectively. Having sufficient vocabulary is essential to communicate effectively and to express ideas whereas a limited vocabulary in this foreign language impedes successful communication. The relationship between vocabulary knowledge and language use can be described as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge (Nation, 2001). In addition, having a strong vocabulary has a direct, positive impact on learners' capacity to build up their language proficiency as a whole. As the leading linguist researcher, Paul Nation, noted *"Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform."* This fact can be easily seen in our classroom as those learners who have good

mastery of English vocabulary dominate the participation and the discussion in the classroom. Finally, Willid (1990, p.131) highlighted the importance of vocabulary by saying that without grammar little can be conveyed but without vocabulary nothing can be conveyed. This case can be seen several times in our classroom as those learners who have limited vocabulary often choke when speaking.

Also, the appropriate selection of words during speaking is very important. Students often find difficulties when they try to express what they want to say. The lack the appropriate vocabulary or the use of incorrect words can be catastrophic for the learners. Often, these speakers' working memory gets loaded with hesitation about the meaning of words or the right choice of words and they cannot concentrate fully on higher level aspects of speaking such as using precise sentence structures and appropriate expressions for the type of conversation that is going on. Therefore, EFL learners need to work on and master this aspect of language and all the other factors affecting it such as the pronunciation of words.

#### **1.2.2.4. Pronunciation**

English language has always been considered, by both native speakers and non-native speakers, as a difficult language because of its pronunciation (Bailey, 2006). The word pronunciation refers to the EFL learners' reproduction of English sounds in such a way that the intended message is passed easily, and is properly understood by the listeners (Baker, 2003). It encompasses the phonological process with its principles that determine how sounds vary. Redmond and Vrchota (2007, p.104) argued that "***It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood***".

Pronunciation is probably the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to

negative impression, misunderstanding and ineffective communication. When EFL learners speak, the first thing listeners notice is their pronunciation. A speaker who frequently mispronounces phonemes can hardly be understood according to Gerard (2000, p.11) and the poor or odd pronunciation is often interpreted as simply being a bad English speaker. Gilbert (cited in Otlowsky, 2004, p.3) stated that if someone cannot hear English well, she or he is cut off from the language and if someone cannot be understood easily, she or he is cut off from conversation. Furthermore, what makes things worse is that poor pronunciation cannot be compensated by any other skill. For example, having a large vocabulary or mastering English grammar is meaningless if the learner cannot pronounce words correctly and the listener cannot make sense of the speech.

EFL students around the world are expected to be able to speak and write English correctly. Therefore, learners who want to develop their speaking skill and become a professional user of this language should practice and master English pronunciation. One way to do that is to be aware of the different sounds, their features and where they are made in one's mouth. Also, they have to be aware of where to use word and sentence stress, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

#### **1.2.2.5. Fluency**

Reaching a fluency level is probably the ultimate goal of any English language learner. Fluency can be defined as the ability to speak fluently and accurately without efforts. A fluent speaker is, according to Brown (1997, p.4), someone who can speak in a reasonable rapid pace and with little hesitation and pauses which indicates that he or she does not spend much time searching for the language items needed to express their message. Richards (2006)

pointed out that fluency is the use of naturally occurring language when a speaker engages and maintains in meaningful, comprehensible and ongoing communication. Also, Harmer (2015) mentioned that fluency refers to focusing on the content of speech to communicate as effectively as possible. That is to say, learners should not concentrate on the grammar while speaking but concentrate on conversing.

Speaking English fluently is the key to open many doors of the world, and it's a chance that EFL learners need to take every day. They can use a wide range of strategies to build it such as using English inside and outside the classroom as much as possible, not being inhibited by mistakes and others' comments and seeking help whenever needed. Achieving fluency is often interpreted as mastering English speaking with all its components. For that reason, fluency is both a challenging and a rewarding component of English speaking.

### **1.2.3. The Significance of the Speaking Skill**

Today, numerous Foreign language learners assign the speaking skill a high priority in their learning. Mastering EFL speaking is similar and widely considered as mastering all of the other skills (Johnson, 1996, p.74). Speaking enable them to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. The main question often asked to foreign language learners is “do you speak English?” or “do you speak French?”, but not “do you write English?”. We understand that most people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argued that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication<sup>3</sup>. Ur (2000, p. 12) declared also that: *“of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’*

*of the language, as if speaking included all other kinds of knowing.*” Therefore, there is a general agreement among many scholars and researchers about the importance of this skill.

Globalization has made speaking English very important outside the classroom as well as the inside of the classroom. Effective speaking skills result in achievements during speaking activities, job training activities, job interviews, and many other business purposes (Osborn, Osborn, & Osborn, 2008). Zaremba (2006, p.61) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003, p.05) supported that “*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion*” Nevertheless, our EFL Students usually have limited opportunities to speak English outside the classroom (Zhang, 2009 p21) and also limited exposure to English speakers or members of the international community which hinders the progress of their oral skills.

#### **1.2.4. Speaking and the Other Skills**

The aim of language teaching courses, very commonly defined in terms of the four skills: speaking, listening, reading and writing. Any language is based on these four skills that they are incorporated with each other to form one particular language that a group of people use to communicate with each other. Peregoy and Boyle (2001) stated that “*Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately*”. Each of these language skills is connected to one another, nurturing themselves and interfering in the development of one another. However, some teacher may focus on one skill at a time and

thus, in one lesson s/he devotes special attention to speaking, in another to writing and so on. This sometimes reflects the apparent needs of the learners, the objective of the course, and the method followed by the teacher (Oxford, 2001). However, other educational systems prefer the integration of all language skills in one lesson since they complement and reinforce each other. whether treated in a separated or an integrated way, the four language skills are actively related.

#### **1.2.4.1. Speaking and Writing**

Brown and Yule (1983, p.20) pointed out that for most of its history; language teaching has been concerned with the teaching of written language. This language characterized by well-formed sentences, which integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another. There are also similarities between writing and speaking. Lindsay and Knight (2006: 60) stated that we speak differently depending on whom we are speaking to and for what reason. Similarly, with written language, the type of writing varies depending on whom it has written for and why.

Spoken language differs from written language in that the former is auditory received, and the latter is received visually. Thus, the spoken message is temporary and its reception by the learner is usually immediate. In contrast, written language is permanent, and reception by the learner typically occurs after the text has being generated. When we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing used to provide a record of events.

A major difference between speech and writing is that the speaker does not typically use full sentences when speaking. In this case, we can use the term utterance rather than

sentence. They are short phrases and clauses connected with “and”, “or”, “but” or “that”, or not joined by any conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The spoken language of idea units is simpler than written language with its long sentences, dependent, and subordinate clauses whereas written English is organized into paragraphs, pages, chapters and complete texts. Harmer (2005, p.112) claimed that because the audience to whom we are writing is not always present and most of the cases are unknown audience, the reader cannot stop and ask a question to make things clearer. Whereas in speaking, we have the advantage of interacting with “co-participants”, whether we know them or not. This is, of course, highly beneficial because the speaker may modify his speech according to his co-participant reactions.

#### **1.2.4.2. Speaking and Listening**

Speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning, considering the natural link between them. These two skills have been researched by many researchers for many years from different aspects and whether there is a relationship between speaking skills and listening skills or not has been the concern of many researchers (Bororgian, 2012; Cheung, Y. K. (2010, 2012; Tsou, 2005; Kitao, & Kitao, 1996). Dawes (2011, p. 44) claims that: “Through a speaking *and listening approach, children can naturally achieve literacy without being burdened with ridiculous learning intentions.*” Also, Pourfarhad, Ahmad Azmey, and Hassani (2012) suggested that speaking and listening skills should always be kept in coordination with another since they can play a crucial role in improving each other. For example, without having these skills, a good presentation could not be achieved. Along the same lines, Richards (2008, p.48) argued that: “*listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse*”. Simply, there is a natural and logical link between speaking and listening since



they happen together in the same time in the sense that EFL users often listen to something being spoken and rarely speak without listening to others (Gueche, 2010, p. 9).

### **1.3. Teaching and Learning the Speaking Skill**

Teaching and learning the speaking skill has never been easy. Besides the nature of this skill, there exist other issues in the Algerian context and other causes that hinder the proper instruction and good use of the spoken form of this language.

#### **1.3.1. The Present Situation of Speaking Skill instruction**

Speaking skills are the central issue of foreign language learning and teaching process. According to Nunan (2003, p.10), teaching speaking means to teach learners to produce the English speech sounds and sound patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use language as a means of expressing values and judgments and to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking skill in the Algerian context faces several challenges. To begin with, teachers of speaking skill rarely follow a predesigned syllabus. The course content is generally in the form of free topics on which learners pass one by one to '*speak*' about. Teacher's role is limited to selecting the learners to pass to the board and present and prompting the discussion with questions. The other issue is the assessment of speaking. Although it constitutes an important part of the overall score and average, the assessment of oral performances of learners is still merely limited to teachers' '*opinion*'. This type of holistic assessment often leads to arguments between teachers and learners about its reliability and the validity of the score. The use of clear assessment criteria or scoring rubric

is almost non-existent in our school. Some teachers can be too confident of their assessment skills while others can be too lazy to engage in analytic assessment. Last but not least, there is an absence of training in the field of teaching speaking skill. The researcher's observation, throughout the 6 years working as part time teacher in the English department of Blida 2, clearly indicate the absence of any criteria in selecting the teachers of this skill. As a result, there is lack of effective and positive feedback from speaking teachers in the classroom. Their reactions towards learners' mistakes, errors, efforts, failure, success are so random that they can vary from supportive to prohibitive and negative. Finally, it goes without saying that like other aspects of education in Algeria, especially the field of EFL teaching and learning, the speaking skill needs serious work to improve its practices and enable the learners to achieve oral proficiency in the limited time that they spend in our English departments.

### **1.3.2. Strengths and Weaknesses of Speaking for EFL Speakers**

There are a number of factors relating to speaking skills to be considered for effective English speaking performance. EFL learners in the Algerian context exhibit some typical strength and weakness points that can be observed in most EFL classrooms around the world. One of the most important aspects of strong speaking performance is self-confidence and believing in the abilities of oneself. Patil (2008, p.53) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. For a strong speaking performance, Shumin (1997, p11) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence. The grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

Another strong aspect of Algerian EFL speakers is the slight effect of their mother tongue on their English speaking. Unlike other EFL speakers, such as Egyptians or Chinese, most Algerian EFL learners are characterised by a near native-like pronunciation and accent. Very often native listeners cannot identify the origins of these speakers. One of the possible reasons for this is the early exposure to native to authentic language through listening to English films and music. However, not everything is great in the speaking performance of our learners as there are several weaknesses that need to be addressed.

In general, the Algerian EFL students have some issues related to English speaking, which can be divided into four main issues. The first one is that most Algerian students experience shyness and speaking English especially when they speak in public or to an audience. The main reason for that is the high level of self-consciousness and the fear of making mistakes. It is usually seen at the initial level as they are afraid of being criticized by teachers and other students. The second issue is that the students feel a lack of linguistic and verbal resources for solving the given task. The teachers sometimes create a hostile atmosphere which cause the students to be afraid of admitting their mistakes and will accept criticism. Another speaking problem face by some Algerian EFL students is that the lack of background information on the topics discussed even in their native language. When discussing a topic in class they are left '*speechless*' and even when they are asked questions, they have nothing to say, simply because they have no ideas to share. Finally, when the students work in pairs or groups, they often use their native language and avoid speaking in English even though they are able to. The large number of learners in the classroom renders teachers' task of monitoring learners' performance a difficult task. Thus, it can be said that Algerian EFL learners' speaking skill can be greatly improved if they invest in the positive aspects and work on the negative ones using the wide range of learning tools and strategies.

### 1.3.3. Causes of Second Language Speaking Problems

As Algerian EFL learners, mastering the speaking skill and achieving oral proficiency is one of the main objectives of learning a foreign language. Yet, the road towards this objective is hindered by a number of obstacles, manifested in the form of a variety of oral mistakes and errors. Luoma (2004, p.1) argued that “*speaking in a foreign language is very difficult and competence in speaking takes a long time to develop*”. Indeed, there is a pressure to be accurate and not make embarrassing errors. EFL learners get into a self-monitoring and mental deliberation process which, when over used, lead to negative effects on the fluency and the accuracy of their speaking.

Many teachers find themselves in a disadvantageous position when faced with the spoken form of English Language. First, there is not usually a clear syllabus or a description of spoken English and they may find themselves teaching some aspects of grammar or writing. Furthermore, Spoken English appears to be unstable, variable and different from one area to another and sometimes even in the same area. Even more obviously the speech produced by young and adult speakers is different as it is different from educated and non-educated individuals. (Brown and Yule 1983, p.p.4-8)

In addition, shortage of opportunities to practice is identified as an important contributing factor to speaking failure. Practice in interactive situations and not practice of grammar and vocabulary is not available for most EFL learners. Practicing the speaking skill of the foreign language is not as knowing about this language as Echevarria et al. (2008, p.11) supported this claim by stating that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993, p.22) asserted that teachers must perform

a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000, p.p.14-16), there are four main problems in getting students speak in the foreign language in the classroom which are hesitation, odd topics, uneven participation and L1 interference.

### **1.3.3.1. Reluctance**

Reluctance refers to the unwillingness of learners to partake orally in any discussions in the classroom. Whether teachers ask questions or a classmate responds or expresses an opinion, the reluctant learner refuses to have any oral contribution. Littlewood (1999, p.93) argued that *“it is too easy for a foreign language classroom to create inhibition and anxiety”*. Whether its source is the learner, the classroom or the teacher, some EFL learners refuse to participate in any classroom activity and sometimes even to answer teacher’s questions. Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they speak to critical audience. Ur (2000, p.111) states that: *“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”*. This view is supported also by Bowman et al. (1989, p.33) who argued that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates and limit the development of their oral skills.

### **1.3.3.2. Odd Topics**

The common expressions and reactions that some of our EFL Learners use when they are imposed and prompted by teachers to participate in the classroom about a given topic is *“I have nothing to talk about”, “I don't know”, “no comment”* or they keep silent. These expressions are due to the lack of motivation in expressing themselves concerning the chosen topic they should talk about. Despite the fact that teachers are required to select the speaking topics carefully, EFL learners often find little to say about the given topic. Rivers (1968, p.192) says that *“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”* Moreover, the poor practice of the English language can contribute to create this problem. Backer and Westrup (2003, p.143) supported this view by stating that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them. Last but not least, based on the researcher's experience as a teacher of speaking skill, EFL learners often believe that what they have in mind about the topic is too *ridiculous* or *stupid* to say it out loud. They often oppress their will to speak out their minds about the topics. One possible reason is teacher's lack of encouragement and support as well as lack of self-esteem. Finally, this issue needs to be addressed as it forms a major hindrance in the development of language abilities of the learners.

### **1.3.3.3. Unequal Participation**

This problem refers to the amount of each student's time of talking. Rivers (1968, p.94) claims that some personality factors can affect participation in our foreign language

classrooms and teachers should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001, p.71) suggested streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989, p.40) supported the idea by saying that "*traditional classroom seating arrangements often work against you in your interactive teaching.*" Also, low oral participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones will also show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities. Last but not least, the oral discussion is sometimes dominated by the teacher. They spent much time speaking more than their student although they do realise that the LMD system and the nature of this course is a learner-centred. Thus, they participate, consciously or unconsciously, in hindering the development of the oral skill of the learners.

#### **1.3.3.4. L1 Interference:**

It is a common observation of EFL teachers that their freshman learners tend to use their mother tongue inside the classroom. The reason for that is that they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p.12) "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*" Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners

to borrow words from their native language. Unfortunately, there is a growing number of teachers who tolerate the use of mother tongue in the English classroom which makes learners unreluctantly use it whenever need be.

On the contrary, banning mother-tongue use altogether may be counterproductive at the elementary phases of learning English. As Krashen presents, exposure to comprehensible input is crucial for successful language acquisition. To make input comprehensible, the use of mother tongue is generally necessary (1981, p.51). However, most EFL learners at the English department are beyond the elementary stage of learning this language. Thus, teachers should adapt strict attitude towards the use of Arabic in their classrooms.

#### **1.4. Oral Proficiency**

One of the ultimate goals of EFL learners is to achieve oral proficiency. Being proficient English speaker entails the mastery of all the components of the spoken language. However, there are different levels of oral proficiency and different means to pass through these levels and achieve a high oral proficiency.

##### **1.4.1. Definition of Oral proficiency**

A general definition of oral proficiency in English is the learner's ability to speak and use English in actual communication with an interlocutor. We can say that a proficient speaker of English is someone who effectively asks or responds to questions, understands teachers, expresses his/ her thoughts easily and accurately, and tends to interact more with an interlocutor. He/she is also the one who is capable of using oral language appropriately and in a skilled way because of practice, especially because of the practice to use larger units of language correctly.



Oral proficiency is a multifaceted concept. That is, oral proficiency involves several aspects of language such as vocabulary, grammar, pronunciation, prosody, fluency and interactional skills. William M. Saunders and Gisela O' Brien claim that:

*"Developing proficiency in oral English involves acquiring vocabulary, gaining control over grammar, and developing an understanding of the subtle semantics of English. At the same time, acquiring proficiency in English involves learning how to use the language to interact successfully with other speakers of the language". (qtd.in Fred Genesee, 2006, p.14)*

Similarly, the Longman Dictionary of Language Teaching and Applied Linguistics (2002, p.292) provides the following definition of language proficiency: *"the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language"*. Taylor (1988, p.p.164-166) has a similar definition. He claimed that proficiency incorporates what learners know and their ability to use their knowledge in actual communication. Proficiency is seen as a dynamic concept, closely linked to process and function. Therefore, a general definition of oral proficiency in English is 'the learner's ability to speak and use English in actual communication with an interlocutor'.

#### **1.4.2. Levels of Speaking Proficiency**

The first assessment protocols were introduced during the WWII. The USA needed new recruits with high proficiency in foreign languages. For this purpose and in order to orchestrate the selection and the preparation of these candidates, the assessment included a scoring scale developed by Kaulfers (1944, p.140) and the candidates were classified into different levels of proficiency. Kaulfers identified four different proficiency levels. The first and the basic level of proficiency refer to the learners who can only make a few essential wants in set phrases or sentences. These speakers can hardly communicate and usually uses formulaic, memorized language. In addition, they usually produce sporadic words and

phrases and language errors often affect comprehensibility. The second level refers to those learners who can give and secure the routine information required in independent travel abroad. The third level of proficiency relates to those who can discuss common topics and interests of daily life extemporaneously. Finally, the last and the most proficient speakers are those who can converse extemporaneously on any topic within the range of his or her knowledge or experience (Kaulfers, 1944, p. 144). The proficient speakers are expected to use language abstractly in order to support opinions and to hypothesize in both formal and informal contexts. In addition, a superior-level speaker can produce extended discourse with very few errors that never affect comprehensibility.

There are other classifications of proficiency levels. The most recent version of the ACTFL scale includes ten levels that are classified into four different major levels as follows: Superior, Advanced, Intermediate, and Low as shown in the following figure. The lower three levels are divided into three sub-levels: high, mid, and low.



**Figure1.1: Levels of ACTFL Speaking Proficiency**

EFL learners need to identify to which level of proficiency each one of them belong. This classification allows them to identify the proper learning activities that can enable them from passing to a superior level. Nevertheless, achieving superior level of oral proficiency requires extensive practice through a long period of time.

### **1.4.3. Developing Speaking Proficiency**

English has become easier to learn than ever before with the availability of many sources to help people learn in an effortless and enjoyable way. It is widely accepted that advances in information technology and new developments in pedagogy provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, and flexible learning environments (Khan, 2005, p.17). Today it has become possible to enhance speaking skills with the help of tools such as Skype, e-mail, blogs, video, chats, and mobile devices. Speaking requires a greater degree of fluency and immediate or ‘on the spot’ thinking, and requires practice and exposure to the language over time. It is best developed through meaningful use in a vibrant and trusting environment considering students' cultural backgrounds and communication styles. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective thoughts, the physical environment, and the purposes for speaking

As it was mentioned above, given the significant role of speaking, Bailey (2005, p.6) and Goh (2007, p.19) proposed methods to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. Furthermore, it is recommended for teachers to promote confidence in their English speakers, together with appropriate task design (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009). Other out-of-class factors that enhanced participants’ speaking abilities included frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching television programs, and accessing multimedia websites. Previous studies supported the finding that speaking and listening skills were usually intertwined in terms of language learning and development (Noonura, 2008, p.22). In addition, suggestions for EFL learners’ speaking improvement included a variety of course activities, encouragement of more listening through the media, and seeking

opportunities to speak in real situations. Moreover, practice and exposure to both listening and speaking activities in real-world situations appeared to be a practical method to promote speaking confidence (Songsiri, 2007, p.119).

Classroom interaction is also necessary and useful as an educational strategy to enhance speaking skills. The role of interaction in a classroom context in enhancing speaking skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction involves verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talk to activate their speaking, since speaking skills require practice and exposure.

Developing the speaking proficiency entails the development of its assessment. Assessment is often considered one of the most important channels through which teachers can provide valuable feedback to learners about their performance. Such feedbacks allow the learners to reflect upon their performance and seek to improve its shortcomings. Nevertheless, the assessment of Oral proficiency is another complicated issue in the field of teaching and learning the spoken language. The second section of this chapter tackles the topics of assessment and self-assessment of the speaking skill and the use of video-recording as an assessment tool.

### **1.5. Self-Assessment in Language Learning**

Assessment plays an important role in any language learning program. EFL Teachers may have different views towards assessment depending its function and objectives. It can be classified to different types; each type serves an objective and has a specific time and context to applied in. Assessment can also include the learners, themselves, in a process

called “self-assessment”. All of which serve the greater good of the learner which is improving their speaking skill and achieving oral proficiency, besides other objectives.

### **1.5.1. The Nature of Assessment**

*"The Age of Accountability"* is a name widely used by educators to describe the *"new age"* in education. Teachers are thought to be in need to have a thorough knowledge of assessment practices and principles in order to perform their duties in the best way. The term assessment encompasses an array of definitions, concepts, and activities. The question arises, what do EFL teachers need to know about assessments in order to be effective in the classroom? Gullickson (1986, p.80) points out that many teachers have only a minimal exposure to educational measurement in their pre-service courses.

#### **1.5.1.1. The Definition of Assessment**

The term assessment refers to more than tests and grades. Barry and Adamson (2011, p.3) describe assessment as *‘one of the most emotive words in the education lexicon’* and as something which can *‘take many forms and serve many purposes’*, resulting in its being *‘the subject of intense debate around the world’*. Truly, the word assessment creates mixed feelings among EFL teachers and learners as it portrays different things. Haley and Austin (2004, p.117) saw that “[ it] *involves the development of materials, processes, activities and criteria to be used as tool for determining how well and how much learning is taking place.*” Similarly, Lindsay and knight (2006, p.121) stated that *"Assessment is the process of analysing and measuring knowledge and ability, in this case, the learner ’s knowledge of the language and ability to communicate.* Indeed, teachers often view assessment as the period of designing tests and other assessment tools to be used on their learners. Their reactions towards this can range from supportive to learner’s development and corrective to their shortcomings to authoritative and revengeful.

Concisely, assessment is a process of collecting, analysing and making use of information about students' performances (Paloma & Banta, 1999, p. 4). Astin (1993, p.2) added that ***“the basic motive for gathering it is to improve the functioning of the institution and its people”***. Assessment is an omnipresent part of teaching without which the educational process would be incomplete. It may take numerous forms and over time various divisions have appeared. Despite there being quite a large number of them, it is worth bearing each in mind as they may give teachers a greater insight into this issue and therefore help them become more successful in assessing their students.

The term assessment is quite distinct from the terms evaluation and testing. Evaluation is used more broadly to measure the effectiveness of a particular educational route, approach, method or program, even though that there is a tendency to use them interchangeably. Testing on the other hand is used essentially at the end of learning/ teaching sequence to establish how much learners are able to reproduce from a body of knowledge in test or exam conditions. Testing is often criticized for its tendency to promote superficial learning and in particular rote learning with very little being retained over time (Sambell, 2013, p. 84).

Black and Williams (1998, p.33) defined assessment to include all activities that students undertake in the classroom that can be used to modify students' learning. The definition given by Black and Williams (1998, p.86) included observation of students made by teachers in the classroom discussions, analysis of work done by students in classroom, homework tasks and tests. The purpose of analysis is to modify teaching and learning in accordance with the observed needs of the students, as perceived by the teacher. Universities usually follow a system of learning which is assessed on certain predetermined outcomes. These outcomes may be based on acquisition of certain skills or knowledge acquired in a

specified period of learning, usually one semester or two semesters for a particular subject. If a student scores well in a particular assessment task on the basis of assessment criteria, it is assumed that the student may have acquired knowledge or skills associated with the task. The criteria-based assessment systems are designed with the assumption that learning and the development of students during the assessment period is adequately determined using the specified criteria and assessment method.

#### **1.5.1.2. Types of Assessment**

Learning is an interactive process by which learners try to make sense of new information and integrate it into what they already know (Earl& Katz 2006, p.5). To measure learning, an assessment is needed. Assessment also serves in a variety of contexts ranging from supporting learning in the classrooms to selecting the best candidates for work.

Assessment has always been part of educational practice and has evolved alongside teaching pedagogies. The assessments that are used by teachers and contribute to our education system can be broken into different categories. The two key concepts of major importance were coined by Scriven in 1967 (Dylan 2006, p.283). He referred to formative assessment (also known as assessment *for* learning) to the assessment that addresses the "***on-going improvement of curriculum***" and summative assessment (also known as assessment *of* learning) to "***the assessment that enables administrators to decide whether the entire finished curriculum...represents a sufficiently significant advance on the available alternatives to justify the expense of adoption by a school system,***" (Dylan 2006, p.283). These types of assessment need to be addressed and well-learned and mastered by EFL teacher since they are widely used in their classrooms.

### **A. Formative Assessment**

As it was previously mentioned, formative assessment is nothing new. Greenstein (2010, p.20) claimed that formative assessment was practiced by Socrates when he used to provide his students with questions and then used their responses to evaluate their learning. However, the term "***formative assessment***" was first introduced by Micheal Scriven (1967), in an article of the American educational research association (AERA). Scriven described formative assessment and highlighted its utility in the school program and curricula. He asserted that it can be used to gather information that can assist in changing the program (Andraide & Cizek, 2010). Similarly, Bloom (1969) agreed that this type of assessment is used by teachers as aids in the learning process and he stated that the aim of formative assessment was ***'to provide feedback and correctives at each stage in the teaching-learning process'*** (Bloom, 1969). Formative assessment attempts to offer a more complete assessment profile on a particular task or a whole series of tasks

Recently, these definitions of formative assessment have changed as several studies focused on it. One of the leading figures in this field was Black and Wiliam. They declared that formative assessment encompasses ***"all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged"*** (Black and Wiliam, 1998, p58). Based on this quotation it can be said that probably EFL teachers use formative assessment more than they realise considering the wide range of activities and tasks it encompasses. Also, Cowie and Bell tried to add something new in this definition by adding that formative assessment and the learning process should happen simultaneously. They added that ***'the process used by teachers and students to recognize and respond to learning in order to enhance that learning, during the learning'*** (Cowie and Bell, 1999, p.74). Likewise, Colbert et al (2014, p.18) maintained that formative assessment renders both teachers and learners



able to make informed choices and decisions with regard to future teaching, learning and possible learning pathways, based on assessment feedback.

### **B. Summative Assessment (Assessment of Learning)**

Summative assessment, also known as the assessment *of* learning, is another type of assessment often tackled by researchers and educators. It's a scientific method of the evaluation of teaching quality and learning outcome and very often teachers and stakeholders' decisions about curricula, programs, and schools are based on the summative assessments as it evaluates students' learning and teachers' teaching after a teaching period (Anthony J & Susan M, 2005). Summative assessment is defined by Moss, C. M. (2013) as:

*"Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations"* Moss, C. M. (2013).

Summative assessment is used by teachers as an instrument to measure the students' performance in learning which is take place at the end of unit, or in tests, and examination in order to find out what the students can remember about the course material so that a mark cab be determined. It lets the teacher sum up” what the students have learned, or to make judgment and finally to get a diploma or a job. Educators who use summative assessment judge the performance of the learners and award a mark or grade. However, this type of assessment cannot reflect learners' real level and competencies rather it makes teachers able to get quick overall results but not complete. Summative assessment, according to Luo Shaoqian, (2003), lacks comprehensive evaluation to the students' ability of using English, especially the ability of speaking English in a communicative situation. Thus, the need to implement other types of assessment is evident.

### C. Holistic assessment

Assessment can also be classified into holistic and analytic assessment. Holistic assessment, also called traditional assessment has been defined as an assessment in which the examiners are asked not to pay too much attention to any one aspect of a candidate's performance but rather to judge its overall effectiveness (Alderson, et al. 1995 p289. At the end of the holistic assessment, one single mark is assigned. Fulcher (2003, p.90) added that ***“this single score is designed to encapsulate all the features of the sample, representing overall quality”***. to put it another way, the overall quality of the performance is the main factor that effects the impression of the ratter and at the end is reflected as one final score

The positive outcomes of conducting a holistic assessment are numerous. To begin with, holistic assessment consumes less time than any other type of assessment Brown (2004, p.114). The reason behind that is that the assessor does not need to focus on separate aspects of the learners' performance but rather consider the performance as a whole. Therefore, his/her attention is not divided among other aspects. As a result, holistic assessment is more *practical* (Luoma, 2004, p.82). The second advantage of holistic assessment is its flexibility (Huot, 1990). Fulcher (2010) asserted that some assessors view assessment criteria as restricting, specific and very limiting. So, holistic assessment enables them reflect their own impressions of the performance by means of scores with more freedom. In fact, as Huot (1990) explains, one of the reasons that holistic assessment is widely welcome is that it employs ***“a ratter’s full impression of a text without trying to reduce her judgment to a set of recognizable skills”*** (p. 201). Finally, Brown (2004, p.5) argued that there is a higher inter-ratter reliability during holistic assessment. In other words, the assessor is more likely to give consistent assessment scoring results of the learners when following the holistic assessment.

#### **D. Analytic assessment**

The main idea constituting the analytic assessment is based on “*assessing each aspect of a performance separately*” (McNamara, 2000, p. 131). Alderson, Clapham and Wall (1995, p.36) explained that analytic assessment is the analysis of a candidate’s performance in terms of various components using descriptors or criteria given at different levels for each component. As long as the analytic assessment uses different component in the analysis, different scores will appear at the end of the assessment procedure. The final score can be calculated by adding up all scores or weighing and valuing the scores differently which depends on the requirements and/or expectations of the institution (Alderson, Clapham & Wall, 1995, p.88),

Analytic assessment can be very beneficial to both teachers and learners. One of the most important advantages of using analytic assessment is the ability to control and guarantee the consistency of the assessor. That is to say, the teachers or the assessors can set some criteria to define the extent and the aspects of the performance to be assessed (Fulcher and Davidson, 2007). Therefore, the results obtained from the assessment can be used to highlight the learners' performance on specific aspects (Hughes, 2003, p.64).

In addition, analytic assessment clarifies the process of assessment to the outsiders and provides them with feedback (Fulcher & Davidson, 2007, p.12). For many parents, educators and even learners themselves, the overall score obtained in an exam may not clearly explain the details of the performance. As a result, they may not be able to spot their weakness and make the necessary efforts to improve. Analytic assessment scores reflect the actual thoughts and impressions of the assessor during the assessment process. So, it can provide more details about the performance rather than a simple score (Brown, 2004, p.61). Consequently, assessment reports can be shared with the learners, their parents, educators so that they have a better understanding of the shortcomings in teaching and performance.

One other advantage of analytic assessment is its flexibility. The assessor using this type of assessment can assign weights to the different component of the test according to his/her wishes or to satisfy the learning goals and needs of the educational institution (Bachman & Palmer, 1996, p.12). In other words, the teachers or the educational institutions can decide that some aspects should affect the overall score more than the others since the different weighing of the components affects the overall score. Analytic assessment is a flexible assessment tool.

### **1.5.1.3.The Role of Assessment in Education**

Assessment plays an important role in people's lives. They are assessed every day on different topics and occasions such as driving abilities, physical stamina, job opportunities...etc. to prove that they have some criteria or that they can do some tasks. So, we can say that assessment has become a characteristic of our social life (McNamara, 2000, p. 3). Bearing that in mind language assessment seems not to be an exception (Fulcher, 2010). It is an educational mean that encompasses procedures and techniques to measure a specific ability, knowledge or performance of learners on a specific aspect of the language. Assessment, therefore, are an indispensable part of language teaching (Brown, 2004, p.73).

According to Popham (1999, p.105), assessment in 1950s was about diagnosing students *“strengths and weaknesses, monitoring students’ progress, assigning grades, and determining one’s own instructional effectiveness”*. The data gathered from this assessment allow the teacher to make decisions about which instructional objectives to pursue. When assessing the progress of the students, educators may decide which aspects of the instructional program need to be modified and improved. (Popham 1999, p.21).

There are different perspectives to assessment in Education. For many educators, parents and politicians, assessment is necessary as an accountability means of academic standards. Assessment provides them with the necessary information about the students'

needs, and levels along with feedback on their learning process (Bachman and Palmer, 1996, p.55). Furthermore, some teachers consider assessment as their only real tool of discipline and power in the classroom since most Algerian students give assessment grades a high value while some other teachers still view assessment as an integral part of teaching and the pivotal practice around which teaching methods turns. They go over daily assignments, quizzes, and tests to observations, projects, to gather evidence and provide an accurate assessment. Regardless of the different perspectives to assessment the importance of assessment is a fact that cannot be denied.

Assessment is still vital in the field of teaching and learning. First, assessment allows teachers to better understand and current teaching situation when it is administered at different stages of their lessons. Second, Bachman & Palmer (1996, p. 8) stated that assessment can be used for clarifying instructional objectives and, in some cases, for evaluating the relevance of these objectives and the instructional materials and activities based on them to the language use needs of students following the program of instruction. i.e. It enables educational institutions and decision makers to reflect on the current teaching and learning process and make amends and revisions when proven needed. Moreover, to Fulcher (2010, p.96), when classroom tests and assessment were first introduced in schools, teachers noticed a raise in learners' interest and motivation. Assessment changes the learners' perspectives and attitudes towards the lessons and renders them more attentive and watchful. Finally, when all these reasons are considered, it can clearly be seen that assessment of all its types and forms are important elements of language teaching and learning.

### **1.5.2. Involving the Learners in the Assessment.**

As indicated by Saito (2003, p.1), the current trends in learner-cantered language teaching approaches, and a growing interest in instructiveness and authenticity have led to a greater interest in expanding the use of second language self-assessment. It was asserted that

self-assessment can aid learners to become acquainted with '*how to learn*' (Nunan, 1988). As Benson (2001, p.41) claimed that, while assessing their language proficiency and advancement, learners become mindful of their capacities, strengths, and weaknesses. In the wake of perceiving their weaknesses, learners will then be able to look for assistance from their educators in the areas in where they need support and improvement. Underhill (1987) presented self-assessment as a test type which can be utilized for including learners in the assessment of their spoken language, and refers to it as «*the easiest, cheapest, and quickest form of assessment*» (p. 22). He further claimed that the learner is in the best position of assessing his/her speaking skill, and all learners have the ability to determine their oral proficiency; however, they lack the needed experience. (Underhill, 1987, p.104).

When defining self-assessment, Harris and McCann (1994, p.36) described the concept as “*useful information about students’ expectations and needs, their problems and worries, how they feel about their own [learning] process, their reactions to the materials and methods being used, what they think about the course in general*”. Oscarson (1997, p.82) explained that the field of self-assessment of language proficiency is concerned with knowing how, under what circumstances and with what effects learners and users of a second language (SL) or a foreign language (FL) judge their own ability in the language. Ability here refers to both achievement and proficiency. Self-assessment, according to Oscarson (1997, p.77) originated from the realization that effective learning is best achieved if the student is actively engaged in all phases of the learning process. Self-assessment promotes learning autonomy and it positively affects motivation and outcomes of learning mainly when self-assessment becomes part of day-to-day teaching and when learners who do it for monitoring progress and improvement, not for a grade or placement.

Self-assessment is useful because it has been considered that rather than giving a comprehensive diagnostic test to have a glimpse of possible problem areas for the students, it is much faster to ask students directly what problems they feel they have (Harris & McCann, 1994, p.24). At the same time, it has been found that self-assessment provides students with a useful tool to make decisions about particular material that might be useful for them outside the classroom, and also to become more aware of their learning style, as suggested by Brookhart (1997, p.19). Moreover, Dodd (1995) suggested that self-assessment is the best way to promote understanding and learning; supporting the belief that students who feel ownership for the class or task and believe they can make a difference, become more engaged in their own learning process further enhancing self-efficacy.

According to professor Boud (1994, p.52), self-assessment involves the elements of self-evaluation and self-monitoring. He stated that self-assessment is:

*“the involvement of students in identifying standards and/or criteria to apply to their work, and making judgements about the extent to which they have met these criteria and standards”. He added that, “it normally involves drawing upon the criteria and judgement of others, but leaves decision-making in the hands of the student”. Boud (1994,.52)*

In this sense, our EFL learners spend time and effort to identify the success criteria in the classroom and when doing tasks and then they judge their performance. This process requires from the students to be self-reflective and think about how they best learn, the most suitable methodologies and strategies, and the best attitudes towards the learning process. Zimmerman (2001, p.5) further added that self-assessment requires the learners to become *“meta-cognitively, motivationally, and behaviourally active participants in their own learning”*. Thus, it can be said that the involvement of learners in the assessment has received mixed reactions throughout time and both of its advantages and shortcomings were

sufficiently discussed. All what is left for teachers is to have a strong rationale to adapt this practice into their own EFL classrooms.

#### **1.5.2.1.Rationale for a Self- assessment.**

The general interest in autonomous learning and learner-centeredness lead to an increasing interest in self-assessment practice. Despite all the criticisms to self-assessment, we can identify several reasons why the practice of self-assessment ought to be encouraged in our EFL classrooms. The first reason is that if teachers promote self-assessment then students will be at an advantage in being able to identify their learning obstacles and solve them (Car,1996, p.22). The skills that they develop through self-assessment will be valuable. Higher education researchers believe that a student 's best chance of enhancing his/her learning and reach the learning goals is to self-assess (Boud, 2007, p.96). The learners will focus their attention on the objectives measured, they will pay more attention to the assessment, and their motivation will be enhanced (Rolheiser and Ross, 1998, p.12)

Furthermore, self-assessment is probably one of the few; if not the only, assessment practice that asks learners to reflect on their performance. Self-reflection helps the students to develop an awareness of what worked and what needs to improve in their performance. Self-assessment could be explained as the ability to critique and make decisions about one's own thinking, procedures and abilities as a means of improving learning (Noonan & Duncan, 2005, p.32). For example, when a teacher assigns activity for self-assessment, this causes students to discover things and draw conclusions about their own work. Students in theory create a positive learning environment and are empowered to reflect (Noonan & Duncan, 2005, p.85). Self-assessment in this sense is a meta-cognitive process that engage students into their own learning and develop lasting skills of critiquing their learning (Sadler, 2006, p.14). Kulm (1994, p.73), who wrote several books on mathematics assessment tools, encouraged having students develop the metacognitive ability for self-checking. and stated



that students who can evaluate their own thoughts and learning systems are more likely to solve math problems (Kulm, 1994). One of the desired end-product of self-assessment is that the learners will be able to perform the one the teacher's functions themselves.

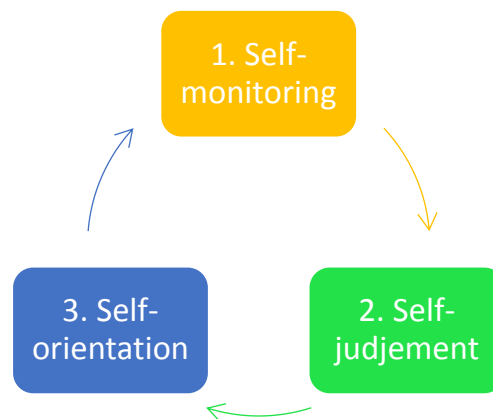
There are many studies that examined the effects of self-assessment. On a study conducted in 2006, the researchers Sadler and Good compared their own assessment grades to the grades assigned by the learners, themselves, after they had trained them to grade themselves using a scoring rubric. The aim behind this study was to examine the benefits of self-assessment within a few science classes. The data gathered proved the existence of a very high correlation between students and their teacher. An important finding was that the students who scored their own tests using the rubric, improved dramatically. The authors concluded that self-assessment can be used to save teachers' time on grading, and increase student learning (Sadler and Good, 2006 p.p.91–94).

Oscarson (1989, p.20) also mentioned several other reasons why teachers should consider using self-assessment in language learning. He highlighted that self-assessment trains learners to evaluate the effectiveness of their communication, raises the level of awareness and increase responsibility. Self-assessment also improves goal orientation and helps the teachers by sharing the assessment burden. In addition, self-assessment is said to stimulate learners to consider course content and assessment critically. It enhances their knowledge of the variety of possible goals in language learning, which leaves them in a better position to exercise control over their own learning and to influence the direction of classroom activities. Last but not least, there are also some beneficial post-course effects such as boosting the learners' self-confidence and self-efficacy and creating autonomy and independence (e.g., Beaman, 1998, p.13). To conclude, it can be said that there are plenty of reasons and justifications to involve the learners in the assessment in the form of self-

assessment. Yet, there are still some EFL teachers who are sceptical about this or simply they do not want to relinquish their ‘cane of assessment’

### **1.5.2.2. The Self-Assessment Process**

The process of self-assessment is not simple. It encompasses different stages in which the practitioner performs different learning procedures. The effective self-assessment process entails the complementation of these steps and procedures with each other. Some of the most important steps are self-monitoring, self-judgement, and self-orientation as the following figure (figure 1.2) illustrates them:



**Figure 1.2: The Process of Self-assessment.**

To begin with, self-monitoring is a necessary skill for effective self-assessment. It involves focused attention to some aspect of behaviour or thinking (Schunk 2004). Self-monitoring students pay deliberate attention to what they are doing, often in relation to external standards. Thus, self-monitoring concerns awareness of thinking and progress as it occurs. Second, self-judgment is the second step of self-assessment. In this process, learners identify the progress that they have made in order to reach the targeted performance. According to Bruce (2001, p.123), when the learners practice self-judgments, they get a meaningful idea of what they know and what they still need to learn. However, this process is not so simple. The learners need to have a set of standards and criteria as a guideline to

follow in order to interpret the level of performance that they have demonstrated. The development and application of criteria in evaluating current performance enable meaningful evaluations, as long as the criteria are appropriately challenging (Rolheiser and Ross 2001). According to Rolheiser and Ross, *“Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work”*. The last and the most important step in the process of self-assessment is self-orientation. In this process the learners use the data they gathered from the previous two processes in order to select subsequent learning goals and activities in order to enhance their performance, correct mis-understandings, and to extend learning. At this stage the learners need skills in determining the appropriate new learning objectives and the type of instruction that will enhance their learning. Once they do this, the self-assessment process proceeds with another step of self-monitoring of a new learning materials and goals.

### **1.5.2.3. Potential Pitfalls of Self-assessment**

A number of concerns have been raised regarding the practice of self-assessment in the EFL classrooms. The changes in teacher-learner relationships, following the practice of self-assessment may create a threatening and an unfamiliar environment to many EFL teachers (Blue, 1994, p.24). In this respect, training and supporting EFL learners to practice self-assessment becomes necessary. Also, there is a controversy regarding learners’ ability to self-assess accurately. Some studies suggest that learners may claim to be able to do what they cannot or adapt favourable opinions about a performance that is below the acceptable level (Bachman and Palmer, 1989). Therefore, the teacher's support becomes a necessity. Black (2004, p.14) declared after receiving reports from teachers of low-performing students that self-assessment can happen only if teachers help their students, particularly the low achievers, to develop this skill which can take time and practice. Black Also reported the following statement from one teacher who said:

***“The kids are not skilled in what I am trying to get them to do. I think the process is more effective in the long term. If you invest time in it, it will pay off big dividends, this process of getting the students to be more independent in the way that they learn and to take the responsibility themselves.***

*(Black, et al., 14)*

Indeed, teaching and training EFL learners the self-assessment practice should not be perceived as a ‘*cup of tea*’ by teacher. It is bound to be a tricky and challenging task, yet, often rewarding one when done correctly.

Furthermore, it is likely that learners are able to assess their abilities more accurately when provided with specific self-assessment rubric (Ross 1998, p.189). The rubric works as a guideline that prevents them from deviating from the main points of assessment. All of the concerns, mentioned above, have made the practice of self-assessment a challenging practice in the EFL classrooms. However, if self-assessment is appropriately conducted, good results are expected. When students become comfortable with a cycle of monitoring their performance and assessing it, learning becomes more efficient and students begin to internalize the process of standing outside their own learning to consider their performance (Earl and Katz, 2006).

### **1.5.3. Self-Assessment of Speaking Skill**

As previously mentioned, the speaking skill is one of the most complicated skill to teach as well as to assess in the Algerian EFL teaching and learning context. The pre-mentioned characteristics of speaking as well as other individual differences render the task of conducting a fair assessment very challenging. Therefore, EFL teachers in the Algerian context may use different methods and techniques, that may range from traditional to modern, to both instruct their learners and provide an assessment for this skill.

### **1.5.3.1. Status of Oral Skill Assessment**

Assessing oral proficiency has become one of the most important issues in language assessment, since the importance of the speaking ability has become more central in language teaching. According to researchers focusing on the assessment of oral proficiency (Larson, 2000; Luoma, 2004), the fact that speaking skills are an important part of the curriculum in language teaching makes them an important object of assessment as well. This has led researchers to seek feasible, efficient and practical tasks, criteria and modes (or formats) for assessing oral proficiency. Yet, both the immediate and long-term prospects of this assessment are filled with challenges. (Bachman, 1990, p.81)

The Algerian educational context is no exception. Assessing speaking skills is one of the most problematic areas in teaching English. There are different reasons that lead to this situation. For example, large classes, time constraints, overloaded program, and an absence of special training for this subject matter. Some teachers may have no reference to judge students' oral ability and most of their assessment follow the method of exam-oriented education that ignores the oral component completely. Students only need to write something instead of speaking something when they take part in English exams. When asked about their attitude to oral English, some students may give no importance to oral English because the written exams are the ones that really affect their total and final score. On the other hand, classroom time is limited and with limited time and great teaching content, teachers do not have enough time and efforts to cater for the learners' oral component.

Assessment can have a significant influence on how a teacher works with their learners and also influences how learners learn. Assessing speaking means assessing what the learners do with the foreign language, ability to comprehend the spoken language, ability to frame a ready response, and the ability to express their ideas intelligibly with correct structure and appropriate lexical items. The teachers normally want to know how accurately

and appropriately the learner use the language, how well the learners develop the conversation and organize their ideas, how fluently they speak, how comprehensible their pronunciation is, and how positively they contributed to the conversation. However, assessing speaking is not an easy task because of the complexity of the skill. The problem in including an oral component in a test is that it complicates the testing procedure in terms of practicality and the way assessment criteria can be reliably applied.

An objective assessment of learners' speaking skill is not easy to do. The teacher may use a holistic rating, when the teacher is interested in the students' overall performance, or an analytic rating system when he/she attempts to assess specific aspects such as fluency, accuracy, pronunciation, stress, ... etc (Lindsay and Knight, 2006, p.124). Furthermore, the assessment of speaking skills can be conducted using any activity designed to teach speaking such as use role -plays, pair work, information-gap exchange, discussions...etc. for both teaching and assessing speaking skill. All in all, the assessment of the speaking skill is challenging yet not impossible. With a proper preparation and training, EFL teachers can go about doing their job confidently.

### **1.5.3.2. The Challenges of Speaking Self-Assessment**

Assessing EFL learners' speaking skill has always been surrounded by difficulties and challenges which affects the assessment scores. These difficulties and challenges are further complicated when asking the learners to do the assessment. In exploring these challenges, one can only stop to examine the reliability and validity of speaking self-assessment.

To begin with, the reliability is an important key aspect of effective assessment. It is described as an element of consistency and dependability. According to Brown (2004), the level of un/reliability is dependent on many criteria; some examples being “*fluctuations in*

*the student, [in the assessor], in test administration and in the test (or the assessment tool) itself*" (pp. 20 – 21). Also, when considering the reliability of the self-assessment of speaking skill, most teachers, scholars and even learners themselves, are threatened by different factors. These factors include inexperience, preconceived biases, unclear scoring criteria, being subconsciously harder, or easier on oneself, or simply being tired (Brown, 2004, pp. 21 – 22). Furthermore, the students' physical and psychological condition, such as a temporary illness, anxiety, or just a bad day may result in the decrease of reliability of their performance. Finally, Brown (2004) mentioned other elements that may prevent assessment from being reliable especially when assessing oneself. He specifically mentions the conditions in which the assessment is done, such as street noise, poor acoustics, the audience presence in the classroom, ... etc (pp. 20 – 12). Therefore, EFL learners are rarely given a chance to self-assess their oral performance and unless these fluctuations are taken into consideration, the reliability of speaking self-assessment is always going to be questionable.

The validity of the speaking self-assessment is another challenge for both EFL teachers and learners. It is considered one of the most important qualities sought for in any type of assessment. As Luoma (2004, p.25) asserted that validity refers to the meaningfulness of scores. If the self-assessment is not considered valid then any score, or grade attributed to the learners' performance is annulled and cannot be used to make any learning decisions. Hughes (2000, p.55) stated, an assessment or a test is considered valid if it measures what it is supposed to measure. Ur (1991) on the other hand offered a simplified explanation and said that "*a valid test is one which actually tests what it is designed or intended to*" (p. 44). Therefore, when learners engage in self-assessment of their speaking, they need to make sure that they are doing this assessment as it should be done by their teachers. For example, they should not deviate from this path to assess other aspects such as listening skill (Ur, 1991, pp. 21 – 22).

The validity of self-assessment was explored by Bachman and Palmer (1989), using confirmatory factor analyses, and they found that” *self-assessments can be reliable and valid measures of communicative language abilities*” (p. 22). Thus, trusting learners to assess their speaking skill was established many years ago and thus it should not create as much debates among scholars as it still does nowadays. Furthermore, in another study conducted by Butler and Lee (2006) in a Korean school, examining the validity of students’ self-assessments of their skills in oral EFL performance, the researchers found that students assessed more accurately their own speaking skill in specific contexts as compared to more general contexts, and that they were less influenced by attitude and other factors on these tasks. Therefore, they concluded that accuracy of most students’ self-assessment often varies depending on the linguistic skills and materials involved in the evaluation (Blanche & Marino,1989, p. 315). As a consequence, it can be said that the proper implementation of self-assessment of speaking skill can be achieved and both the challenges of validity and reliability of can be achieved by addressing to the previously discussed factors properly.

### **1.5.3.3. The Use of Video-Recordings in Speaking Assessment**

The use of video in the process of teaching and learning is documented since at least 40 years ago (Porter & King, 1972), when the price of video recording equipment declined to a level that was no longer cost-prohibitive (Bradley, 1970, p.35). The development of software and hardware has greatly expanded the range of opportunities to students to improve their speaking abilities (Godwin-Jones, 2009). Since then, the use of video in learning has gained its eminence in the educational sphere and become a catalyst in the classroom settings to create different learning environment. This technology has been defined by Canning-Wilson (2000) as “... *the selection and sequence of messages in an audio-visual context*” (p. 319). Many scholars agreed upon the idea that videos are of such a great effect when they are used in learning and teaching the language. For example, Çakir (2006) reported that use



of video in language teaching can facilitate language teaching in diverse ways as well as it makes the classroom interesting removing the monotony of the learners. In addition, the use of this technology provides stimuli to the learners and helps them to generate ideas for discussion and make the class more interactive and dynamic.

Nowadays, the availability of video technology has made the task of the language teachers and learners easier. there are thousands of readymade videos designed for language teaching that both teachers and learners can choose from. Using this aid helps the teacher to explain lessons and to motivate student more and more. For students who can't read or write well, it provides a ready-made context. Video can also be controlled; teachers can use the pause button to divide the recordings into pieces and the rewind button is also life-savers for the confused student. Nowadays, every teacher and every student admit the need for using video technique as educational aid. However, it is unfortunate to see that some teachers are less skilled and knowledgeable than their own learners when it comes to using technology in the classroom Dudeney and Hockly (2008 p. 5).

It is interesting to see that while some students as well as teachers enjoy taking note using pen and paper during lectures, some others prefer photographing the presentation note or video-recording the lectures using video camera. Wachob (2011, p.44) argued that video tools including camera and mobile phones are effective to be utilized to enhance learning because they are practical and easy to use to video-record, download, and store any important moments being captured. In the context of language learning, McNulty and Lazarevic (2012, p.61) stated that video merits the learners with additional instructional value for being able to help them recognize aspects of their performance such as tone, gestures, and facial expressions. Reflecting on the importance of those paralinguistic elements derived from the

recorded video, in that case, is essential to boost the development of students' knowledge and awareness particularly on spoken language.

For non-native English-speaking learners, Orlova (2009, p.5) argued that the use of video recording gives considerable assistance for learners to reflect on their language skills and competence. Simply saying, the use of this humble piece of technology in the classroom has caused fundamental change in students' and teachers' practices and has brought video as a tool into play to be exploited to facilitate language teaching and learning. Video technology can serve as a reporting medium for self-assessment through regular entries of oral performance via recording tools (Healey, 2007, p.76). By self-monitoring language learners can improve their pronunciation, grammar, and verbal expression for oral proficiency development as well as foster significant improvement in speaking relative to articulation and accuracy (Volle, 2005, p.9).

Constructivist theories support the use of video in the classroom. According to Russel and Sorge (as cited in Pitler et.al (2007) stipulated that technology provides the students with opportunities to have more control on their own learning. Particularly, the use of video in the classroom is thought to enable the learners to play a key role in designing innovative ways to construct knowledge with or without the help of the teachers. Furthermore, Kearney and Schuck (2006) argued that this growing innovative attempt has boosted the use of video application for classroom use to support, extend, or change pedagogy and curriculum outcomes. Finally, video recording tools can also provide a valuable source of information for learners to notice and analyse characteristics of their own speech (Lynch, 2007, p.17) to reflect on their learning progress because the learners can evaluate the full spectrum of their performance and identify their own difficulties (Oscarson, 1989, p.89). Video recording practice provides the possibility to repeatedly observe, analyse, and compare performances

by both teachers and students (Quigley and Nyquist, 1992) and increases motivation for students to put more effort into improving their presentations.

#### **1.5.4. Self-Assessment and Learners' Autonomy**

Building a learners' autonomy is an attractive notion in the field of EFL teaching and learning. It implies learners' relying on themselves to self-direct their own learning which prepares them to be life-long learners and relieves some of the burden off the shoulders of teachers. Therefore, several methods and techniques have been studied and used to build EFL learners' learning autonomy. This research project investigates one of them, which is the use of video-based self-assessment.

##### **1.5.4.1. Learner Autonomy**

Learning autonomy is a concept that received much interest from researchers around the world (Holec in Little (2010, p.41). Since 1979, when Holec wrote '*Autonomy and foreign language learning*' the field of education and foreign language learning adapted the idea of preparing and equipping learners to play an active role in their education, to accept full responsibility for the learning process, and to acknowledge that success in learning depends crucially on themselves rather than on other people. Despite the fact that it may take a long term, developing learners' autonomy is necessary to assist EFL learners to control their learning.

##### **1.5.4.1.1. Definition of Learners' Autonomy**

The concept of learner's autonomy in teaching foreign languages, has been gaining momentum worldwide from the end of twentieth century. Holec defined learner autonomy as the "*ability to take charge of one's own learning*" (Holec 1981, p.1). This definition became the standard and the most quoted definition of autonomy. Henri Holec's works in the field of autonomy made learner autonomy a widely accepted goal in different educational

settings even under different entitlement such as “*independent learning*” or “*critical thinking*”.

Since then there was an increase in the concern for individual learner choice, control and responsibility and a number of influential works in this field were produced (Benson 2001; Benson and Voller 1997; Holec et al. 1996; Nunan 1988; Wenden and Rubin 1987; White 2007). Autonomy is claimed to help EFL learners to overcome the mental block while switching between L1 and L2 and urge them to adopt a more a tolerant, outgoing and an active approach towards learning. Also, it is said to strengthen teacher-learner relationship and promote communication between them. Thus, they develop the habit of expressing their point of view and engage in friendly, conversational and collaborative discussions.

Finally, it can be said that the notion of learning autonomy has received immense interest and support from scholars and researchers in the field of EFL teaching and learning due to the obvious advantages. Yet, these scholars and researchers provided various methods and techniques to build learning autonomy and disagreed on the classification of these learners according to the level of their autonomy.

#### **1.5.4.1.2. Levels of learner Autonomy**

The notion of 'degrees of autonomy' was first introduced by Dickinson in 1987. Dickinson's definition of learner autonomy ranged from self-directed learning through self-instruction to learner autonomy, with learner autonomy being '*where the learner takes responsibility for his learning and undertakes all of the management tasks concerned with it*' (p. 15). The support for degrees of autonomy stem from the writings of three scholars in the late 1990s: Littlewood (1997), Macaro (1997) and Nunan (1997). Littlewood and Macaro proposed a three-stage model of autonomy which involved autonomy of language use, autonomy as a learner, and autonomy as a person, both of which can only be said to 'imply a

possible progression from "lower" to "higher" levels of autonomy' (Benson, 2007, p. 24). In addition, Nunan (1997, p. 193) explicitly stated his belief that there are 'degrees of autonomy'. He proposes five levels of learner action, awareness, involvement, intervention, creation and transcendence. Nevertheless, Nunan (1997) usefully pointed out that:

*'... The extent to which it is feasible or desirable for learners to embrace autonomy will depend on a range of factors to do with the personality of the learner, the goals in undertaking the study of another language, the philosophy of the institution (if any) providing the instruction, and the cultural context within which the learning takes place' (p. 193).*

Another classification of the levels of learners' autonomy is the one suggested by Benson (Huang 2011, p.229). Benson identified three levels of control in the term of autonomy, namely; *control over learning management, control over cognitive processes and control over learning content*. These three categories indicate that to become autonomous, learners need to independently build their ability to set the learning goals, evaluate the learning progress, and improve the achievement. Also, they need to empower their thinking skill and problem-solving skill; and finally, to select learning materials and contents for their level. Gradually passing through all these steps guarantee, according to Huang, the development of learning autonomy.

More recently, several scholars suggested that learner autonomy is fragmentary in nature. They claim that even though the learners achieve a complete autonomy in one aspect of learning, they might not be autonomous in a different aspect. According to Sinclair (2000, p.122) there are a number of variables that affect the degree of autonomy and cause it to fluctuate. Some of these factors are affective such as mood, motivation, attitude towards the task, the subject matter, the teacher. Other factors are related to the environment in which we find the learner such as noise and temperature. Sinclair suggested that even physiological

factors like tiredness and hunger can affect autonomy. Finally, we can conclude by saying that complete autonomy can only ever be a future goal, constrained as it is by the interaction of 'personal and situational variables' (Mezirow, 2000, p. 28).

#### **1.5.4.1.3. Description of Autonomous Learners**

Exploring the literature exposes many researchers who suggested different characteristics of autonomous learners. According to Dickinson (1993, p.65), although quite a lot of learners actually do not know what is going on in their classes, autonomous learners are able to identify what has been taught. They are able to formulate their own learning objectives in collaboration with teacher, or as something that is in addition to what the teacher is doing. In addition, Cotterall (1995, p. 200) stated that ***“autonomous learners are likely to be individuals who have overcome the obstacles which educational background, cultural norms and prior experience may have put in their way.”***

Many other researchers made attempts to come up with other characteristics of the autonomous learner. One of those scholars is Candy (1991), who has compiled a list consisted of more than 100 competencies linked with successful autonomous learning (as cited in Benson, 2001, p. 84). According to his work, autonomous learners are able to evaluate their progress, make changes when necessary according to the needs and objectives of their own learning. Other characteristics include them being methodical and disciplined; logical and analytical; reflective and self-aware; curious, open and highly motivated; flexible, interdependent and interpersonally competent; persistent and responsible; and self-sufficient, information seekers, knowledgeable and skilful about learning process and critical thinkers. Although it is hard to find autonomous learners with all these qualities, the journey to achieve autonomy is never ending and with each learning experience learners can ‘upgrade’ their skills.

Other researchers and scholars never hesitated to provide their own views to what they consider as autonomous learners. According to Holec (1981) and Little (1991), autonomous learners are those who take charge of their own learning. They are aware of their personal and educational needs and can determine the objectives and goals for their own learning. Also, they can establish a link between what is to be learned, how to learn, and the resources available. They develop a capacity that enables them to define the content and progression of their learning, select methods and techniques to be used, monitor the procedures of acquisition and evaluate what has been acquired. Furthermore, in a study conducted by Chan (2001), a number of learners were interviewed in order to identify the main criteria of autonomous learners. These participants were 20 language major students in Hong Kong University. These learners described autonomous learner as “*highly motivated, goal-oriented, having an inquisitive mind, well-organized, hardworking, curious about language, interested and enthusiastic about what is learnt, active, having initiative, making use of every opportunity to improve one’s standard and flexible*” (Chan, 2001, p. 513). Just like the definitions of the students, these definitions demonstrate that some teachers as well as learners are aware of the fact that autonomy can be very ‘beneficial’ both for the students and for the teachers when it is handled in “the best” way. Finally, it can be said that despite the fact that several researchers and scholars produced several descriptors of autonomous learners there has been some work in developing methods to build it in our learners. One of these methods is the use of self-assessment.

#### **1.5.4.2. Self-Assessment and Autonomy.**

Although very little research has focused on the relation between learner autonomy and the self-assessment (Little 2007, p.40), the theory of learner autonomy suggests that only when learners take responsibility for their own learning can the learning process develop properly. According to Nutty (2011, p.12) “*for students to be successful in developing an*

*understanding of foundational discipline knowledge, self-assessment is a critical component, as it engages students from the outset in a process that inducts them into a culture of critical scholarly enquiry*". In other words, learners can only recognize their strengths and weaknesses when they are given the chance to reflect on, judge, rate, and mark their own work. Learners need to engage in this practice to achieve autonomy. Thus, it can be said that the underpinning principle of self-assessment is student autonomy.

Several other studies have explored the effects of self-assessment on learners. First, in a study conducted by Walser (2009) 86% of the participants expressed high degree of motivation when practicing self-assessment. Additionally, there was proof that the self-assessment exercises, which Walser (2009) used in her study, have improved the learners' reflective skills and provided them with opportunities to self-monitor and self-regulate their learning progress. Other researchers have highlighted the importance of practicing self-assessment accurately in order to promote learner autonomy. According to Blanche and Merino (1989, p. 313) the accuracy of self-assessment is a precondition for learner autonomy. Students need to be able to assess their performance accurately in order to understand what more they need to learn and stop their reliance on their teachers. However, Marshall and Drummond (2006) concluded in their study that learning autonomy is rarely promoted in practice. The reason behind that is that many teachers consider the great involvement of the learners in the assessment process to be scary since it requires them to relinquish their control over the classroom. Therefore, the researchers urged for a fundamental change in the teacher-learner relationship, which may require changing ingrained habits and routines (William, 2006). To conclude, the researcher can conclude that the link between self-assessment and autonomy needs further exploration and investigation through empirical studies to be able to firmly establish the effects between them (whether positive or negative). The case that the present research is attempting to do.



#### **1.5.4.3. Approaches to Fostering Autonomy Through Self-assessment**

Self-assessment can play a fundamental role in building learners' autonomy. It empowers learners and helps them view assessment not just as a means to qualifications, but as a way of enabling them to achieve their learning goals. It also focuses learners' and teachers' attention on to learning instead of accreditation. In other words, by fostering autonomy, language learners rediscover learning for themselves. Therefore, providing opportunities for self-assessment is increasingly seen as a way to increase responsibility in learning English by encouraging learners to organize their learning and to search for appropriate materials to develop their own progress. learner-centred learning refers to the change in focus in the classroom from the teacher to the learners. This shift ultimately aims to direct their learning through self-assessment to reach autonomous learning (Sheerin, 1989, p.17).

According to little (1991, p.8), autonomy depends on learners' ability to self-direct, critical reflection, and independent action. From this perspective, the learners can develop meta-cognitive skills to obtain their learning goals and ultimately enhance their autonomy by raising their awareness through self-assessment. Yet, the learners may require help from their teachers to find appropriate resources to achieve their learning goals (Murray, 2005, p.p.15-16). Complete reliance on the learners to do that by themselves may prove to be counter-productive as they can deviate from the pre-established goal or make ineffective or false learning decisions. Therefore, teachers' support and guidance seem to be a necessary component in building learning autonomy through self-assessment practice.

There are several popular and supposedly highly effective instructional strategies used by an increasing number of educators that make use of learners' self-assessment. One of those strategies involves the use of rubrics. Rubrics, when used correctly and for the right

reasons, can be very powerful self-assessment tools since they provide an excellent opportunity for students to play an active part in their own learning (Dunbar N., et al 2006). A rubric is defined as a document that lists and describes criteria of performances ranging from excellent to poor for a specific assignment (Andrade, 2008, p.2). Students are invited to become highly involved in the learning process when rubrics are used as a tool for providing meaningful feedback that leads to improvement in performance and achievement and this is the very type of practice that student-engaged learning stands upon. Finally, it can be said that there are researchers and studied that have made attempts to exploit self-assessment in improving learners' autonomy. The success or failure of these attempts can only be determined by learners and their sense of autonomy.

## **1.6. Conclusion**

This chapter is devoted to establishing the theoretical framework for the practical part of the thesis. The researcher discussed some of the broad lines of main theoretical aspects of this research. First, some the important definitions of key terms and concepts has been reported and discussed in relation to the topics of assessment and speaking skill which are essential to be familiar with as the research proceeds. This chapter provides the readers with the needed theoretical background knowledge to follow the present research as it develops. Recent as well as previous studies have been compared and analyses have been done to establish the knowledge gap that this research is trying to fill. The next chapter entitled 'Research Methodology and Design' reports the research tools and procedures which are used by the researchers in an attempt to prove or refute the research hypotheses and answer the research question.

# Chapter Two: Research Methodology and Design

**CHAPTER TWO: *Research Methodology and Design***

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## CHAPTER TWO: Research Methodology and Design

### 2.1. Introduction

The second chapter of this research, entitled '*Research Methodology and Design*' provides the reader with information about the situation and the circumstances under which this study took place. It presents the means of research used in this investigation which are two learners' questionnaires, an experiment with pre-testing and post-testing procedures and learners' reflective journals. The first research tool, namely the experiment, is designed to examine any change in learners' oral proficiency as a result of the practice of video-based self-assessment. The second research tool which is learners' questionnaire is used to investigate the perception of the participants about the practice of video-based self-assessment of their speaking performance. Besides, the other learners' questionnaire is intended to investigate the effects of video-based self-assessment on the participants' autonomy. Finally, learners' reflective journals entries provided rich qualitative data that, after being analysed, are used to cross validate the findings of the other research tools. Finally, this chapter reports the research design, population, and data collection procedures and analysis.

### 2.2. Research Design

With the aim of achieving a reliable piece of research, any investigator needs to choose an adequate research method, which purposefully denotes plausible data and pivotal results. On the one hand, research design is defined by McMillian and Schumacher (1993, p.31) as "*the procedures for conducting the study, including when, for whom and under what conditions data were obtained. Its purpose is to provide the most valid and accurate answers as possible to the research questions*". On the other hand, Parahoo (1997, p.142) describes a research design as "*a plan that describes how, when and where data are to be collected and analysed*". Polit et al (2001, p.167) define a research design as "*the researcher's overall for answering*

*the research question or testing the research hypothesis*". In other words, the design of the research study is the series of the interrelated phases that each researcher needs to go through in any research he or she is undertaking. These phases are in general the plan of data collection and the procedures used in the analysis of the data to shed light on the problem under investigation and answer the research question.

When it comes to researches in the field of English as a second or foreign language, the most common approaches to collect data are the quantitative, the experimental, the qualitative or the descriptive approach. The first approach, the quantitative one, uses numbers, statistics and experimental control to quantify phenomena. i.e. It emphasises quantification in the collection and analysis of data. Thus, it is widely used to the answers to the questions starting with how many, how much, to what extent (Rasinger, 2013). It is context-free and makes use of deductive methods (Goodwin and Goodwin, 1996). In addition, McCracken (1988) stated that the population model in this approach is of definite size and type and the conclusions would be generalized to a larger population. Another aspect *visa-à-vis* the quantitative research is worth mentioning. Goodwin and Goodwin (1996) highlighted that the five steps involved in this kind of approach:

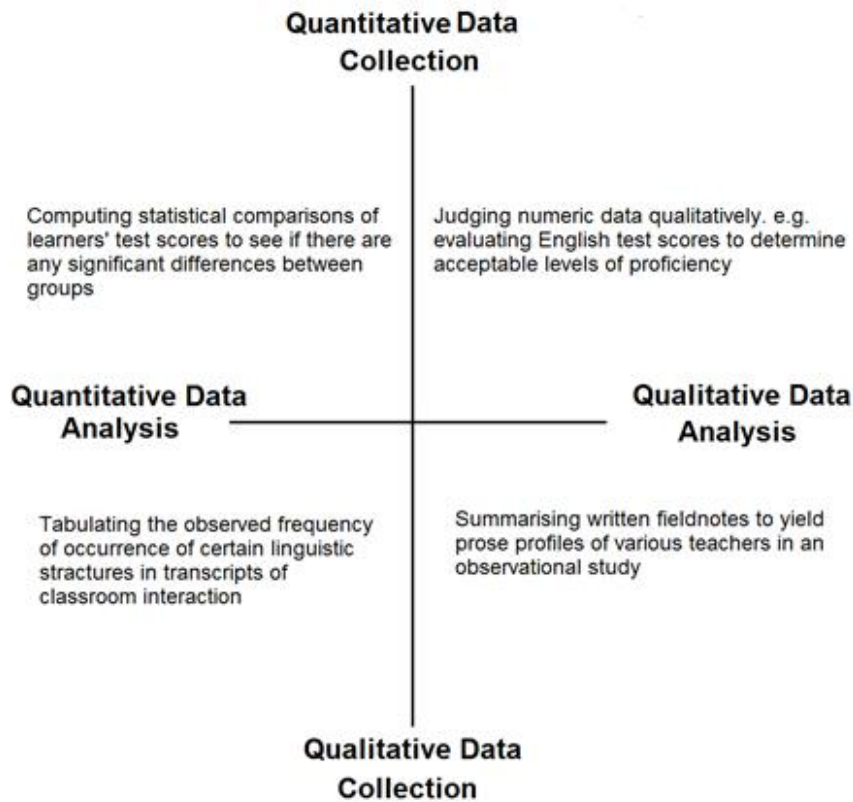
- 1) Identifying the target population
- 2) Selecting the instruments needed
- 3) Collecting data
- 4) Analysing the data
- 5) Reporting the results

In the quantitative approach, the research generally aims to draw conclusions from a detached perspective and not involve the researcher subjectively so that he/she can describe the reality of the topic under investigation objectively and determine if the research hypothesis

holds true. This approach is mainly used because the findings are likely to be generalised to a whole population since it involves the larger sample which is randomly selected (Carr, 1994)

The qualitative approach, on the other hand, is described by Strauss and Corbin (1990, p.49) as a method of analysis that does not use numbers and statistics to provide the results or not arrived at by statistical procedures or other means of quantification. Instead, it makes use of words and textual analysis. Then, Flick (2014, p. 542) claimed that, “*Qualitative research interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics.*” Thus, it can be said that in qualitative approach, the data analysis is inductive and theories about the topic of the research are constructed from the data gathered. This approach is said to be very effective in conducting researches that explore people’s lives, lived experiences, behaviours, beliefs, opinions, emotions, and feelings as well as about social movements, cultural phenomena, and interactions between people.

As far as the present research is concerned and after evaluating the pros and cons, a mixed method research design is believed to be the most suitable to serve the objectives set. Creswell and Plano Clark, (2011) added that the indispensable premise of mixed method design is that the use of qualitative and quantitative, in rapport, will provide a better understanding of the research problems than the use of either one method alone in a study. The mixed method research design involves the collection and the analysis of both qualitative and quantitative data within a single investigation at roughly the same time. Allright and Bailey (1991, p.134) highlighted the possibility of combining qualitative and quantitative data collection and analysis when conducting a research. They illustrated their statement with a figure (figure2.1) that summarized the different aspects of qualitative and quantitative data collection and analysis:



**Figure 2.1: Qualitative and Quantitative Data Collection and Analysis Procedures**

There are several reasons for any researcher to adapt this design. First, it allows the researcher to collect and analyse both quantitative and qualitative data which enables the researcher to neutralize or cancel possible biases in one of the two types of data collected by triangulating the results. This combination can help the researcher to have a more in-depth information and knowledge of the problem as well as provide rich datasets. It can also assist in increasing the reliability and credibility of the findings through the triangulation of the difference evidence results. Thus, the two types of data can provide validation for each other and also create a solid foundation when building conclusions.

Also, the integration of quantitative and qualitative data in the form of a mixed methods study has great potential to strengthen the rigor and enrich the analysis and findings of any research since in this type of studies it is closely linked to the concept of triangulation, which refers to the generation of multiple perspectives on a single phenomenon by using a variety of



data sources and research instruments and techniques (Dörnyei, 2007, p.165). Thus, the results generated through this research allow the researcher to have the reliability of data collection needed and contributes to the objectivity of the conclusions found. Finally, in the light of the above, it can be said that a thorough planning process has been performed by the researcher to prepare a suitable research design for this study. Thus, it would be appropriate to turn to the research tools, the sample and the sampling procedures used in this research with more explanations and illustration.

### **2.3. The Population**

The population is an essential component of any research project. According to Brown (1988), it is "*the entire group of interest in the study*". that is to say, general people that the research project is concerned without. Also, Parahoo (1997, p.218) included in his definition the purpose of selecting the population when he stated that the population is "*the total number of units from which data can be collected*". In addition, Sapsford and Jupp (2006, p.27) expanded on the possible components of the population by including individuals, or elements, and these could be persons, or events [...] *anything at all of research interest, including observations, judgements, abstract qualities, etc.*" which in turns Burns and Grove (2003, p.213) summarized as "*all the elements that meet the criteria for inclusion in a study*". All in all, discussion the population concerned in this research is very important.

For this study, the population of interest is second year students of English at Blida 2 University during the academic year of 2016-2017 which amounts to 300 students (n=300). This population has been chosen for several reasons. First, these students are not freshmen or beginners in speaking English language. Therefore, they are assumed to be able to produce an acceptable oral English and they have overcome the basic obstacles that most beginner English speakers face when presenting orally. Also, another reason for choosing this population is that speaking performance is an essential part of their continuous assessment scores. Almost all

teachers of these students require them to perform oral presentations in class. These presentations constitute an important portion of the overall mark designated to them. Therefore, teachers' assessment and the students' speaking performance are of high importance at this point of learners' academic attainment. Finally, second year English students are believed to be accustomed to use information and communication technologies in the classroom and the use of video-recording should occur in natural and friendly classroom atmosphere.

#### **2.4. The Sample**

It's eventually acknowledged that the sample is a major tenet in any given research. Researchers commonly examine characteristics or parameters of populations in their studies by examining a sample of the population. Research methodologists assert that when the population under investigation is large, we can resort to sampling. In this direction, Webster (1985, p.21) defined a sample as a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a study. Furthermore, Brown (1988, p.19), provided a brief definition of a sample when described it as *'a subgroup taken from a population to represent it'* and most importantly, the sample should clearly generate a set of characteristics such as: representativeness, generalizability, and homogeneity. Thus, carefully selecting the sample often prove to lead to more reliable and valid findings.

In order to test the hypothesis of this research and to obtain the data required from our subjects, and to meet the objectives of our study, it is helpful to work on a representative sample randomly selected from the population. Random sampling refers to the process, through which we choose the sample, guarantees that all the elements of the population have the same probability of being chosen to belong to the sample. The random selection of the sample is

assumed to enables researchers to make accurate assumptions or generalizations from the sample to the population under investigation.

Several approaches to defining the sample size are used in practice. For instance, it is stated that the sample should amount to at least 5% of population in order to obtain accurate results. The informants composing the concerned sample of the present study are thirty (n=30) second year English students of Blida 2 University. These students are supposed to have had enough exposure to English to enable them to cope with English lectures at the university level, and that their English background knowledge is supposed to be acceptable. The number of participants may seem small but according to Holloway and Wheeler (2002, p.128), the sample size does not influence the importance or quality of the study. This sample of the participants aged from twenty to thirty years old, with a majority of girls' presence (about 70%) which is not uncommon in most educational institutions across the country and age and gender are variables that are not important for this study and thus they were not taken into account.

Under normal conditions, this sample should represent about ten per cent 10% of the whole population of second year English students and the researcher assumes that our sample of students is homogeneous in terms of the instructions, that they have received, and cultural environment they are learning in, since in order to generalize the findings of a study the sample must represent the population (Bouma and Atkinson, 1987). To conclude it can be said that the sample in this research was methodologically and carefully selected to ensure a great level of reliability and validity and thus enable the research to generalise the findings to the population under investigation.

## **2.5. The Setting**

As in any research project, the context is a key element in this study. It is considered as the physical, social, and cultural site in which the researcher conducts the study. the selection of

the setting must be carefully and thoroughly reflected upon and chosen based on strong rationale. Therefore, the setting of this research is further described in this section. The present research study is conducted at the level of the English Department of Lounici Ali University (Blida 2 University), in Blida, Algeria. As for the choice of the institution, eligibility and needs were of primary concern. That is to say, the researcher worked to make the study more meaningful by selecting subjects most representative of the whole population of EFL learners in addition to the researcher familiarity with the context.

As the importance of English education grows, there is greater demand for English teachers, and, in turn, more students wish to qualify for that profession. The English department of Lounici Ali University provides compulsory extensive English language education for students who have passed the baccalaureate exam and have been oriented to major in English language. The learners' proficiency level when they first arrive at the English department can range from pre-intermediate and intermediate to advanced level. They receive a program which lasts for three years, to obtain a license degree, and another two years, to get a master degree. During the learning semesters, students are required to take tests and do presentation that requires the use of their oral skill.

Students in the English Departments are required to pass several units at different levels of complexity during the course of their higher education. Exams, presentations, research projects, tests have been used to evaluate students' competency in grammar, vocabulary, reading comprehension, listening and writing, which is in line with the courses offered. However, the assessment of the learners' oral proficiency, though it has a significant effect, has not been clearly identified prior to the present study. Another reason for the choice of the setting is that the English learners of Lounici Ali University are characterized with their interest and enthusiasm to improve their oral proficiency and their excitement and good command of information and communication technologies.

Another important reason for the selection of the English Department of Lounici Ali University as the setting of the present research is the researcher's own educational and professional experience there. The researcher is one of the department's graduate students as well as being involved in teaching at the level of the department for many years before the study took place. In addition, the researcher's familiarity with the different educational, academic and pedagogical aspects of high education at the level of Lounici Ali University is believed to be a facilitating element in conducting the present research in general and in getting access to all facilities and equipment. To conclude, it can be said that this setting and context constitute a representative setting sample of English departments in Algeria and can be used for this study.

## **2.6. Research Tools**

The research tools are an important segment of any inquiry. Each research tool provides another way of seeing and collecting data and together they form a methodological triangulation that provides a form of validation. Stake (1995, p.115) argues that “...*with multiple approaches within a single study, we are likely to illuminate or nullify some extraneous influences*”. Therefore, to achieve the purpose of this research study, which is to investigate the effect of video-based self-assessment of speaking performance on the English learners' oral proficiency and autonomy, different research tools are implemented. These research tools are in the form of an experiment, two learners' questionnaires and analysis of the participants' reflective journals.

The different research tools in this study serve different aims. To begin with, the first and the main research tool of the study is the experiment. Throughout several months, the researcher conducts an experiment with the experimental group in order to test the research hypotheses and answer the research questions. i.e. the researcher exposed the participants of the experiment to the practice of video-based self-assessment and prompted and guided them to implement it

in their oral performances and fill out the speaking self-assessment reflective journal provided for them (appendix 1). The results of the experiment are then compared to the ones of the control group in order to identify any significant difference between them.

The other research tool is the learners' questionnaires, which are directed to all the learners participating in this study from the English department of Blida 2 University. The first questionnaire (appendix 3) aims at gathering data from student about their perception and reactions towards the practice of video-based self-assessment and to explore whether they think that it has helped them improve their oral proficiency. The second research questionnaire (appendix 2) which is also directed to all the participants of the study aims at exploring their autonomy level pre- and post the practice of self-assessment. Finally, the researcher analysed the informants' reflective journal entries to cross validate their findings with the findings of the oral proficiency assessment and the learners' perception questionnaire.

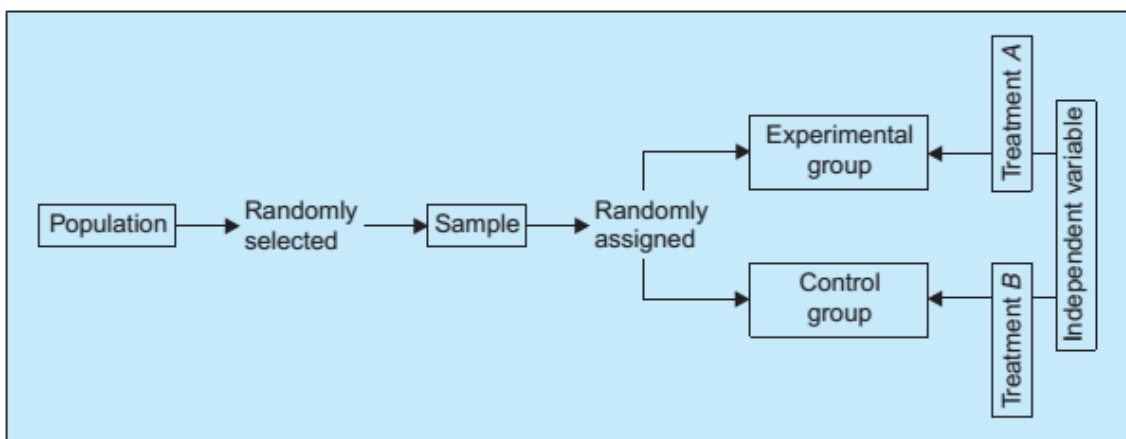
### **2.6.1. The Experiment**

The present study is designed to investigate the degree to which video-based self-assessment of oral performance can improve EFL learners' oral proficiency. To achieve the objectives of the research and answer the research questions the researcher used an experiment. An experiment refers to an investigation in which a factor or variable under test is isolated and its effect(s) measured. This experiment is carried out in three phases; namely, the pretest (pre-experiment) phase, the treatment phase and the post-test phase (post-experiment) phase. The data obtained is then analysed either qualitatively or quantitatively in order to explain and interpret the result.

#### **2.6.1.1. The Experimental Design**

The design of any experiment is of extreme importance because it has the power to be the most rigid type of research. The design, however, is always dependent on feasibility. A "Pre-

test Post -test Equivalent Groups Study”, in which participants are studied before and after the experimental manipulation, is chosen as the experimental design for this study. This design is considered to be one of the three most widely used experimental designs known in methodology literature. The “*Pre-test Post- Test Equivalent Groups Study*” is the most effective in terms of demonstrating cause and effect but it is also the most difficult to perform (Denscombe, 2002). The Pre-test post-test equivalent groups design provides both a control group and a measure of change but also adds a pre- test to assess any differences between the groups prior to the study taking place. This design also compensates for the shortcomings of the two other designs: in the pre- experimental design, a single group is often studied but no comparison between an equivalent non- treatment group is made, and so it is impossible to determine if any change within the group itself has taken place. Whereas the Quasi-experimental designs are often criticized on one very important aspect of the experiment which is randomization, although they employ a means to compare groups. Therefore, the researcher’s choice was settled on the true experimental design for it allows employing both a control group and a means to measure the change that occurs in both groups. In this sense, the researcher attempted to control for all confounding variables, or at least consider their impact, while attempting to determine if the treatment is the only factor that truly caused the desired change. The following figure (Figure 2.2) further illustrate the steps taken in this experimental research design.



**Figure 2.2: Two-group Simple Randomized Experimental Design diagram**

Another important aspect in this experiment is the target population. It refers to the total of items about which information is desired i.e. the entire group of individuals to which the researcher is interested in generalizing the conclusions. As far as the present research is concerned, the population to which the researcher wishes to generalize the results of the experiment is second year English students of Blida 2 University. During the 2016/2017 academic year, a total of more than three hundred (300) students are registered as second year at the English Department of University of Blida 2. However, conducting the experiment on this large number of individuals involves a great deal of time, money and efforts. Therefore, selecting a subset or a relatively small group is vital. This part of the population is composed of selected respondents, who should be as representative of the total population as possible (Wright and Fowlere, p. 1986).

The random sampling procedure was followed to select the sample and to conduct the research. Through this technique, an equal chance is guaranteed for each member of the population to be selected (Cohen & Manion, 1980, p.101). In our case, the sample consists of thirty (30) second year English students from Blida 2 University. Moreover, no age group division, nor the number between boys and girls were balanced in this study, for the simple reason that age and gender variables are not considered as variables in this experiment. The choice of this sampling technique was mainly made to ensure external validity, which is related to the extent to which the results of a study can be generalized to other situations and to other people or the whole population. All in all, the experimental design of this research project was thoroughly and comprehensively planned and constructed in order to adequately address the research problem and reach reliable findings. The only thing left is to apply it in the form of a sequence of steps and procedures.



### **2.6.1.2. The Procedures of The Experiment**

The steps and procedures of this experiment are fairly simple: an oral proficiency assessment was conducted as pretest followed by the treatment and finally concluded by a post test in the form of another oral proficiency assessment. The results of this research tool allowed the researcher to spot any improvement in the learners' oral proficiency as a result of the practice of the video-based self-assessment.

The thirty (30) second year students of English concerned with this study were randomly divided into two groups of fifteen (15) students in each group. The first group (G1=15) is the experimental group and the second group (G2=15) is the control group. The only difference between the two groups is that the experimental group received the treatment while the control group did not. The oral proficiency assessment for the pretest and the post-test employed analytical assessment procedure. Weigle (2002) declared that most teachers and institutions prefer analytic scales because it provides more diagnostic information about students' abilities. In this study, the assessment analytic rubric is adapted from the scoring key created by Choi (2005), based on the communicative language ability (CLA) model offered in Bachman and Palmer (1996), which was later modified referring to the Common European Framework of Reference for Languages. This scale is composed of five categories which are: pronunciation, comprehension, fluency, vocabulary, and grammar. These categories have a detailed set of descriptors and a range of scores from 1 to 20 for the rater to choose to designate. The final score is the accumulation of the scores of each component.

The oral proficiency assessment was conducted immediately after the selection of the participants by the raters. The raters are the researcher and another teacher, who is one of the students' teachers and has a long expertise in teaching English speaking at the English Department of Blida 2 University. All the participants of the study passed the oral proficiency assessment and they were given an equal, sufficient time to be assessed equitably. The topics

of the oral presentations is related to the content of the lesson which carefully selected to probe the learners to speak. This assessment process may somewhat be time-consuming yet a very important process for the success of the study. Finally, the data will be gathered, tabulated, and saved to be later compared to the post-test results

The second step of this experiment is the treatment. While the participants of control group of this experiment received no treatment, the members of experimental group got the chance to try this learning and assessment method in three phases: presentation, training, and production. The first step, was conducted to prepare the participants for the treatment. Several meetings with the participants were held at the level of the English Department to tackle the themes of the importance of to improving oral performance and achieving oral proficiency and the possible techniques to do that. The discussions were rich and the participants showed a good level of enthusiasm to explore the new method and to improve the speaking performance. Also, the researcher spent a valuable time explaining the procedures of the video-based self-assessment. Finally, as Harris (1997) stated *"it is essential to establish clear criteria for students to use when they assess their own performance"* (p.5). The participants were guided on how to review their oral performances and to assess themselves using the speaking self-assessment rubric and reflective journals (Appendix1)

During the next regular meetings, the researcher sought to take the informants to a practical training on the practice of video-based self-assessment. They were asked to prepare a short oral presentation and video-record it using a smartphone, a handy-cam, or even the webcam of a laptop. The students took turns to present their work and the main tool used to record the presentations were usually a mobile phone. The main reasons for this choice are their availability of this device, the good quality of video they produce and the learners' good command over it.

The next step of the practice is to watch some of the learners' presentations video recordings collectively. The researcher used the self-assessment rubrics handouts to train the learners on how to assess the videotaped performances against the marking criteria. They discussed their observations with their group members and share evaluation results in class. The teacher then provided commentaries on the videos to demonstrate his evaluation and scoring of the performances and gave students feedback on their evaluations. Finally, the participants were encouraged to write reflective journals on their own performance. The reflection practice is a process in which the learners consciously think of their own performance (their strengths, weaknesses, mistakes, slips of tongues...etc.) and write notes about it using the questions and statements in the self-assessment reflective journal (appendix 1).

After the training phase, the participants of the study were prepared and encouraged to take active part in practicing the video-based self-assessment freely. Therefore, the participants prepared, presented and video-recorded short oral presentation of about 5 minutes on topics related to the contents of different courses. Afterwards, the learners assessed their oral performance using the assessment rubric developed for this study and then expressed, in writing, their reflections and thoughts.

The final step in this experiment is post-testing the participants of the study. Comparing the pretest results with the post test results of both experimental and control group allows the researchers to prove or refute the first research hypotheses and; thus, answer the first research question. The post-test tool was conducted three months after the pretest and it replicated the same format and procedures in order to ensure the reliability and validity of the findings. Later on, the researchers used a statistical package analysis to analyse and interpret the obtained data and to prove that the independent variable (the use of video-based self-assessment of speaking) indeed has got an effect on the dependent variable (the participants' oral proficiency).

### **2.6.2. The Self-Assessment Reflective Journals**

The practice of video-based self-assessment cannot be used by EFL learners without the self-assessment rubric. It is considered as the main research tool in this study which allows the respondents to compare their oral performance against pre-designed set of scoring criteria. Its use affects the general results of the study and its pre-established research hypotheses. The first aim of this rubric is to inform the learners of the essential criteria for a proficient oral performance. Most of the participants declared during the first discussion meetings, were not generally aware of all the criteria and the characteristics of a good oral performance. Therefore, the assessment rubric gave the participants access to such information and answer their questions. The second objective is to allow EFL learners to attribute a true value of their speaking performance. During the discussion that proceeded the practice of the video-based self-assessment, the participants expressed their scepticism and complaint of the "inequitable" assessment they receive from their teachers. Thus, the self-assessment rubric is believed to help EFL learners to realize the strengths and the weaknesses in their performance and to get valuable feedback about it that may help them to improve it.

This research tool is designed by the researcher in collaboration with other teachers and EFL students. The designing process included an examination of several previously used scales and rubrics of speaking skill. For instance, one of the most widely used scales is Weir's analytic rating scale which encompasses six categories; namely, appropriateness, adequacy of vocabulary for purpose, grammatical accuracy, intelligibility, fluency, and finally relevance and adequacy of content. Another assessment scale examined by the researcher is Yuh-mei chen's scale, which included four elements of content (30%), language (30%), delivery (30%), and manner (10%). Furthermore, in the same attempt to create a reliable self-assessment tool, the researcher examined another scoring key created by Choi (2005), based on the communicative language ability (CLA) model offered in Bachman and Palmer (1996). The distinguishing feature of this

scale is that it caters for each of the elements of the speaking skill and adopts an analytical approach to assessing speaking.

Finally, the collaborative examination and the analysis of several self-assessments rubrics and scales allowed the researcher to develop the video-based self-assessment rubric for this study. It is composed of two parts. The first part holds five categories, namely, pronunciation and delivery, communication strategies, vocabulary, grammar and language patterns, and finally ideas and presentation skills. Each category is comprised of five statements that tackle a speaking skill component. While and after watching the video, the learners can express to which extent their performance satisfies the statement in a five scale Likert scale ranging from. (1 being "poor" to 5 being "excellent")

The second part of the self-assessment rubric is speaking assessment reflective journal. is composed of a set of open-ended question and a free writing section. This part is designed to guide and prompt the learners to think about their performance and critically reflect upon specific aspects of their performance. The questions are open-ended to allow the learners to express themselves freely and without any restrictions. The questions in this part tackle different aspects of their performance such as their expectations, difficulties, things that helped or hindered their performance, and the corrective measures they are willing to make. Finally, the free writing section gives the respondents an additional chance to jot down any thoughts and reflections related to their practice of video-based self-assessment which may include their feelings, reflections, achievements, fears and hopes. To conclude, it can be said that collecting qualitative data from the participants of the study, by means of reflective journal entries, is deemed to useful in cross validating the findings of the other research tool as well as prompting learners to engage in self-assessment practice and take charge of their own learning.

### 2.6.3. Learners' Questionnaires

Questionnaires are one of the most frequently used mean of collecting data from a large number of participants. Researchers in the field of EFL teaching and learning use it to obtain data from the informants who can be teachers, students, administrative...etc. Through this research tool, these participants can report different aspects about themselves, their attitudes, beliefs, experiences...etc. The use of questionnaires in this study stems from their utility, reliability, validity and cost-efficiency as the following sections prove in further details.

Questionnaires are one of the most popular methods of quantitative data collection. Brown (2001 in Mackey & Gass, 2005, p. 92) defined a questionnaire as “*any written instruments that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting them among existing answers*”. In other words, questionnaires, usually in printed format, address a group of participants from the population with a set of questions that they need to answer honestly. Furthermore, Dörnyei (2003) pointed out that questionnaires are popular because they are easy to construct, and extremely diversified with a unique capability to gather a large amount of information quickly in a form that can be readily processed. Finally, he added that, although they seem easy to prepare and administer, questionnaires with sufficient and well-documented psychometric reliability are hard to come by.

Questionnaires can be open-ended or closed ended. The former requires respondents to answer in their own words and are best suited for exploratory research which can serve as a basis for further and more structured research (Brown, 2009). The latter, open-ended questions allows the respondents to answer in a less restricted or oriented manner. Closed-item questionnaires are more suited to studies in which hypotheses have been formulated, whereas, responses from open-ended questionnaires may guide the researcher in formulating the hypothesis. The use of close-ended questions helps the researcher since the data gathered can

easily be quantified and analysed. Open-ended questions, on the other hand, allow the informants to feel free in demonstrating their own ideas in their own way using their own words. Therefore, this type of questions allows the researchers to obtain insightful data.

A good questionnaire can elicit comparable information in a short period of time from several respondents and also ensure fast and straightforward analysis. The use of questionnaire is cost-efficient since it can be done via email, regular post, phone, and in person. However, from a qualitative perspective, data obtained from questionnaires are rather superficial because the questions are unlikely to yield the sort of in-depth information about individual learners (Dörnyei, p. 2003). Also, one of the advantages of using questionnaire in this research is that they are cost-efficient and practical compared to other research tools such as interview and experiments. Furthermore, questionnaires allow researchers to be flexible. They can be used or administered through E-mails, mails, phone calls, websites, as well as in person. However, there are a number of concerns in using questionnaires.

Questionnaires entail a range of beneficial aspects. First, they are cheap to administer in the sense that the only costs are those associated with printing or designing the questionnaires, their postage or electronic distribution (Phellas, et al., 2011, p. 184). In addition, they allow for a greater geographical coverage than face-to-face interviews without incurring the additional costs of time and travel. Thus, they are particularly useful when carrying search with geographically dispersed populations (ibid.). Also, using self-completion questionnaires reduces biasing error caused by the characteristics of the researcher and the variability of his or her skills, especially when the topic of the research is sensitive or personal (ibid.). So, using questionnaires is underpinned by the belief that the participants of the study might reply more candidly than they would in a classroom observation, interview or other research tools. Questionnaires, also, allow anonymity and enable the respondents to answer any sensitive questions more frankly (Robson: 1993, p. 2002).

Building on the previously mentioned advantages, other reasons for choosing questionnaires as instruments was to build on previous researches and studies that were conducted about the similar research topic. Using an instrument that had already been tested and validated by experts of this type of research improves the reliability and the validity of the findings of this research. Thus, the use of questionnaire allows the researcher to compare the result obtained from this study with previous studies conducted in the same field of research. Finally, many people are familiar with questionnaires, so the researcher does not need to explain to respondents how to fill it up. (Acbayrak, 2000, p. 5). Resorting to research questionnaires has always proven an effective research tool.

#### **2.6.3.1. Learners' Autonomy Questionnaire**

To achieve the objectives of this research, answer the research questions and find out whether the practice of video-based self-assessment of speaking performance has any effects on the EFL learners' oral proficiency and autonomy level, the researcher employs a learners' autonomy questionnaire adapted from Zhang and Li (2004). This questionnaire seeks to find out how autonomous the participants were in learning English as a foreign language before and after the participants take part in the study. This research tool allows the researcher to reveal the possible improvement in EFL learners' autonomy level as a result of the treatment they received.

The autonomy level questionnaire designed by Zhang and Li (2004) is a widely used and a powerful tool to assess the learners' autonomy. It has been used in several studies and research projects before and it has been tested and proven for its reliability (Mustafizur, M., 2013; Jarvis, H., 2012; Morjan N., 2012; Dafei, D., 2007; & Qian X., 2005). Therefore, the researcher opted to use it to gather data about the English learners' autonomy prior to and post the video-based self-assessment practice.



Zhang and Li (2004) autonomy questionnaire is composed of several items. It is presented to the respondents in the form of a table with eleven (11) items, to which they only have to cross the proper answer among the five Likert scale options "never", "rarely", "sometimes", "often" and "always". For example, item 1 of the questionnaire asks the students to state how often they think that they have the ability to learn English well. The students' beliefs can change through time depending on their learning environment, psychological status...etc. Likewise, item 3 on the other hand asks the learners how often they preview before the class. i.e. how often do they check their courses before attending the lessons in the classroom. Also, item 8 asks the participants to indicate how often they engage in out-class activities such as reading groups, cultural events...etc. Other items in the questionnaire seeks to collect data about learners' pace of study in the classroom and other out-of-class activities like item 4, 9, 7,8 and 11.

. This questionnaire undergone a piloting process. Neuman (2003) stated that, prior to entering the field, a researcher should conduct a pilot test on any materials to be used in the process of data collection. It is impossible to say whether the draft version of the questionnaire is going to achieved the desired results before it is piloted. As Dörnyei (2007) pointed out that ***“just like theatre performances, a research study also needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context”*** (p. 75). In addition, Cook et al (2002 :325) highlighted the importance of piloting in the sense that researchers can identify weakness points and probable problem that may stem from the researcher's desire to measure many relevant constructs as accurately as possible and the respondents' desire to minimize the time spent answering questionnaire

Piloting the questionnaire allowed the researcher to determine whether the wording of the questions is clear and understood by the respondents or an additional explanation or paraphrasing is required. The piloting process subjugated the questionnaire to a thorough

examination and produced a final form of the questionnaire using the valuable direct feedback of the piloting sample. The final step was to administer the questionnaire with 30 of second year students of Blida 2 English department, who were then reminded of the purpose of this questionnaire and were instructed on how to fill in the questionnaires. The researcher explained to the participants that questionnaires in their hands are an important part of the research and that they are just asked to express their opinions. Furthermore, the researcher highlighted to the informants that there are no correct or false answers and no scoring are going to be done and their performance in this questionnaire is not going to affect their academic achievement in anyway.

Finally, to ensure a certain level of reliability of data collection, the researcher highlighted to the participants not to identify themselves on the papers and not to consult their classmates. The information they provide are personal so they should not talk to each other or check each other's questionnaires. Thus, after insuring a calm atmosphere, the informants started reading the statement and filling in the questionnaire with the presence of the researcher during the whole process to clear any ambiguity and to make sure the whole process goes as planned. Finally, the researcher collected the questionnaires and thank the participants for their valuable time and effort.

### **2.6.3.2. Learners' Perspectives Questionnaire**

The present research quest started with an objective of developing an effective and enjoyable learning tool that lead learners to improve their oral proficiency and boost their learning autonomy. This objective cannot be determined as successful without reliable data from the respondents themselves. Therefore, the researcher devised the second learners' questionnaire about learners' perspectives of video-based self-assessment practice.

The practice of video-based self-assessment of speaking performance is a new experience for most of the participants of this study. The learners' perspectives of the self-assessment questionnaire are believed to shed light on the learners' inner side and produce valuable information about the usefulness and the effectiveness of the video-based self-assessment practice as it is a key aspect of this research. İnal et.al. (2003, p.41) stated that ***“attitude refers to our feelings and shapes our behaviours towards learning”***. Therefore, the need for this questionnaire is evident. It begins with a short introduction in which the researcher explains the purpose of the questionnaire and asked them kindly to participate followed by a set of 22 items in the form of a table.

The first part of the questionnaire, entitled "background information", is designed to collect information about the participants such as their age, gender, years of studying at the English department (See Appendix 3). The second part of the questionnaire is in the form of a table with twenty-two (22) statements. The statements focused on information regarding participants' reaction, preferences, whether they are able to do self-assessment or not, the degree of learner's difficulty doing self-assessment practices, willingness to continue self-assessment practices in future, whether they prefer teacher assessment or self-assessment, and learners' views regarding the sub-skill that was easy for them to self-asses. For example, statements such as statement (2), (3), (4) and (5) explores the possible effect of video-based self-assessment tool on the participants' ability to identify linguistic weaknesses and problematic area in their performance, to monitor progress over time, to be objective..., etc. Other statements, such as statements (1), (11), and (23) emphasize on the affective aspect of the practice self-assessment. i.e. the learners' feelings, attitudes and beliefs about this practice. The informants are provided with the following Likert-scale options to choose from the one that best state their opinion: "strongly agree", "agree", "neutral", "disagree", and "strongly disagree". Finally, it is worth mentioning that this questionnaire had also gone under piloting process in order to check if the wordings,

the statements, and questions make sense to the respondents and that each question measures what it is supposed to measure and that all words are understood and interpret in the same way by all the participants. The final version of the questionnaire was finally produced and administered in good conditions.

## **2.7. Data Collection Procedures**

Data collection is the process of gathering and measuring information on the variables of interest, in an established systematic fashion that enables the researcher to answer the stated research questions, test hypotheses, and evaluate outcomes (Weimer,1995). Any attempt to conduct a study mandates the use of a certain data collection procedure because, according to Ferrance (2000, p.11), the collection of data is an important step in understanding phenomena and deciding what action needs to be taken. Data collection is also conceived as a complex step in doing any research as O’Leary highlighted that:

***“collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method”.*** (2004, p.150)

By the end of this study, the researcher had undergone several steps, stages and procedures. First, the start was by getting permission and asking for assistance from the administration of the establishment to collect data from the population of second year classes. The permission include access to the institution, the classroom, interaction with the learners and the teachers and collect feedback from them. Then, after the paper work has been completed, the sample of the respondents were chosen and the research instruments used in the study were finally piloted with students from the same level. The next step was to jump on the most important part which is the actual data collection procedures.

The actual data collection process started with a pre-test which is in the form of the first oral proficiency assessment. the researcher, with the help of another experienced English

teacher of the Department, sought to assess the learners' oral proficiency prior to the treatment with participants from both control and experimental groups. At the end, the scores were collected and saved to be compared with the post-test scores later on. Following the treatment period, the participants took their second speaking assessment (post-test) and the same procedures, as the first assessment, were applied. On subsequent days, the researcher administered the two previously mentioned questionnaires at different times to avoid participant fatigue and the filled-out questionnaires were collected by the researcher to be later analysed and interpreted.

## **2.8. Data Analysis**

The process of data analysis and interpretation is a major step in gaining a comprehensive insight of the research and crystallizing plausible findings. The researcher in this phase sought for understanding by looking for patterns and relationships that emerge from the data, which Punch (2005, p.48) described this phase as the process of linking data with concepts. Simons (2009, p.117) elaborated the meaning of data analysis by arguing that researchers in this phase inductively break down data into segments or data sets that can then be categorized, ordered and examined for connections, patterns, and propositions that seek to explain the data.

As far as the present study is concerned and in order to achieve the aims of this research, answer the research questions and provide empirical documentation, different types of data are required. Integrating qualitative and quantitative data analysis is believed to provide more reliable research findings. According to Hamzaoui (2006 p.130), the latter are not compressed into a single dimension of measurement. The data that the researcher gathers from different research tools can provide a rich data description. In this case, the researcher obtains data from the learners' questionnaire of their perception of the self-assessment, the data from the questionnaire about the learners' level of autonomy, and the speaking performance assessment before and after the treatment.

These data are transcribed and re-read (repeated reading) to generate meaning and identify the recurring patterns of the students' reflective journals. These recurring patterns are formulated into initial codes and grouped based on its commonality, relationship, and difference. Then, the researcher classified the data into two types according to the type of information they provide and the methods used to analyse them, into qualitative and quantitative data and each is analysed in the proper way. In other words, the data gathered from the respondents are transformed into scores, which are quantitative in nature, and summary of learners' comments, which can be described as qualitative data. Therefore, the analysis is divided into two types: an analysis of quantitative data and an analysis of qualitative data.

### **2.8.1. Combining Quantitative with Qualitative Methods**

Combining qualitative and quantitative data in one research is not new. This research method design has been endorsed by a number of researchers and scholars for several decades (Tashakkori, A. 1998; Harris, B.G. 1992; Chen, H. 1997; Buchanan, D.R. and 1992; Morse, J.M. 1991). They referred to it by an array of names such as multi-method, integrated, hybrid, combined, and mixed methodology research (Creswell and Plano Clark 2007: 6). The reasons for employing these designs are likewise varied, but they generally claim to accommodate for the needs for both objective data (the breadth of an issue) and the human element (the depth of an issue) (Blake 1989; Greene, Caracelli, and Graham 1989, Rossman and Wilson 1991). Other researchers highlighted the need for blending the two designs when investigating complex phenomena to ensure exploring all the aspects that surround the phenomenon, produce more effective evaluation strategies and improve the analytic power of their studies (Reichert and Cook, 1979, cited in Ballou, 2010).

Considering all that has been discussed concerning the use of a combination of qualitative and quantitative data and considering the complexity of the issues investigated throughout this study, the researcher saw in this combination a way to cover all the aspects from different

angles. i.e. the questionnaires and the experiment provide numerical quantitative data, which are collected under controlled conditions whereas the open-ended questions and the free writing of the reflective journal provide qualitative data, collected within learners' natural context, that cross-validate the quantitative one. Finally, this combination is likely to ensure the objectivity and reliability of the findings and the following recommendations.

### **2.8.2. Analysis of Quantitative Data.**

Quantitative research methods are characterized by the collection of data which can be analysed numerically and the results of which are typically presented using statistics, tables and graphs. It basically involves the use of descriptive statistics that reflect percentages, frequencies, tabulations and graphic representations. Quantitative data collection provides numeric data which are relatively uncomplicated in terms of analysis, comparable and verifiable. Simply, in quantitative researches the larger and more representative the sample of the participants are, the more likely the analysis of that quantitative data accurately reflect answer the research questions. Finally, using statistical methods, the results of quantitative analysis can confirm or refute hypotheses about the effects of video-based self-assessment on the learners' the oral proficiency and autonomy level.

The quantitative data of this research represent the data gathered from the speaking assessment score, the learners' autonomy level questionnaire and the learners' self-assessment perceptions questionnaire. This data was first manually transferred from the questionnaires into a spreadsheet. After that, the researcher calculated how many informants selected each response. This process can be done manually or using a spreadsheet software. Once the researcher calculated how many informants selected each response, he transformed and displayed these data into tables and/or graph. The most important part of the analysis is examining any variation in the way the participants have responded. For instance, the researcher can compare the male's and female's responses, the percentage of those who strongly agree with

a statement ...etc. Finally, once the analysis is complete, the researcher tries to discuss what explanation the data is expressing and how they answer the research questions.

For our experiment, a t-test was chosen to analyse the data gathered from the speaking pre-test and post-test. The t-test is the guarantee of the validity of any experiment based on comparison between two samples. It is a parametric statistical tool, developed by Sir William S. Gosset, (1876-1937) used to determine whether a significant difference exists between the means of two distributions or the mean of one distribution and a target value, and tests the null hypothesis that the two samples are drawn from populations with the same mean.

The t-test is applied on the scores of the pre-test and the post-test of both experimental and control groups. In order to prove or refute the hypothesis about the effect of video-based self-assessment on speaking proficiency using the T-test the researcher needs to examine the most important value in the results table which is the significance value *Sig.(2-tailed)*. This statistical value is the main determiner of the acceptance or refusal of the null hypothesis. A significance value *Sig.(2-tailed)* higher than the threshold  $\alpha = 0.05$  indicates the absence of any difference between the experimental group and the control group and thus the researcher can only accept the null hypothesis and rejects the alternative one. However, if this value is less than the value  $\alpha$  then the researcher rejects the null hypothesis and accepts the alternative one. i.e. there is actually an effect of video-based self-assessment on EFL learners' speaking proficiency and autonomy level. Finally, it can be said that the standard procedures to analyse quantitative data in this research are adopted to ensure the reliability and the validity of the findings.

### **2.8.3. Analysis of Qualitative Data**

Qualitative data is a non-numerical data that captures concepts and opinions. Merriam (2009, p.9) stated that in qualitative research, ***“the researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning***

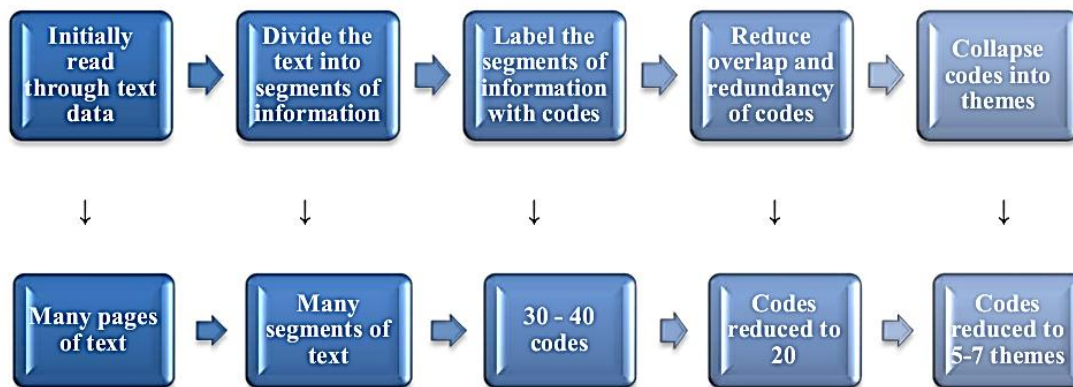


*they attribute to their experiences"*. Furthermore, qualitative data is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It provides insights into the setting of a problem. The only qualitative data gathered in the present research is the data of the reflective journal practiced by the participants after they have assessed their oral performance through video recordings. The participants were asked to think over their performance and write in a form of a short paragraph or bullet notes what they think or feel about their oral performance.

In this study, reflective journals are used because they allowed the participants to have an active voice in an uninterrupted environment (Jasper, 2005). Additionally, they provide rich descriptive information about participants' perceptions of the video-based self-assessment being studied (Wiersma, 1995). The self-assessment reflective journal is the research tool used to answer the third research question. That learners' feedback enabled the researcher to understand their feelings, perspectives, opinions, beliefs about the video-based self-assessment practice. Due to the nature of the questions used in the reflective journal, which are open-ended questions, the data gathered are qualitatively analysed.

Analysing qualitative data can be very confusing due to its unstructured nature. However, data analysis in whatever form can be easily carried out using the right methodology. The qualitative data analysis of this research project is the process of turning the written journals entries data into findings that answer the research questions. It does not happen in a linear way; it is not a neat and simple process. Rather, it involves a repeated process of critically reading, interpreting and reaching shared understandings of the data. Although not usually undertaken in such a linear way, the following graph illustrates some of the steps that any researcher may have to go through in analysing qualitative data. The researcher may, of course, engage in smaller cycles of doing analysis, critically reflecting on the findings and discussing them with others, and then revising the findings. Creswell (2007) further explained the underpinning

processes typical in qualitative data analysis. Some of these processes mentioned in his book include preparing and organizing the data, identifying codes, coding and recoding the data into themes and categories, and representing the data, Counting the frequency of codes and displaying the data.



**Figure 2.3.** Creswell's Visual Model of Qualitative Data Coding Process (2007, p238)

Concerning the present research, the qualitative data gathered from the reflective journals that the participants had written, while engaging in self-assessment of their oral proficiency, were first read. The next step in the qualitative data analysis were to develop a coding scheme that would describe the participants' reflective practice comments. Coding is necessary for efficient analysis and through it the several replies may be reduced to a small number of classes which contain the critical information required for analysis. In this process the researcher assigns numerals or other symbols to the participants' answers so that they can be put into a limited number of categories or classes. In other words, all comments which represent the same idea or thematic issues are grouped together in a category and are assigned a defining code.

The next step in the process of data analysis is the tabulation. When any researcher assembles the data from the learners they usually attend it in a concise and logical manner. Thus, *“tabulation is the process of summarizing raw data and displaying the same in compact form for further analysis. In a broader sense, tabulation is an orderly arrangement of data*

*in columns and rows*". (Kothari, 2004, p.15). Tabulation is beneficial to the researcher in the sense that it facilitates the processes of comparison and statistical computation and conserves space and reduces explanatory and descriptive statement to a minimum (Kothari, 2004). In this step, the researcher wrote the previously assigned codes for each question on a sheet of paper, called tally sheet, and for each response a stroke is marked against the code in which it falls. These codes are later counted to define the number of times a qualitative code occurs.

Then, the researcher makes good use of a qualitative data analysis software to obtain detailed reports. This step in most researches uses a well-defined statistical formula in order to calculate the various percentages, coefficients, etc. These reports are later explained and commented on in order to answer the research questions. In the process of analysing the data, the researcher comes out with relationships or differences supporting or refuting the research hypothesis. Yet, before drawing any conclusions the significance of these findings is to be tested to determine its validity and confirm whether any change or improvement in the results is a real one and not the result of random fluctuations. Finally, after analysing the data the researcher can either accept the research hypothesis or reject it.

## **2.9. Conclusion:**

For the purpose of exploring the effect of video-based self-assessment of speaking performance on EFL learners' oral proficiency and autonomy, an experimental design, which involves the use of several research tools, was developed by the researcher. First, the participants of the study were chosen and divided into experimental and control group. Then, each group received the proper treatment during various sessions. The researcher administered two questionnaires. Each of these research tools serve specific purposes which serves the general aim of the research. Furthermore, the instruments reliability and content validities are assumed to be appropriate for this study. Therefore, the practical part of this study is claimed

to have been carried out in relatively good conditions that would allow the researcher to assume valid and reliable data.

The present research compares the data of the learners who took part in the practice of video-based self-assessment with those of the learners in the control group using the different research means to determine the effect of the treatment on the learner's oral proficiency and autonomy. The next chapter entitled 'Results and Discussions' reports the findings of the experimental procedures which are performed by the researchers in an attempt to prove or refute the research hypotheses and answer the research question.

# Chapter Three : Data Analysis and Discussions

**CHAPTER THREE: *Data Analysis and Discussion***

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### **3.1 Introduction**

The third chapter of this research, entitled “Data Analysis and Discussions”, serves two purposes. First, it presents and discusses the data obtained via the different research tools undertaken in this study. Also, it provides interpretations of these findings which allow the researcher to prove or refute the research hypotheses and answer the research questions. For each research question, the researcher presents, discusses and interprets the findings of the correspondent research tool and relates them to what has been discussed earlier in the review of literature to answer that research question upon which the current work is premised.

The research tools, employed in this study, provided the researcher with rich data in the form of both qualitative and quantitative forms. The qualitative data were obtained from the respondents’ entries in the reflective journals, whereas the quantitative data were gathered from the research experiment and the two learners’ questionnaires. Concerning the qualitative data, the researcher conducted a thematic, content analysis whereas for the quantitative data both descriptive and inferential statistics were computed using the Statistical Packages of Social Sciences SPSS (21.0) and t-tests. Descriptive statistics are basically used to summarize sets of numerical data in a meaningful way. Meanwhile, inferential statistics were used to make inferences about populations using data drawn from its sample using different analysis means such as ANOVA Single-factor and the one-sample independent t-test.

This chapter, first reports the results of the speaking performance assessment followed by the results of the two questionnaires. Finally, the researcher accounts for the results of the participants’ reflective journal entries with their analysis and interpretations to cross validate the findings of the other research tools.

### **3.2. The Speaking Performance Assessment Results**

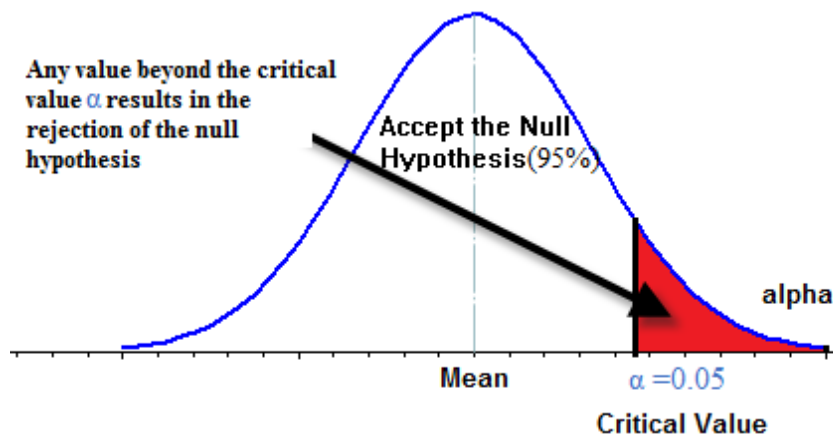
In order to determine the nature of the relationships between the independent variable (the target variable to be compared), namely the use of video-based self-assessment, and the dependent variable, which is the scores of the speaking performance, inferential statistical procedures were conducted. Also, to analyse the quantitative data, to test the research hypotheses, and to evaluate the relationship between the performance of the participants who received the treatment (Experimental Group), and those who did not (Control Group), a one-way analysis of variance (ANOVA Single Factor on Microsoft Office Excel) was used. Descriptive and statistical procedures were used to present the data and draw conclusions. As for the questionnaires, the items on the five-point Likert scale were assessed as values ranging from 1 to 5. ANOVA tests were used to show the differences among the experimental and the control with regard to the answers each of them supplied for the questionnaire items. The significance of effects was analysed at an alpha level of 0.05. Choosing ANOVA statistical analysis was an appropriate statistical procedure due to the sample size, single dependent variable, single independent variable, and the use of pre-test - post-test design according to Gall et al (1996).

Inferential statistics allow researchers to examine the significance of any observed difference in the statistical sense. When a result is deemed statistically significant, researchers cannot consider it random or due to chance. A significant result indicates that the null-hypothesis can be rejected because the actual behaviour of the data examined contradicts the assumption of the null-hypothesis that there is no significant difference between the control and the experimental groups. Consequently, when the data is proven to be significant, generalizations beyond the tackled sample and to the



statistical population can be made. Vice versa, when the result is not statistically significant, it might be random and occur in the sample only as a result of chance. Therefore, the researcher accepts the null hypothesis and reject the alternative one.

When performing ANOVA single factor analysis of the results, the statistical significance of the results depends on or the probability value (*p-value*) and its pre-defined threshold value of significance *alpha* ( $\alpha$ ). This value determines the probability of rejecting the null-hypothesis (i.e. there is a significant difference between the treatment group and the control group) or accepting it (i.e. there is no significant difference between the treatment group and the control group). The alpha value is generally set by researchers before examining the data and it is often equivalent to  $\alpha = 0.05$ . Thus, the smaller the p-value, the larger the significance of the results since it indicates to the researchers that the hypothesis under consideration may not adequately explain the observation. In other words, the null hypothesis is rejected when  $p < .05$ , and accepted when  $p > .05$  (Fraenkel and Wallen, 1996). Figure.3.1 further illustrates the use of the *p-value* distribution using  $\alpha = 0.05$ .

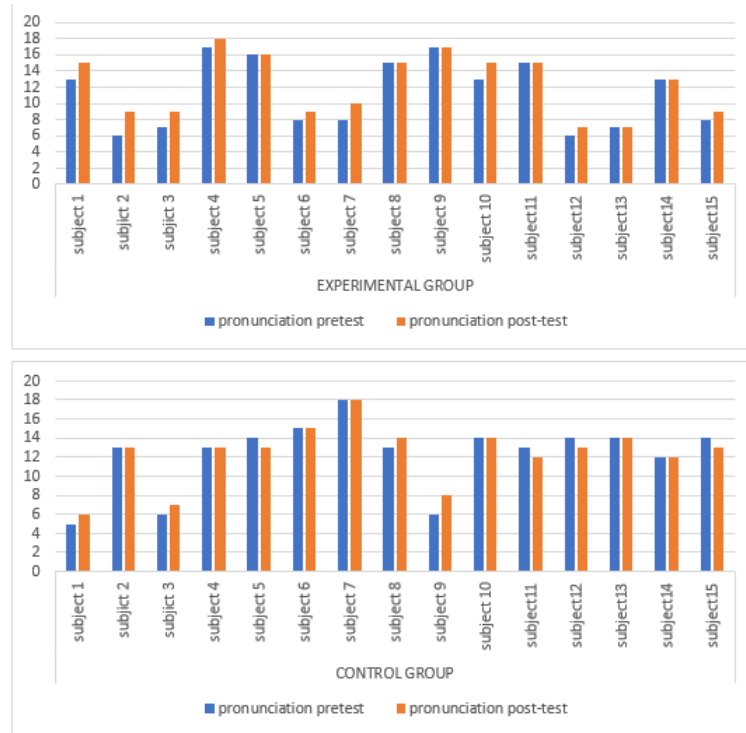


**Figure 3.1. P-value Distribution at  $\alpha = 0.05$**

After collecting and computing the data in Microsoft Office Excel (2016), the researcher was able to treat the data and generate several figures in the form of bar charts and tables which represent the results (scores) of the speaking assessment of both the experimental and control group in the different aspects of pronunciation, comprehension, fluency, grammar, and vocabulary.

### **3.2.1. The Pronunciation Aspect Results**

English pronunciation is one of the most highlighted aspects of EFL learners' mastery of English language. It defines them as proficient or novice speakers and shows their tendency towards American or British varieties. As such, pronunciation aspect is often considered by teachers as a parameter when assessing their learners' oral proficiency. Therefore, it has been selected to be one of the five elements in this study to be examined and assessed prior to the practice of video-based self-assessment and then after it to explore any significant change. The following figure (Figure 3.2) represents the pre-test /post-test scores of experimental and control groups in the first aspect of assessment, namely the pronunciation.



**Figure 3.2: The Pretest /Posttest Pronunciation Scores.**

The data gathered reveal a general improvement in the scores of the experimental groups compared to the ones of the control group. For example, subjects 1, 2, 3, 4, 6, 7, 12 and 14 have all got a better assessment score in the aspect of pronunciation after receiving the treatment of the video-based self-assessment. However, participants 8, 9 and 14 have maintained the same score in both the pre-test and the post-test. Concerning the control group, most participants (66%, n=10) have not achieved any improvements in their pronunciation score and others received a lower score compared to the pre-test' results such as subject 11 and 12.

To analyse quantitative data in statistical manner, most researchers resort to statistical analysis packages which are software that do most of the technical hard work on behalf of the researcher. In this study, the researcher has performed, as previously stated, a single-factor ANOVA analysis of variance, available on Microsoft Office

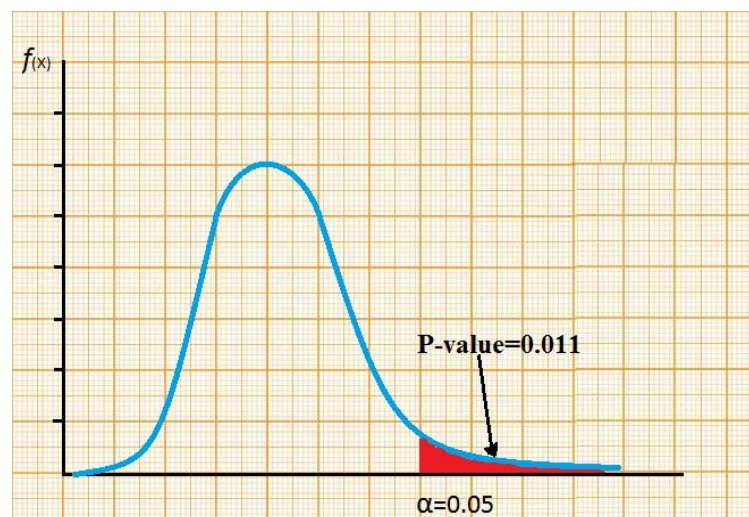
Excel (2016). The analysis results are provided in the form of a table which contains several important values. The following table (Table 3.1) reports the details of this analysis which will be discussed, in detail, further on.

Anova: Single Factor						
<b>SUMMARY</b>						
<b>Groups</b>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
<b>control group</b>	15	1	0,066666667	0,780952381		
<b>experimental group</b>	15	15	1	1		
<b>ANOVA</b>						
<b>Source of Variation</b>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
<b>Between Groups</b>	6,533333333	1	6,533333333	7,336898396	<b>0,011391499</b>	4,195971819
<b>Within Groups</b>	24,93333333	28	0,89047619			
<b>Total</b>	31,46666667	29				

**Table 3.1. ANOVA Analysis of Variance for Pronunciation Pre-test / Post-test**

The report of the ANOVA analysis is provided in the form of two sections. The first section of the table is a descriptive statistics table entitled the *Summary* of the analysis which has been done. From the table, we observe the two groups which were tested (the experimental and the control groups) and the number of participants in each group (*count*), which is equal to fifteen participants in each group (n=15). In addition, we observe a column entitled *Sum*. The positive Sum value indicates the existence of positive improvement from the pre-test results to the post test results. The *Sum* value in both experimental and control group are both positive which means there is an improvement in the scores. However, the progress in the experimental group is more significant (*Sum*=15) when compared to the one in the control group (n=1).

The second part of the ANOVA single factor analysis report entitled ANOVA is the most important. It reports the *Sum of Squares (SS)*, the *degree of freedom (df)*, the *Mean Square (MS)*, the *F statistic (F)*, the *critical value (F crit)* and most importantly the *P-value*. These values are important in order to make sense of the analysis and to reach conclusions. The *Sum of Squares* was found to be equal to  $SS= 6,533333333$  for the control group and  $24,93333333$  for the experimental one. In addition, the degree of freedom (*df*) was calculated and found to be  $7,336898396$ . The main value in this table which determines the significance of the results is the P-value. According to the results portrayed in the table, we observe that  $P\text{-value} = 0,011391499$ . i.e. there is a 1% chance that we would observe these results in a random sample.

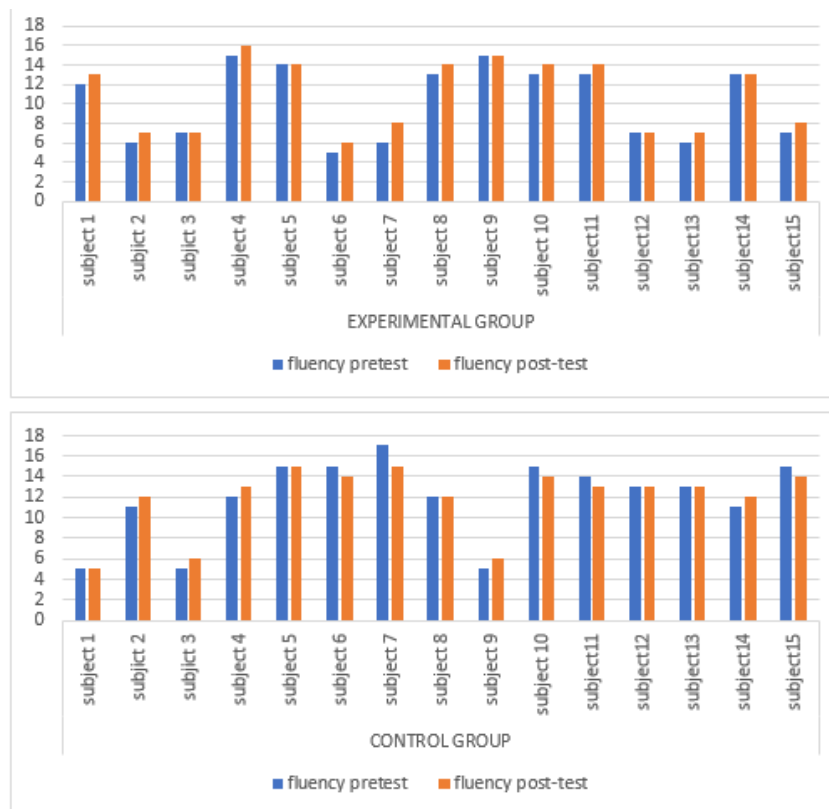


**Figure3.3: The ANOVA P-value Result for the Pronunciation Aspect.**

This value indicates the existence of statistically significant difference between control and experimental groups since the p-value is less than  $\alpha=0.05$ . Thus, based on these findings the researcher can reject null hypothesis, accept the alternative one and conclude that the improvement in the post test results is due to the practice of video-based self-assessment and it is not random or due to chance.

### 3.2.2. The Fluency Aspect Results

Achieving English speaking proficiency is one of the ultimate objectives of EFL learners. Being fluent speaker is generally considered to be an indicator of the mastery of this language. This is why fluency is chosen to be one of the five elements of speaking to be studied in this study. The fluency of participants of both experimental and control group was assessed before conducting the experiment and, later on, after applying the treatment. Figure 3.4 illustrates the results of the pre-test /post-test assessment of experimental and control groups in the aspect of fluency.



**Figure 3.4: The Pretest /Posttest Fluency Scores**

The data obtained from the two assessments point out that a significant progress in the scores of the experimental groups has been achieved in comparison with the control group. The fluency score of most participants of the experimental groups

(66,66%, n=10) has witnessed a relative improvement of 1 to 2 points in their scores whereas for the rest of the participants (participants 3, 5, 9, 12 and 14) it has preserved the same pre-test assessment score.

Concerning the control group's scores, nine participants (N=10) have either achieved the same pre-test score or have actually achieved a lower score which indicates that the majority (66%) has not improved the fluency in the absence of the video-based self-assessment treatment. However, few participants (n=5) have realised a slight improvement in their post-test results, such as participants 2, 4 and 14.

In order to test the significance of the results, any researcher needs to employ a proper data analysis software package. Similarly, in the present study the researcher has employed the same steps and procedures in analysing the data. A Single-factor ANOVA analysis of variance, using Microsoft Office Excel (2016) has been performed and the obtained results are reported in the following table. (Table 3.2)

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
control group	15	-1	0,066666667	0,923809524
experimental group	15	11	0,733333333	0,352380952

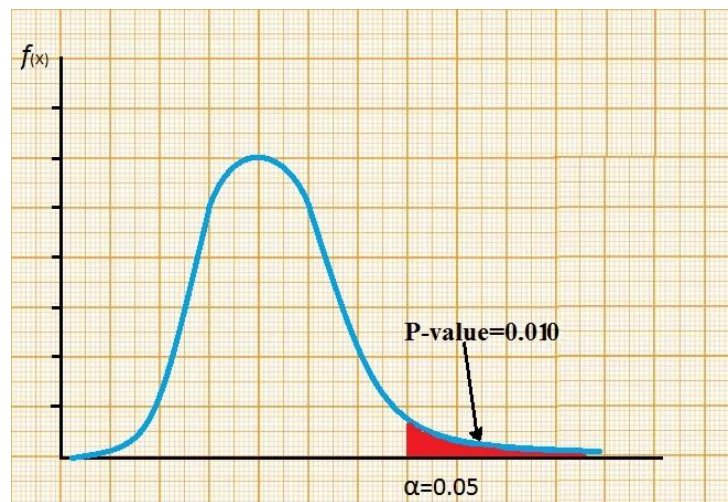
ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4,8	1	4,8	7,52238806	0,01050435	4,195971819
Within Groups	17,86666667	28		0,638095238		
Total	22,66666667	29				

**Table 3.2: ANOVA Analysis of Variance for Fluency Pre-test/ Post-test Results**

As the table shows, the ANOVA analysis is reported in the form of two sections. The first section of the table is a descriptive statistics table entitled the summary in which we see that the *Sum* value of the control group is minus one ( $n= 1-$ ) which means that there is no improvement in the results of the control group between the two assessments. Furthermore, we observe a positive *Sum* value in the experimental group ( $Sum=11$ ) indicating an important progress in the assessment scores from the pre-test to the post-test.

The most important details in the ANOVA single factor analysis report is found in the second part of the table. This table reports that the *Sum* of squares for the control group is equal to ( $SS=4.8$ ) which is a very small value compared to the one of the experimental group ( $SS=17.86$ ). Also, based on the results table, we observe that the most important value, the P-value, is equal to 0,01050435. In other words, there is about a one percent (1%) chance that we would observe these results in a random sample.



**Figure 3.5: The ANOVA P-value Result for the Fluency Aspect.**

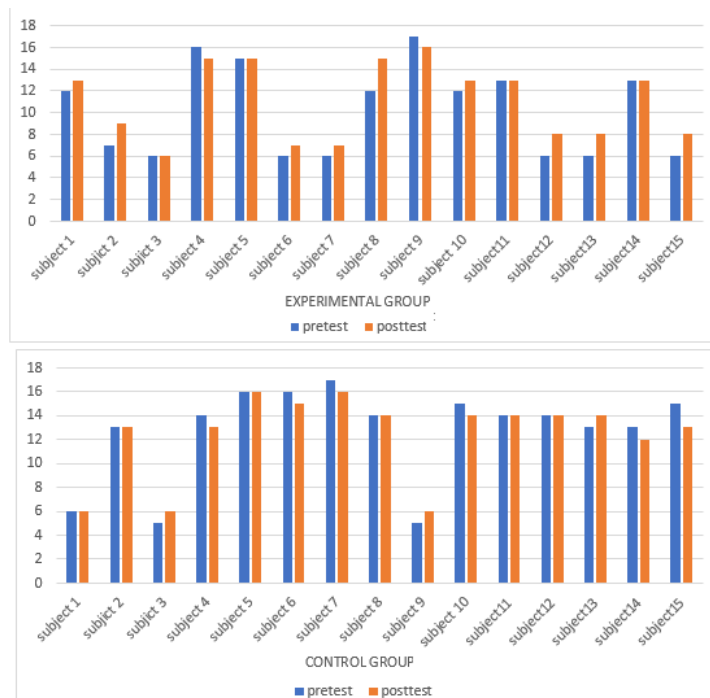
The P-value of roughly 0,010 is less than the significance threshold alpha which indicates the existence of statistically significant difference between control and experimental groups ( $p < .05$ ). These statistics enable the researcher to pronounce the



findings in the form of rejecting null hypothesis, accepting the alternative one and concluding that the improvement in the post-test fluency results is due to the practice of video-based self-assessment.

### 3.2.3. The Comprehension Aspect Results

One of the main objectives of any oral communication is transmitting a message. In the field of EFL, that objective may not be easily attained due to several factors that affect the comprehensibility of the oral message. For that reason, the comprehensibility of EFL speakers is often taken into account by teachers when performing assessments. Similarly, the researcher of this study has taken this aspect among the five aspects to be examined through the practice of video-based self-assessment of speaking performance. After conducting the experiment collecting and analysing the data the following results were obtained. Figure 3.6. below is a bar representation of the pre-test and post test results of both experimental and control group.



**Figure 3.6: The Pretest /Posttest Comprehension Scores.**

By observing the figure, it can be clearly seen that the scores are varied for each participant but they are not largely different from the pre-test to the post-test assessment which can be explained by the individual difference among the learners. We can also view that for the experimental group the majority of the participants 60% (n=9) have achieved a better result in the post test. Some of them improved their score by one point while others with two points. However, only few of the participants of the control group (13% n=2) have achieved better results while the majority have either gotten a lower score or have achieved the same pre-test score.

Comprehension is an essential element in any good oral performance. The effect of video-based self-assessment on the respondents' ability to make their oral message understood by the listeners is considered in the present study. After computing the data and performing the ANOVA single factor analysis, the obtained results are portrayed in the following table (Table3.3).

**ANOVA: Single Factor**

**SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
control group	15	3	0,2	0,457142857
experimental group	15	12	0,8	0,742857143

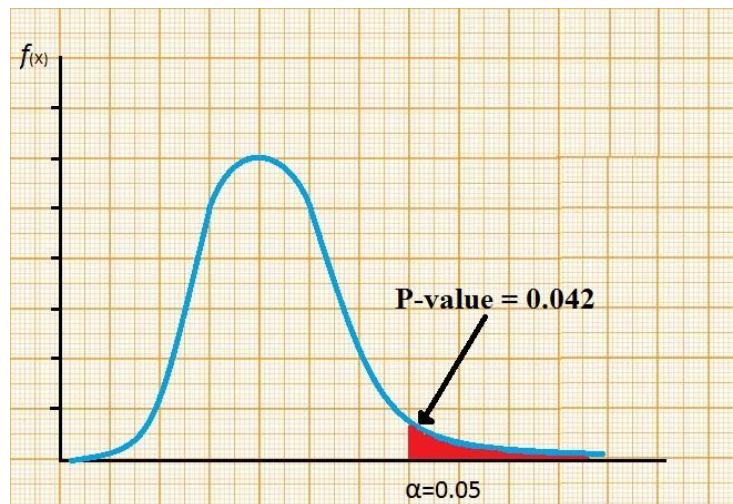
**ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	2,7	1	2,7	4,5	<b>0,042881188</b>	4,195971819
Within Groups	16,8	28	0,6			
Total	19,5	29				

**Table 3.3. ANOVA Analysis of Variance for Comprehension Pretest/Post-Test Result**

According to in the table the *Sum* value for both control and experimental groups are both positive ( $n=3$  for the control group and  $n=12$ ) which indicates an improvement in the post score compared to the pre-test score. However, the score of the experimental group is much better than the one in the control group which means the former has improved significantly when compared to the control group.

The second part of the table entitled “ANOVA” provides the reader with essential information about the analysis procedures such as the *Sum of Squares (SS)*, the *degree of freedom (df)*, the *Mean Square (MS)*, and most importantly the *P-value*. the *degree of freedom (df)* was found to be 1 for the control group and 18 for the experimental one and concerning the *Mean Square (MS)* it was found to be equal to 2,7 for the former and 0,6 for the later. Most importantly, based on the table the obtained p-value is equal to 0,042881188.



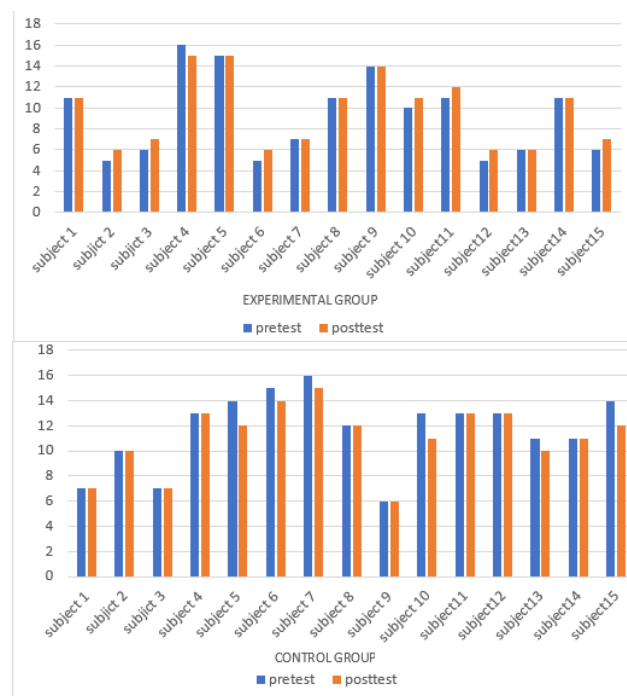
**Figure 3.7: The ANOVA P-value Result for the Comprehension Aspect.**

This value is slightly less than the critical value of ( $\alpha=0.05$ ). The researcher can deduce that the results gathered after the comparison of the pre-test and the post scores in the aspect of comprehension are statistically slightly significant. That is to say, there exists a positive improvement in the aspect of comprehension of the experimental group

participants' oral presentations though it is not so significant since it is close to 0,05. Therefore, we can say the video-based self-assessment practice has little helped the experimental group learners to improve this aspect in their oral presentations.

### 3.2.4. The Vocabulary Aspect Results

The type of vocabulary that EFL speakers use is said to tell much about them. It reflects their personality, their educational and social background and most importantly their mastery of the language. The use of appropriate vocabulary for specific audience can facilitate the comprehension of the message and leaves favourable impact on them. Therefore, the vocabulary used often affects teachers' assessment of EFL learners' oral performance. For this reason, this aspect was chosen among the five elements to be assessed in this study. The following figure (Figure.3.8) illustrates the pre-test and post-test vocabulary scores of experimental and control groups.



**Figure 3.8: The Pretest /Post-test Vocabulary Scores**

It appears that the individual results of all the participants of the study (control and experimental groups) are varied and when some of them improved others have deteriorated. For instance, several subjects of the experimental group, like subjects 1, 2, 3 10, 11, 15...etc. have either improved their results or kept the same pre-test score. Together they constitute about 93% of the subject of the experimental group. The same thing happened in the control group but with smaller percentage. i.e. subjects 1,2,3,4, 8, 9,11, 12 and 14 have all retained their pre-test scores while 40% (n=6) of them have slightly declined in performance. However, to get more in-depth details, the researcher conducted ANOVA single-factor test to the obtained results. The following table (Table3.4) represents the obtained reports.

**Anova: Single Factor**

**SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
control group	15	2	0,133333333	0,838095238
experimental group	15	4	0,266666667	0,495238095

**ANOVA**

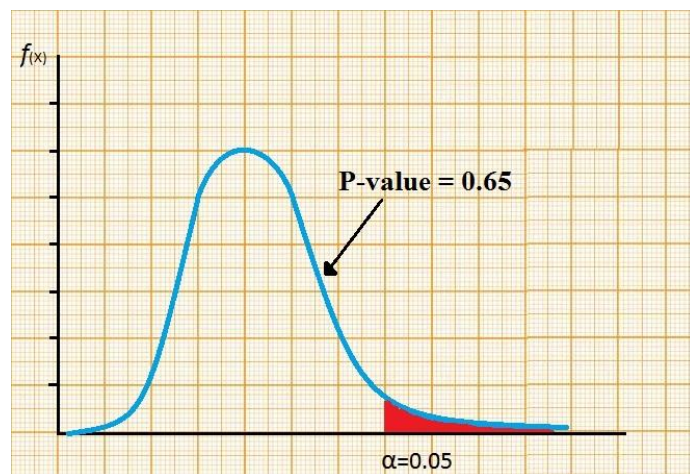
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0,133333333	1	0,133333333	0,2	<b>0,658161316</b>	4,195971819
Within Groups	18,66666667	28	0,666666667			
Total	18,8	29				

**Table 3.4. ANOVA Analysis of Variance for Vocabulary Pretest/Post-Test Results**

Based on the report produced by the ANOVA single-factor (Table 3.1.4), it can be seen that the *Sum* value of both experimental and control group are both positive. The control group *Sum* value is equal to 2 whereas the experimental group's is equal to 4. These results show that the informants' post-test results have slightly improved when

compared to the pre-test results despite the fact that the improvement is slight. The same observation can be made when observing the average results. The *Average*, which is the total of results divided on the number of counts, is not statistically high for both experimental and control groups since it is only 0.13 for the former and 0.26 for the later. Nevertheless, further analysis of the second part of the table is needed to make sense of the report and its findings.

Besides, the prementioned statistics, the most important value in the report is the P-value. The analysis report of the vocabulary pre-test and post-test results seen in the second part of the table yielded a p-value of 0.658161316. as the following figure illustrates (Figure 3.9).



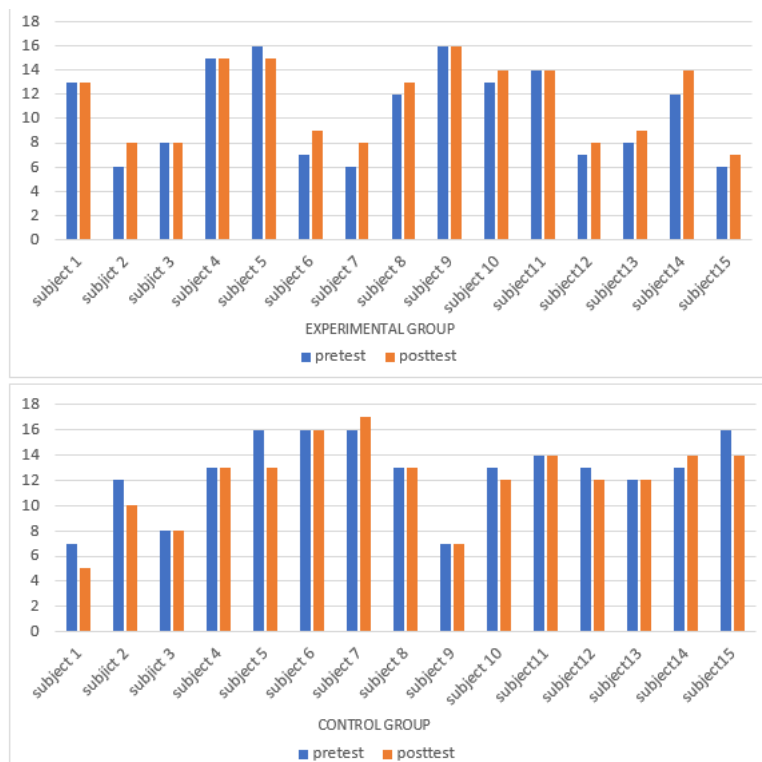
**Figure 3.9: The ANOVA P-value Result for the Vocabulary Aspect.**

This value proves that there is an approximately 65.8% probability of obtaining values at least as far apart as what was obtained in a similar condition. That means, there is no real difference between the two treatments. Due to this high p-value, which is to a large extent more than the significance threshold ( $\alpha=0.05$ ), the researcher cannot assume any significant difference between the results of the experimental and control

groups. Thus, there is no evidence from this sample of 30 students that the practice of video-based self-assessment is effective in improving the participants’ vocabulary.

### 3.2.5. The Grammar Aspect

Grammatical correctness is highly appreciated aspect of language mastery. Making grammatical mistakes when presenting orally leaves EFL learners ashamed and affects their assessment scores. On the contrary, grammatical correctness positively affects their achievements. Thus, this aspect of language is considered among the five most important aspects when evaluating oral performances. The present research sought to investigate the effect of video-based self-assessment on the improvement of learners’ oral grammatical correctness. Figure 3.10. illustrates the pre-test and post-test scores for the experimental and control group which were obtained at the onset and the end of the experiment.



**Figure 3.10: The Pretest /Post-test Grammar Scores**

The examination of the figure allows the researcher as well as the readers to grasp the meaning of the data presented with ease, provide visual impact and communicate the primary finding effectively. From the data resented in figure 3.6 we observe that more than half of the experimental group subjects 60% (n=8) have made progress in their performance after receiving the treatment. Another 34% (n=5) have kept their previous records and only one participant 6% (participant 5) have actually declined in performance after the post-test.

As far as the control group is concerned, seven subjects out of fifteen, which represents 46 %, have maintained their pre-test score. Another 40% (n=6) have achieved lower scores in the post test and only 13% have actually obtained a better result. Bearing this in mind, the researcher used the ANOVA Single factor to analyse the pre-test and post test results for both experimental and control group. The results are reported in the following table (Table 3.5)

**Anova: Single Factor  
SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
control group	15	-4	0,266666667	0,923809524
experimental group	15	6	0,4	0,542857143

**ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3,333333333	1	3,333333333	4,545454545	0,041917351	4,195971819
Within Groups	20,53333333	28		0,733333333		
Total	23,86666667	29				

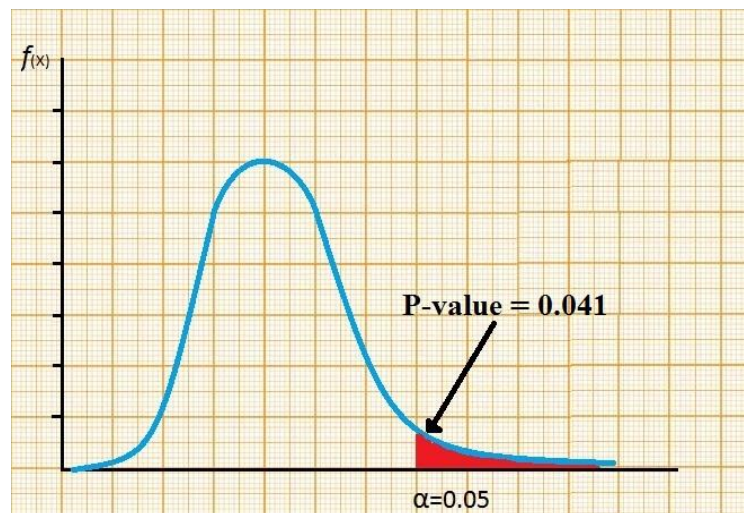
**Table 3.5. ANOVA Analysis of Variance for Grammar Pretest/Post-Test Results**

The summary table informs the readers of several statistical facts. First, we notice that the *Sum* value for the control group is (-4) which is a negative value indicating that



there was no improvement of the results after conducting the post test. Second, the *Sum* value of the experimental group is (+6) which means that there was an improvement. However, it is much less than the one obtained in the other aspects such as pronunciation (+15) or fluency (+11). Finally, the *Average* (or *total results*) indicates the presence of a small difference between the experimental group (0.4) and the control group (0.26).

In the second part of the table, we observe several important values. the *Mean Square (MS)* is found to be equal to 3,33 and the degree of freedom (*df*) is reported as 1 for the control group and 28 for the experimental one. However, the most important value in the ANOVA report table is the P-value. According to the table P-value = 0.041917351. as the following figure illustrates



**Figure 3.11: The ANOVA P-value Result for the Grammar Aspect.**

This p-value is slightly less than the significance threshold  $\alpha=0.05$ . Thus, the researcher can consider the treatment that the experimental group received to be slightly effective in improving EFL learners' vocabulary aspect of their oral proficiency. In other words, we can reject the null hypothesis saying that video-based self-assessment

does not affect the vocabulary level of EFL learner, and accept the alternative hypothesis and admit that the technique suggested in this research does in fact have an effect on EFL learners' vocabulary level, despite the fact that the effect is moderate and does not aspire to researcher's expectations.

### **3.2.6. Discussion of the Results**

The present research is conducted on the premises that video-based self-assessment has a significant effect on EFL learners' oral proficiency from different aspects. The researcher has conducted an experiment in which the participants of the study were divided into control and experimental groups. While the control group received no special treatment, the experimental group benefited from training on the studied educational practice. Furthermore, the experimentation period was both preceded and followed by assessment procedures (pre-testing and post-testing respectively) to observe whether the effect of the treatment on the experimental group was significantly important. Finally, the data was collected, computed and analysed to draw conclusions.

The analysis of the findings and the comparison of the results of both control and experimental groups in this study proved that video-based self-assessment lead to a significant improvement in the pronunciation and the fluency aspects of learners' speaking. In addition, it has been proven to be slightly significant in term of comprehension and grammar aspects. Meanwhile, the analysis of the results proved the investigated learning technique has, in fact, no significant effect on the learners' vocabulary and grammar aspects.

The research in this section attempts to explain and interpret the findings of the study using the data analysis previously provided. First, the significant increase in the

scores that the experimental group received compared to the control group in terms of pronunciation and fluency leads to a significant P-value lower than the significance threshold 0.05. The P-value in the pronunciation aspect was  $p=0.01$ , whereas in the aspect of fluency was 0.010 which are both highly significant results. This important progress in scores of the experimental group is mainly the results of the treatment. i.e. the practice of video-based self-assessment. The participants of the study had the opportunity to observe their speaking performance and then used the checklists and the reflective journal to analyse every aspect of this performance.

The progress in the fluency aspect is fairly simple. Most of the participants of the experimental group revised their performance several times using the recorded videos. Obviously, and as noted in their reflective journals, they realized the shortcomings in their presentations that affected their fluency such as stuttering and the use of frequent hesitation markers. Thus, making use of the assessment rubrics and the reflection journals they made learning decisions to improve their performance. For example, they realized the need to prepare well in advance and practice their oral performance before presenting them in front of their classmates and teachers. Also, some of them decided to stop their old habit of memorizing their speech and rely on their understanding. Therefore, the noticeable increase in performance was expected by both teachers and the participants themselves.

The other aspect in which advancement was recorded is the comprehension aspect of oral performance. Before the practice of video-based self-assessment was introduced in this study, EFL learners had no means to examine their speaking performance. Therefore, they could only imagine the extent to which they made sense to the audience and the extent to which their messages were delivered through their oral performance.

i.e. EFL learners could only subjectively assume that their audience is well comprehending what they say. However, the treatment that the experimental group has received allowed the participants to observe their performance for the first time from the audience' stand point. Consequently, the learners were given the chance to assess the comprehensibility of their oral presentations objectively and from the audience perspectives. Thus, the students of the experimental group have made significant methodological and presentational improvements to the way they present so as to make more sense and ease the comprehension of message. For example, through the examination of their reflective journals, the researcher came to discover that some of these participants realized the need to use visual aids, others noticed that they are including too many details in their presentation, while others have recognized the need to raise their voice and use their body language more effectively. All these observations and improvement were not possible without the practice of video-based self-assessment.

Improving EFL learners' pronunciation, though it is considered as one of the most challenging aims of English classes, was realized through the practice of video-based self-assessment of speaking performance. The majority of the experimental group' learners has realized a better score after the treatment which after the ANOVA single factor analysis resulted in P value= 0.011. This finding can be explained in the fact that video recording technology allowed the learners to easily identify their pronunciation mistakes and errors. For instance, subject 4 of the experimental group indicated through his reflective journals that he realized that he pronounced some words in the British accent while pronouncing others in American one. In addition, subject 11 of the same group stated that for the first time in his life, he realized that he has a problem applying word stress and sentence stress properly. As a result, subject 4 and 11, as well as other participants of the experimental group worked on their weaknesses and improved their

pronunciation by means of video recording their presentations repeatedly until good results were obtained. Therefore, the practice of video-based self-assessment was proven to have positive effect on EFL learners' pronunciation.

The grammatical correctness of EFL learners' speaking is highly appreciated and hardly built. The findings of the study suggest that the grammatical aspect of participants' speaking performance has slightly improved. After the ANOVA Single Factor analysis, the P-value was found equal to 0.041. This value is slightly significant since the  $\alpha=0.05$ . This result demonstrates the fact that there was not a major improvement in the scores of the participants of the experimental group compared to the control group in terms of grammatical correctness. These findings may interpret the fact that most EFL teachers encourage their learners to speak and communicate using whatever tools they have at their disposal rather than follow a scripted conversation. In other words, EFL teachers prefer to build learners' communicative skills and assume that they will learn correct grammar eventually. Thus, the occurrence of some grammar errors is expected and generally tolerated as long as the message gets across.

The participants of the study, as most EFL learners, realize that grammar is the backbone of the language and the rail way through which they transport their messages. However, good command of grammar does not necessarily mean successful speaking performance. Therefore, when trying to balance between the two important variables, the participants of the study were not successful achieving a significant improvement in the grammatical correctness aspect of their speaking performance.

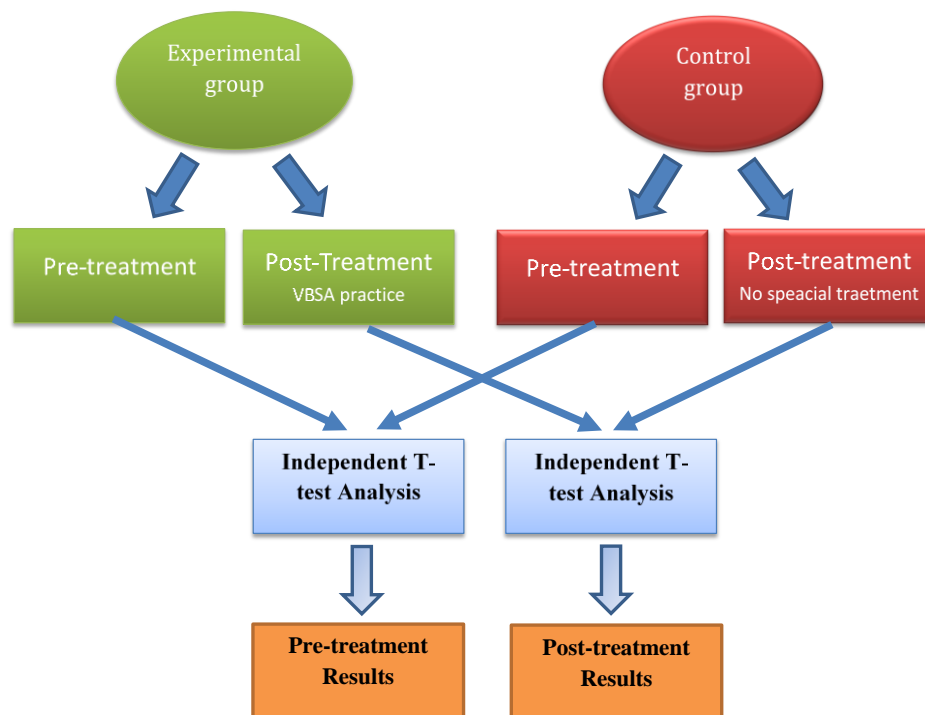
Unfortunately, the practice of video-based self-assessment was not proven to have significantly positive effect on EFL learners' speaking in terms of vocabulary. After the comparison of the pretesting and the posting scores of both experimental and control

group, the analysis of ANOVA Single Factor provided a P-value 0.65 for this aspect. This value is not significant since it is more than the threshold value of 0.05. The attained findings can be explained by considering the depth of the English language vocabulary which is, as described by writer Clive James, “big and baggy”. That is to say, the huge vocabulary of English language can be both advantageous, allowing flexibility and eloquence, and disadvantageous in the sense that it can limit the comprehensibility when addressing audience with limited vocabulary. Therefore, it is natural that most EFL learners tend to avoid elaborate constructions, long sentences and a larger-than-necessary lexicon. On the contrary, the participants of the study, as revealed from their reflective journals, preferred to use plain English vocabulary and a simple direct language in an attempt to be inclusive and friendly with the audience and reduce a little burden off their shoulders. Consequently, there was no significant difference in the scores of both experimental and control groups in the aspect of vocabulary.

All in all, and based on the obtained results, the statistical analysis and p-value of the different comparisons made, the researcher concluded that the treatment of video-based self-assessment of speaking performance, that the experimental group have received, in fact, a significant positive effect on the learners’ oral proficiency in the aspects of pronunciation and fluency. In addition, the treatment has a slight positive effect in the aspects of comprehension and grammar. Yet, the researcher has also found that the treatment did not yield any significant effect in term of vocabulary level. The next section of this chapter is an attempt to answer the second research question by exploring the responses of the second research tool, namely a questionnaire, which explores the effect of video-based self-assessment of speaking performance on EFL learners’ learning autonomy.

### 3.3. Learners' Autonomy Questionnaire

The second research tool devised in the present research is the learners' autonomy questionnaire. This research tool is employed to answer the second research question. i.e. to find out whether the practice of video-based self-assessment has any significant effect on EFL learners' autonomy level. This questionnaire has been employed in several other studied (with possible minor modifications) because it has been carefully designed to provide vital feedback to researchers about the effectiveness of a certain learning technique in improving EFL learners' autonomy level. The following figure (figure 3.12) illustrates the steps and procedures followed to administer the questionnaire as well as to collect and analyse the data and finally to reach the results.



**Figure 3.12.** Steps and Procedures of the Questionnaire Administration Process.

The researcher administered this questionnaire before the treatment and then after the treatment with both control and experimental groups. The data were then gathered, classified and compared using the proper statistical package analysis tool to identify any

significant difference between the two groups. Finally, the results of this research tool are reported and interpreted and the research question is answered.

### 3.3.1. The Pre-treatment Results.

A questionnaire of various types has gained considerable attention in the social sciences research. It is one of the most common means of data collection in foreign language research. In order to answer the research questions and evaluate participants' learning autonomy in learning, learner autonomy questionnaire developed by Zhang and Li (2004), was administered to the participants in both experimental and control groups. The questionnaire has two parts: Part One contains 11 multiple-choice items on a 5-point Likert scale ranging from 1 (never) to 5 (always). Part Two contains 10 multiple-choice self-reporting items. This questionnaire has been proven to have high content validity and it has been frequently used in previous studies (, Koosha M, et al, 2016; Ghodrati M. et al, 2014; Shangarffam N, 2013; Nematipour, 2012; and Dafei, 2007). Also, several previous studies have used this questionnaire and claimed a strong reliability based on Cronbach's Alpha score. This tool is a widely used measurement of reliability tool that reveals the extent to which the items of a measure assess a common characteristic (Aron et al., 2005:383). The result of Cronbach's Alpha test was found to be of .512 having 21 questionnaire items, which is in the acceptable range. Table 3.6. sums the results of the reliability test.

<b>Cronbach's Δ</b>	<b>0.89</b>
<b>Mean 3.223</b>	

\*(N = 30)

**Table 3.6. The Cronbach Reliability Test of the Autonomy Questionnaire.**



The researchers sought to check whether there was any significant difference between experimental and control groups of second year EFL learners' autonomy before and after applying video-based self-assessment. Therefore, the questionnaire was administered before the treatment as a first step, then after it as a second step. The responses were then collected using a spreadsheet, classified and computed. Finally, to analyse the data and compare the participants' mean scores for control and experimental group, which are independent of each other, before and after treatment, an independent sample t-test using SPSS 21.0 (Statistical Package for Social Sciences) was conducted. The results are reported in the form of two tables (Table 3.7 and Table 3.8)

The first table, entitled “groups statistics” contains simple statistics such as the number of the participants in both experimental and control group as well as other statistics such as the Means, the Standard Deviation and the Standard Error Mean. These statistics are important to obtain a general idea about the results but they do not report vital information that help answering the research question.

**Group Statistics**

Group	N	Mean	Std. Deviation	Std. Error Mean
experiemtal group	15	2,3030	,29889	,07717
control group	15	2,1273	,42889	,11074

**Table 3.7. One Sample Independent T-test Descriptive Statistics Report for the Pre-treatment Scores**

The second table (Table 3.8) is a more detailed table with several columns. It reports vital information about the T-test results, such as the *significance value* and the *mean difference*, which would enable the researcher to test the pre-established research hypothesis and answer the research questions. Thus, examining and studying this table is very important.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,058	,312	1,302	28	,203	,17576	,13498	-,10073	,45224
Equal variances not assumed			1,302	25,003	,205	,17576	,13498	-,10223	,45374

**Table 3.8. One Sample Independent T-Test Results for Pre-treatment Results.**

One sample independent T-test was run to explore the differences between the pretest results of the two groups, based on learners' autonomy questionnaire. The purpose of this analysis was to estimate the participants' autonomy level before the study began. By using the t-test, the difference between two sets of scores is examined to determine whether it is big enough to reach statistical significance. The first table presented in the T-test report is the descriptive statistics table (Table 3.7). In this table, we can observe some basic statistics such as the number of participants, who responded to the questionnaire, (*N*) which is similar in both experimental and control group (*N*=15). Also, the *Mean* for each group which is 2.3030 for the experimental group and 2.1273 for the control group and the *Standard Deviation (SD)* which is 0,29 for the experimental group and 0,42 for the control one.

The second table (table 3.8) of the T-test report provides some vital information to decide whether the results are significant enough. To do so, the research opted to compare the obtained results to the adopted level of significance  $\alpha=0.05$ . The researcher also assumes equal variances since the *Sig* of the Levene's Test is more than  $\alpha=0.05$  (*Sig* = ,312) and the standard deviation values in the descriptive statistic table are close enough for experimental ( $n=0.29889$ ) and the control group (0.42889).

In the table, we observe that the *T statistic* is  $t=1,302$  and the degree of freedom  $df=28$ . However, the most important statistical value, which will decide whether the difference between the results of the groups before the treatment is significant enough, is the significance value *Sig. (2-tailed)*, which is reported in the table as *Sig.(2-tailed) =0.203*. This value is much higher than the significance threshold  $\alpha=0.05$  indicating the absence of any difference between the experimental group and the control group. Therefore, based on these findings the researcher accepts the null hypothesis and rejects the alternative one. i.e. The obtained results seem to indicate that there is no significant difference between the autonomy level of experimental group and the control group prior to the application of the treatment or the VBSA and that the participants in both groups had similar autonomy in their language learning which further proves the homogeneity of the two groups.

The next step in this investigation is the attempt to explore EFL learners' responses after enrolling in the practice of video-based self-assessment analyse. The data gathered after the treatment from both experimental and control group are compared to each other using the same statistical procedures used in the pre-treatment phase (Independent T-test Analysis) in order to observe any significant difference, which indicate the effectiveness of the treatment in boosting EFL learners' learning autonomy.

### **3.3.2. The Post-Treatment Results.**

After receiving the treatment (for the experimental group), the researchers collected the data and used a spreadsheet to organize and classify it. The researchers also employed the same statistical analysis procedure used in the pre-test phase; i.e. the

SPSS One-sample Independent T-test. The researcher inspected participants' autonomy which are reported in the following tables.

**Group Statistics**

Groups	N	Mean	Std. Deviation	Std. Error Mean
experimental group	15	3,1455	,85266	,22016
control group	15	2,5515	,32862	,08485

**Table 3.9.** One Sample Independent T-test descriptive statistics report for the post-treatment scores

As previously mentioned, the T-test results is provided in the form of two tables (Table 3.9 and table 3.10). the former includes plain statistics such as the number of participants in each group while the other include more important statistics that help researchers interpret results and answer research questions such as the significance value (Sig-2 tailed).

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	MD	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2,031	,165	2,517	28	,018	,59394	,23594	,11064	1,07724
Equal variances not assumed			2,517	18,069	,021	,59394	,23594	,09838	1,08950

**Table 3.10.** One sample Independent T-Test Results for Post-treatment Autonomy Questionnaire.

The independent sample T-Test was conducted to evaluate the effect of 16 session treatments on EFL learners' autonomy level. After the analysis of data shown in Table 3.10, the researcher concluded that variances of two groups' post-test were homogeneous and Sig = 0.165 was more than 0.05; which means that  $p\text{-value} > 0.05$  in both groups. As seen in Table 3.3.4 Sig (*two-tailed*) is less than  $\alpha = 0.05$  since it equals 0.018. Thus, we can say that there is high significant difference between experimental and control groups [t (28) =2.517, p =0.018 (two-tailed)].

The results further showed that after the treatment that the experimental group had received, the autonomy level of the participants has improved significantly compared to the participants of the control group. The main determining factor for the effectiveness of the treatment in this research was the difference between in the performance of the experimental group as compared to the one of the control group on the questionnaire (as a post-test). The results showed that the experimental group with a *Mean* value of **3,1455** out-performed the control group with the *Mean* value of **2,5515**. Thus, the researcher can conclude that the treatment given to the experimental group have had a leading positive effect in enhancing the participants' learning autonomy. Therefore, the null hypothesis, stating that there is no significant difference between the two groups, is rejected and the alternative one, stating that the use of video-based self-assessment of speaking performance has a positive effect on EFL learners' autonomy level, is proven and, thus, accepted. This way, the researcher is able to answer the second research question by announcing that the practice of video-based self-assessment has, to a great extent, enabled second year English learners to build their learning autonomy.

### **3.3.3. Discussion of the Results**

The process of computing and analysing the data obtained from the respondents provided the researcher with rich data. The conclusions that were deduced from them can be reasonably justified, explained and interpreted in the sense that several factors have contributed in building EFL learners' autonomy through the practice of video-based self-assessment of speaking performance. These factors include the learners themselves, the means of the experiments, and the teachers in charge of the successful implementation of the study.

Video based self-assessment is, in its raw nature, a process which is performed independently. It requires the participants to take responsibility for monitoring and analysing their own performances. This tool allowed the participants of the study to build their autonomy since it fostered and enclosed self-instruction, self-direction, the use of self-access materials, and out-of-class learning. First, it allowed them to learn using video recordings, which are self-study materials, without the immediate control and supervision of the teacher. In addition, the treatment that the participants of the study have received prompted them to take decision related to their learning and accept the consequent responsibilities. For example, subject 7 of the experimental group indicated in his journals that he realized the need to practice orally several times before presenting in front of classmates. Therefore, this informant took learning decisions and accepted the responsibility over them. Moreover, the practice of video-based self-assessment of speaking performance allowed the learners to use self-access materials, which are video recordings, in an out of class learning context. All the subjects of the treatment group had in their possession video recordings of their performance, a self-assessment rubric, a computer to work on and all the time and space to examine and study their performance at home. Thus, several aspects of learning were catered for in this study which improved EFL learners' sense of ownership and responsibility and, consequently, lead to an increased level of autonomy.

Since the promotion of learners' autonomy was highlighted as an objective of this study, it was necessary for our EFL teachers to adapt themselves, through their roles in the classroom, to the requirement of autonomy. In this experiment, teachers' methodological and psychological support was a key element for the successful fulfilment of the study. Despite the fact that the subjects of the study were encouraged to take decisions and accept responsibilities, without teachers' counsel and supervision

the entire process could fall into disorder and lack of efficiency. First, teachers encouraged learners to adapt the practice of video-based self-assessment after explaining its mechanism, benefits and objectives. Second, they modelled and guided the learners through the first video-based self-assessment attempts. In addition, teachers provided psychological support by reducing learners' anxiety and self-consciousness which are common conditions when being video recorded for the first time (Penner L., Albrecht, T., & Foster, T., 2007). Most learners have declared, through their reflective journals, that they felt worried about many things the first time they presented orally in front of the camera. Luckily, the teachers played a significant role in familiarizing the learners to the presence of the camera and in refocusing the learners' attention on the positive aspects of the experiment.

Finally, the use of self-assessment rubric, identifying the scoring criteria, and the practice of reflective journals writing are all factors contributing in building learners' autonomy. At the first place, the self-assessment rubric is the fundamental research mean employed in this study. Using criteria-referenced self-assessment allowed the participants to identify the most important elements of any oral presentation. Our EFL learners could not determine exactly what their teachers expect from them, on their own. They need guidance and exposure to the standards that teachers use to evaluate their performance which the practice of video-based self-assessment provided for them. For instance, several aspects of pronunciation, delivery and effective communication strategies were provided for them to study, to examine and to use in order to improve their performance. Also, writing self-critiques reflections on their journals permitted the participants of the study to realistically recognize their strengths and weaknesses, to judge, rate and mark their own performance which improved their performance on the next presentations and provided them with opportunities to self-regulate their learning

progress. Therefore, the use of these wide range of learners' autonomy 'sponsors' surely explains the observed positive effect of video based self-assessment of speaking performance on our EFL learners' autonomy.

To sum up, the findings of the study have revealed the fact that the participants of the experimental group have significantly improved their learning autonomy compared to the control group as a result of practicing video-based self-assessment of speaking performance. Using reflective journals, self-assessment rubrics, as well as reviewing video-recordings proved to have had a favourable effect on learning autonomy. Therefore, to answer the second research question "*Does video-based self-assessment have any significant effects on EFL learners' autonomy?*" data analysis resulted in the researcher's firm claim that this kind of treatment is significantly effective in enhancing the participants' learning autonomy as the findings of the other research tools would further validate and confirm. The next section of this thesis is concerned with the presentation of the second learners' questionnaire which seeks to answer the third research question.

### **3.4. The Learners' Perceptions Questionnaire**

Learners' perception, as Penny (2004) describes, plays an important role in their learning and affects their performance and achievements. In the present study, the researcher explored the perceptions of the respondents of this study in regards to the practice of video-based self-assessment. The purpose is to validate the results gathered from the other research tools and to give learners the opportunity to express their opinion and report their experience. The present learners' questionnaire was devised at the end of the experiment with the aim to elicit data about the learners' perceptions towards the use of video-based self-assessment including the practice, its nature and its



benefits through their participation in the study. All the participants of the experimental group, who took part in the study, received a questionnaire of 22 Likert scale questions, to which they answer by ticking the right box ranging from strongly disagree to strongly agree.

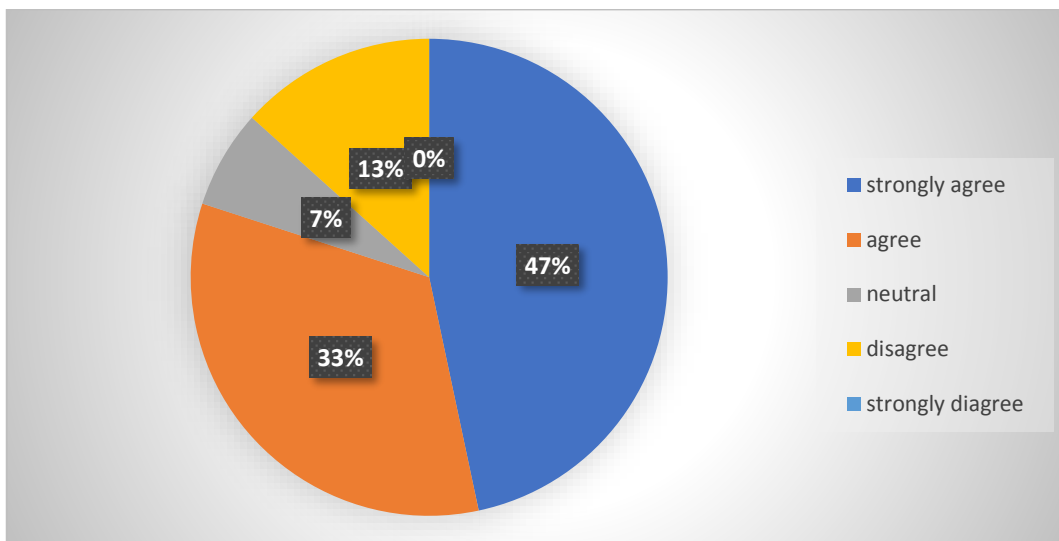
The questions were developed by the researcher and went through a piloting phase before its final administration. A mixture of negatively and positively formed items was used in order to reduce acquiescent response bias as Nunnally (1967) recommends. The responses were collected and classified using a spreadsheet. Wherever necessary, items were reverse-coded, so that higher values represent a positive disposition toward the use of video-based self-assessment. Then, these data were computed and analysed. Considering, the number of items in this questionnaire (which is 22 items), this section of the research reports the findings of some of the most important items in the questionnaires using tables and charts.

#### **3.4.1. The Results of The Questionnaire**

The EFL Learners' Perceptions Questionnaire, used in this study, is one of the most important research tools in this study. It includes several important and well-designed questions that elicit important information from the participants. Their feedback is deemed vital to explore the inner side of the learners when engaging in the practice of video-based self-assessment of speaking. This section of the research the results of some of the most important items of the questionnaire are presented, analysed and discussed whereas the complete results of this questionnaire are presented in (appendix 5) in this part of the research.

To begin with, one of the most important items in the questionnaire is item two (02). This statement is designed to gather data of the participants' opinion about the

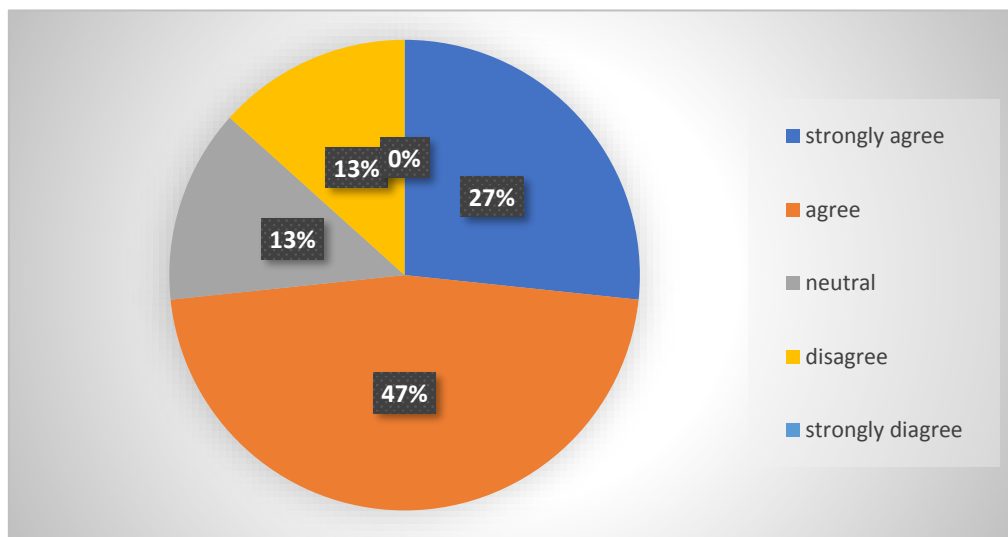
effectiveness of video-based self-assessment in improving EFL learners' speaking performance. Item 2 is formulated as follow, "***Video-based self-assessment has been useful in helping me improve my speaking performance***". The informants are asked to simply state the degree to which they agree or disagree using the five scale Likert options. Figure 3.13 below, which is the percentage circle representation of the results, sum up the gathered results:



**Figure 3.13: Response of Item Two (2) in Learners' Questionnaire**

The data attained from the questionnaire seem to prove that a significant majority (58%) of the participants taking part in this study strongly agree with the statement declaring that the video-based self-assessment technique has helped them improve their speaking performance added to the 23% of the participants who also expressed their agreement to the statement. However, a small percentage of the subjects (19%) of this study have either been sceptical and expressed a neutral opinion (9%) (n=1) or disagreed with the statement (10%) (n=2). This result is largely consistent with the improved scores of these participants in the post assessment of speaking performance conducted by the teacher after the treatment.

Another important item in the learners' questionnaire is item (3). Item 3 is about the effect of video based self-assessment on a specific feature of the learners' speaking performance which is identifying the linguistic mistakes and errors committed by the respondents. The researcher asked them to which extent they agree/disagree with the following statement: "*Video-based self-assessment has been useful in helping me identify my linguistic weaknesses*" and figure 3.14. sum up the main results gathered:

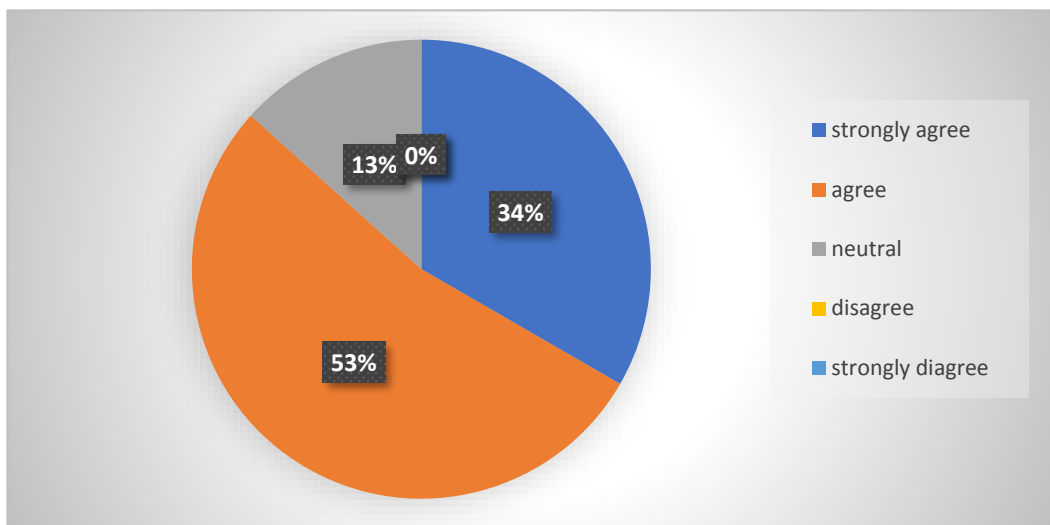


**Figure 3.14: Response of Item Three (3) in Learners' Questionnaire**

After collecting, computing and analysing the data, the obtained result seems to prove that the majority of the respondents (47%) agree with the statement and believe that the video-based self-assessment technique has helped them to identify their linguistic weakness in speaking. Another 27% of them, also, strongly agree with the statement. Yet, a limited number of participants (n=2) seems to disagree with the statement saying that the practice of video-based self-assessment has not been much of a help in guiding them to identify their mistakes.

Furthermore, the primary use of video technology in this research is to help learners review and monitor their performance. The researcher included in this questionnaire an item that collects data about the effectiveness of this technological tool

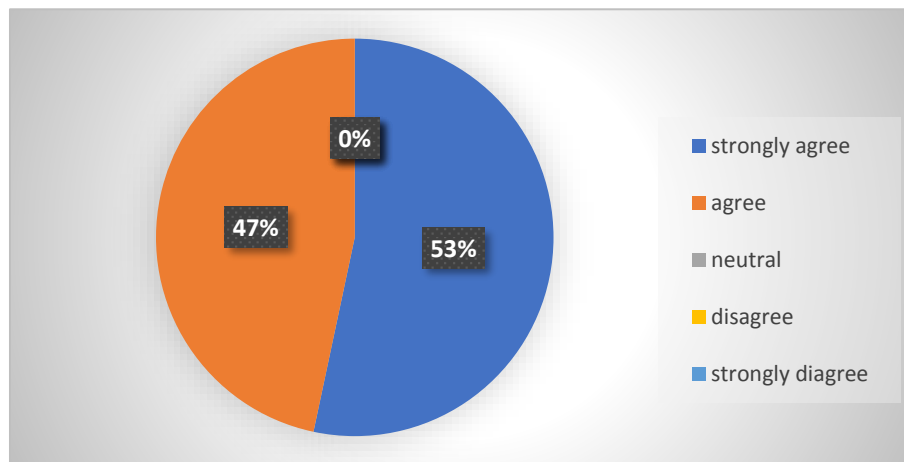
in an actual practice. This item is item 6 and it was presented to the respondents in the following form: “*Video-based self-assessment has been useful in helping me monitor my progress overtime*”. This item is designed to assess learners’ opinion about the influence of video-based self-assessment on their own control over their learning using the same five scale Likert options ranging from strongly agree to strongly disagree. The results gathered are represented in Figure 3.15.



**Figure 3.15: Response of Item Six (6) in Learners' Questionnaire**

From the obtained responses of question 6, the research was able to notice that the majority of the participants (53%) ( $n^{\circ}=8$ ) agree that video-based self-assessment have helped them monitor their progress overtime. Another 34% go further and strongly agree with the statement making the total number of positive replies up to 87%. This high value leaves no margin for the researcher to doubt the effectiveness of this practice. Thus, no more than two respondents have stated a neutral response and no one disagreed with the statement.

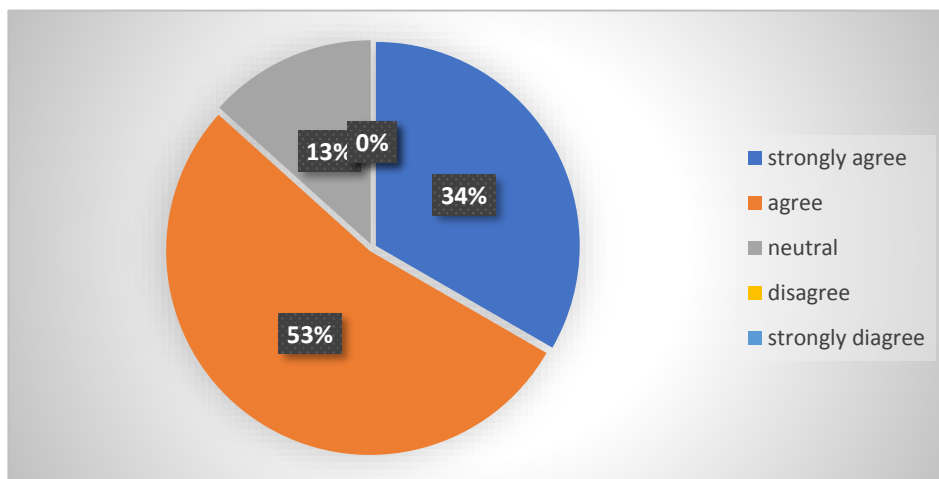
One of the main objectives in introducing the video-based self-assessment to the learners is to enable them to have an access to and a chance to observe and monitor their speaking performance in class. This ability can prove to be vital in enabling out EFL learners to identify weakness and strengthening them. Therefore, the researcher has added item (7) to the learners' questionnaire and it has been formulated in the following form, "*Video-based Self-assessment has been useful in helping me go over my speaking performance*". Similar to most Likert scale questions and statements in this questionnaire, the respondents were only required to tick one of the five scale degrees to which they agree or disagree with the statement. The data collected from the fifteen respondents were computed, analysed and they are now presented in the following figure (Figure 3.16)



**Figure 3.16: Response of Item seven (7) in Learners' Questionnaire**

The data collected from the participants of the study seems to strongly, and beyond any doubt, support the usefulness and the positive effect of the learning method devised in the present study; namely video-based self-assessment of speaking performance. All the participants have expressed their agreement to this item of the questionnaire. 47% agreed while 53% of them strongly agreed with the statement. Leaving no room for speculations concerning this aspect.

According to the researcher’s own belief, any questionnaire should include items that clearly and straightforwardly asks the respondents about their opinion of the investigated topic. Thus, as a statement that sums up the learners’ attitude towards the use of video-based self-assessment and their general reaction to partaking in the study, item 13 was included in the questionnaire. This item simply requires the respondents to indicate the extent to which they feel content to have taken part in study. Item 13 is stated as follow: *“Generally, I am glad that I used Video-based self-assessment technique”*. After collecting, analysing and computing data, the following results were obtained.

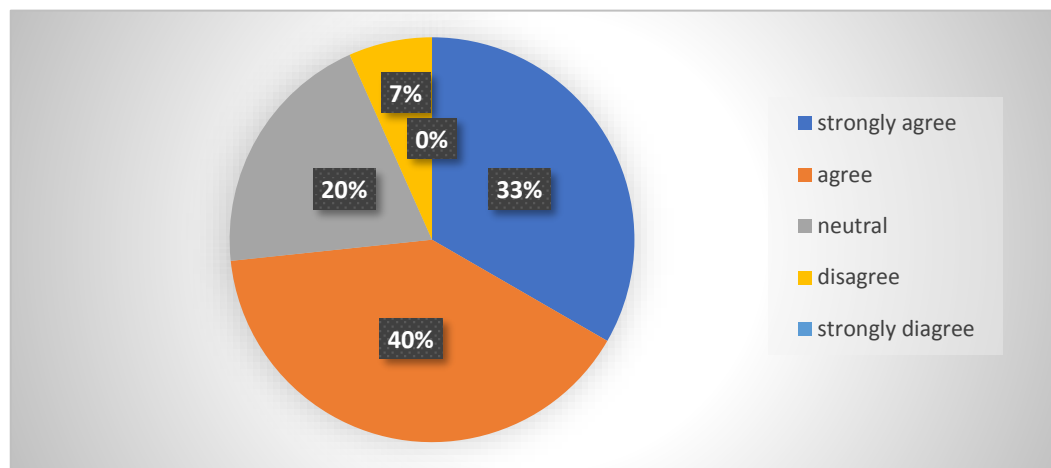


**Figure 3.17: Response of Item Thirteen (13) in Learners' Questionnaire**

This result can be explained in the sense that using self-study resource, such as video-based self-assessment, motivates the learners to practice and help them build confidence due to the self-reflective learning process. Most learners were satisfied and glad to use this technique because it is very flexible and convenient. They were able to record their oral performance, check, monitor and assess their speaking after listening to their own recordings, thus, helping them to improve their speaking. Most importantly, the use of video recording devices in the classroom to capture EFL learners’ oral

performance constitutes a break with the traditional methods of teaching and assessment practices which marginalizes EFL learners. Thus, the practice of video-based self-assessment motivated the learners to engage in this learning endeavour and left a general sense of gratitude in them at the end of the study.

Finally, it goes without saying that, EFL learners in Algeria are in constant need of their teachers' support and guidance. This support can be manifested in directing them to the different skills, subskills and aspect that need to be improved. Therefore, one of the most important items in this learners' questionnaire, item 17, is designed to collect data from the respondents about this issue. It inquires whether the respondents have used the video-based self-assessment as a mean to decide what aspects of their speaking performance is problematic and needs more attention and improvement. Henceforth, item 17 in the learners' questionnaire is formulated as follow: "***Video-based self-assessment has been useful in helping me decide what aspects of speaking skill I need to improve***" and similar to the other items, learners use Likert scale to denote their opinion. The results gathered are demonstrated in the following figure (Figure 3.18).



**Figure 3.18: Response of Item Seventeen (17) in Learners' Questionnaire**

The responses attained from item 17 of the questionnaire validate and confirm the previous findings that the researcher has got from questions 6 and 3, as they have a direct link with each other. Almost the same percentage of the participants who previously agreed or strongly agreed on the usefulness of method have also agreed on the positive effects of Video-based self-assessment in allowing them to spot and identify the aspects of the speaking that needs most attention and improvement. That is to say, 73% of the respondents (n=11) either agreed or strongly agreed with the statement whereas only 7% (n=2) stated that they disagree with it.

### **3.4.2. Discussion of the Results**

In the present study, the researcher endeavoured to introduce a new learning technique that is intended to improve learners' oral proficiency and build their learning autonomy. This learning technique relies on self-assessing video recordings of learners' own speaking performances. The obtained results from the different research tools used in this study have confirmed the positive effects of this technique on EFL learners' oral proficiency and learning autonomy. The only thing left is no examine learners' perception and attitude towards this learning technique using the final learners' questionnaire.



The analysis of questionnaire responses provided a generally favourable attitude and perception. Most of the participants of the study either agreed or strongly agreed with the statements indicating the positive effect of video-based self-assessment on different aspects of learning such as exposing learners to their weaknesses and strengths, monitoring and revising their performance, self-directing their learning...etc. However, there were few cases in which the respondents expressed their disagreement and opposition to any positive effect of this learning technique. Therefore, in this section of the study, the researcher attempts to explain and interpret these findings.

Among the reasons justifying the favourable results related to the questionnaire items is the relative practicality of video-based self-assessment. Most, if not all, participants of the study had no difficulties in committing themselves to the research activities and requirements. All that they had to do is attend couple of sessions a week, prepare and then perform a short oral presentation, go home and review it using the provided self-assessment rubric and a reflection journal. Therefore, most correspondents found it easy to assess their own presentation with the help of checklist and produce effective reflections using the questions on the reflective journals. Therefore, no one expressed their disagreement or regret in taking part in this study.

Few respondents of the study, however, expressed disagreement to some aspects of the study. For example, the researcher observed that a percentage of 7% to 13% of the students denied the fact the video-based self-assessment has helped them identify their linguistic weaknesses or improve their speaking performance. This result can be explained in the sense that some students, through their reflective journals, expressed their doubt of the whole idea of self-assessment and their conviction that they are not qualified to assess their performance. These learners are too dependent on the teacher to

tell them what their linguistic weakness are and what their speaking performance is like. They questioned the entire procedures of recording themselves, of reviewing their performance and then evaluating the presentation. Therefore, they reject the idea of helping themselves by themselves.

The psychological factors may have also influenced these learners. The practice of video-based self-assessment exposed them to the reality about their performance. It was the first time for almost all subjects to see themselves on the stage presenting orally. Thus, it is natural that some of them may suffer from conditions of denial and high degrees of self-consciousness that hindered the well-reception of this learning technique despite teachers' psychological and methodological support.

Among the majority of respondents supporting video-based self-assessment practice and the minority expressing their disagreement and doubt, there exist a percentage of learners who are not sure about the effect of this learning tool on their learning and assessment abilities. Almost in all items of the questionnaire, the researchers collected data from one or two respondents, representing a ratio of no more than 13%, indicating a neutral response. These students are likely trying to balance between the positive effects of the treatment they received against the other psychological and methodological problems that they might have faced during the implementation of the study. For example, one participant (subject11) indicated in his journal that he has actually become aware of several aspects of his performance but in the same journal he expressed that he is worried about the way he looked and sounded to his classmates and teachers and that he felt helpless towards these problems. Another subject expressed his inhibition when presenting in front of the others and the fear of making mistakes. Despite the fact that video-recording his presentations exposed him to

his weaknesses he became even more worried of committing those mistakes when video-recording their oral presentations. Therefore, the affective factors associated with the practice of video-based self-assessment of speaking seems to have had an effect on few of the participants of the study rendering them uncertain of the effectiveness of this learning tool.

To conclude this section, the researcher can firmly assert that the general perception obtained from the results seems to show a general favourable agreement of the usefulness and the effectiveness of the video-based self-assessment on learners' speaking skill and learning autonomy. Most participants of the study were glad and content to take part as well as benefit from the investigated learning technique. Therefore, based on these finding the researcher can delve to answer the research question and prove the its hypothesis. The research alternative hypothesis is accepted and the null hypothesis is rejected i.e. video based self-assessment has left a good impression and a favourable perception on the participants of the study due to its multiple positive effects as stated by the respondents. Finally, the following analysis of the results of the other research tool can further validate the conclusions drawn in this section and pave the way for the researcher to come up with the necessary pedagogical implication and recommendations.

### **3.5. The Learners' Self-Assessment Reflective Journals.**

One of the most important sources of valuable information about learners' perception of video-based self-assessment practice is the reflective journal. The subjects of the experiment have been instructed and trained on using the reflective journals before the actual start of the experiment. The rich data gathered at the end of this study were thematically analysed based on the type and the frequency of the positive and

negative elements observed in learners' responses. Throughout the three months period of this experiment, each of the fifteen participants submitted six (6) reflective journals to the researcher, making a total of ninety (90) items. These journals are coded from (A) to (F) for each participant. The researcher grouped the feedback of the open-ended items that guided and prompted the learners based on the emerged themes and then conducted a content and a thematic analysis by examining how the subjects responded to the questions to confirm or refute the findings of the previous research tools. This section of the study presents, discusses and interpret results in relation to the other research tools and questions.

### **3.5.1. The Results of the Self-Assessment Reflective Journals**

The researcher, as the primary coder, read the journal entries of all participants to create initial categories of themes. An electronic coding platform rendered the task of efficiently code, analyse, and organize the large amount of data relatively easy. In doing this, salient themes were drawn from the journals and frequently mentioned themes were identified. The first question in the reflective journal asks the participants the following question: *“Did you perform your oral presentation as you planned for and expected? If not, why?”* This question is designed to collect data about the general impression that the respondents had about their oral presentation and to prompt them to engage in a deep reflection of the possible reasons that lead them to perform the way they did.

The obtained data revealed that a clear majority of the respondent (89%) indicated in their journals that they are not satisfied about their oral presentations. They expressed this answer in different ways which ranged from a simple dissatisfaction to deep sense of regret or sorrow. Their justifications for their “regretful” performance varied. Some

respondents stated in their journals that they forgot what they should say after experiencing a state of panic followed by blushing. Other respondents wrote in their journals about the hesitation, the stuttering and the long pauses which affected their fluency and the comprehensibility of their oral discourse. As seen in the following extracts:

- *“oh of course not! I was very nervous in front of them ... I lost words and their eyes were all looking at me ... It was not my best performance at all” (Subject 4 Journal D)*
- *“I used a lot of “and” to link the sentences and too stopped several times to think of what to say ... I am sure my listeners were not feeling comfortable when they listened to me...” (Subject 7 Journal E)*
- *“I kept repeating some phrases when I forgot what to say next. I looked so stupid”*
- *“I spoke too fast. I was afraid I would forget what to say next”. (Subject 1 Journal C)*

Other informants, justified their ‘poor oral performance’, with the lack of time management skills, the use of long and complex vocabulary and sentence structure which made them sound like there are reading a book more than doing an oral presentation. In addition, making obvious grammar and pronunciation mistakes caused them to lose face in front of the audience and lose their interest as the following excerpts from their journal illustrate.

- *“I still make mistakes of final “s” oh my god! I embarrassed myself and made them laugh” (Subject 13 Journal F)*
- *“It seems like I was reading from the internet. I used difficult words that I don’t even know myself. No wonder they looked bored and sleepy” (Subject 9 Journal E)*

Nevertheless, the state of dissatisfaction seemed to gradually fade away as the learners had more practice and more occasions to reinforce the shortcomings in their presentations. The researcher observed that most learners' negative conceptions about their performance changed focus from general to specific. With time they were able to identify specific issues in their oral presentation and seek their improvement. Thus, achieving one of the main objectives of this learning tool.

Any oral communication between EFL learners entails a positive and a lively interaction between speakers and listeners. The absence of the good listeners is often the result of speakers' unsuccessful oral performance (Astroga-Cabezas, E., 2015 and Soureshjani, K., 2012). Therefore, the second question in the reflective journal, the researcher included the following question: ***“what did you do to engage or disengage the audience?”***. EFL learners taking part in this study need to identify the factors that lead them to make successful oral performance and maintain the attention of their interlocuters or; the opposite, to lose their interest.

The responses of the informants for this question were also varied. However, the most common and recurring themes included the following. First, some informants (27%), especially females-ones, identified and recognized the fact that they are speaking in a low voice. Most of them were not able to make themselves heard in the overly crowded classroom. In addition, through the use of video-based self-assessment, some of the respondents (21%) were able, for the first time, to assess the use of their body language in the sense that many of them realized that they do not use their hands very often, and that they stay put in one place and do not move at all, which resulted in disengaging their audience and losing their attention. On the contrary, for other participants, the good use of visual aids, including the speakers themselves, played an

important role in maintaining the attention of the audience (39%). Throughout their journal entries, other respondents (19%) highlighted the importance of interacting with the audience by asking questions, and comprehension checks every now-and-then. as the following excerpts from their journals illustrate.

- *“... My teacher always asks me to raise my voice by I did not expect it to be this low ... It is very hard to make them listen to me when they can't even hear me” (Subject 10 Journal E)*
- *“... I stood there like a statue, my hands behind my back. Why? I don't know, I guess I did not know where to put them ... I think my work would be better if I used my hand when speaking” (Subject 14 Journal B)*
- *“... I could clearly see that most of audience where following me and my presentation. I believe the pictures that used make my presentation interesting and not boring.” (Subject 7 Journal A)*

Maintaining audience attention has been highlighted as a key aspect of any oral communication throughout this question of the reflective journal. Most respondents were able to make a list of the factors that lead them to keep or lose the attention of their audience. Thus, they are left with the mere task of keeping the positive aspects in their performance and working on the negative ones.

One of the most important objectives of video-based self-assessment is to enable and encourage learners to introduce positive change to their presentation. The only way to make their oral performance better is to make use of the observations they collected through reviewing their performance and create and action plan to improve their performance. Therefore, the researcher added question three (3) to the reflective journal. This item simply asks learners about the changes that they are going to make in their next oral presentation.

The most recurring themes for this question were interesting and reflecting serious action plans taken by the learners to improve their oral performance. First, several respondents (28%) highlighted the need to stop making any grammatical or pronunciation mistakes as these mistakes are not tolerated by teachers and often cause the respondents to laugh at or mocked at by their peers. Thus, some learners decided to check the correct pronunciation of each word they have doubt in and rehearse well beforehand. Second, the researcher observed that lack of preparation leads them to look anxious and nervous which did not help them to create a positive atmosphere. Finally, some respondents (14%) indicated the need to wear a watch and pay attention to the time when presenting to solve the problem of time management and almost all respondents agree on keeping the aspects that they considered positive in their performance. The following extracts illustrate some of learners' action plan for improving their oral performance:

- *“I will try to make my next presentation much better by preparing well and not making any mistakes. I will look confident and speak firmly without any hesitation” (Subject 12 Journal F)*
- *“I will try to do like the teacher does. I will move around when I speak and use the whiteboard when I say difficult words. I will use data projector to show them some pictures or graphs and keep them attentive to my presentation” (Subject 2 Journal A)*
- *“I will ask my teacher to guide me. I don't want to prepare something and the teacher asks me to skip it when presenting. It always makes me nervous and messes all my presentation” (Subject 6 Journal C)*
- *“I should take my time and not speak fast ... I should ask them some questions because my teachers love that and my friends love participate too and I can rest for few moments before I carry on my presentation” (Subject 8 Journal B)*



Identifying weaknesses in one's oral performance would surely have no benefits if it is not followed by a set of learning decisions and corrective measures. The informants of this study seem to have found a way to get by their weaknesses and tempted to repair their performance. Their answers to question 3 were different according to the needs of each individual however, a general agreement on the need to rehearse well and manage time efficiently were recorded in their journal.

One of the main objectives of this research is to lead EFL learners to self-direct their learning. This objective cannot be achieved without building the ability to self-inspect one's performance. Question four in the self-assessment reflective practice questionnaire led the learners to do an inspection of their performance. The question asks the learners to state the new things that they discovered about themselves after watching themselves in the video recording. The aim of this question is to raise learners' awareness of themselves, their oral performance and other non-verbal aspects of their performance in front of others.

The received replies for this question were mostly related to the physical and outer appearance of learners; however, there were some learners who paid attention to other different aspects of their oral performance. To begin with, most learners (56%) indicated through their journal entries that they look nervous and stressed. Some of them (34%) did not expect their stress to be that obvious for their audience and for the first time several learners realised that their hands were shaking when presenting and they couldn't maintain eye contact at all. Other informants realised that they speak faster or slower than needed, which affects the comprehensibility of their speech and they concluded that they need to change the coming presentations. Finally, many learners

admired some aspects in their performance and were determined to never lose the positive sides in their performance as the following extracts prove.

- *“I speak so fast which make my listeners lost... when I speak fast I finish quickly not like my friends who take their time and use their time appropriately...” (Subject 13 Journal B)*
- *“when I speak I keep my eyes on the floor or look at the ceiling... I look funny ...I need to stop this and look at my friends or the teacher ...” (Subject 5 Journal C)*
- *“I look serious and unhappy ... I guess it is because I was nervous ... I don’t think my classmates would interact with me if they see me like that...” (Subject 9 Journal E)*
- *“I dress up casual and I need to remove my hat when I present ... my classmates seem to look at and read the writing on my T-shirt ... I don’t like that. It makes me uncomfortable when presenting...” (Subject 10 Journal D)*

EFL learners may go about their learning career without having a chance to really inspect their performance and become aware of its strengths and shortcomings. Such inspection would allow them to improve their skills and performance as well as benefit from other different angles. Question four in the reflective journals handout, as proven through their entries in the reflective journals, have helped the participants to think of their oral performance and try to assess themselves using the self-assessment rubric. Typically, these learners would attempt to work hard on improving the weaknesses in their performance or changing the unwanted aspects. At the same time, they would keep and reinforce any observed positive aspects.

The fifth question in the self-assessment reflective journal aims to help learners focus on and maintain the positive aspects of their oral performance. Reaching oral proficiency cannot be achieved by strengthening weak aspects in one’s performance

while losing the other strong aspects already acquired. This question asks the respondents to indicate the good aspects that they see in their oral performance.

The answers to this question are not as varied as expected. Learners seem not to appreciate many aspects in their oral performance. This can be the result of the sudden self-consciousness, happening after seeing themselves on video-recordings for the first time. Most people can have mixed reactions when they see on a video how they look from different angles or to hear their own voices. However, almost all learners were able to identify at least one good aspect in their performance which is a positive and a healthy attitude towards their own oral performance. For example, some learners, especially male ones, were happy that they can raise their voices and make all their classmates listen to them. Other respondents were proud of their American or British accent while some respondents were glad that they could maintain eye contact with the listeners. Some excerpts of these answers are reported below:

- *“The positive aspects in my oral presentation is that I can force them to listen to me by raising my voice... everyone seems to listen to me” (Subject 11 Journal C)*
- *“I am happy that I always look good when presenting orally ... I look confident and I keep eye contact with my classmates ...” (Subject 2 Journal C)*
- *“Although the teacher and my classmate try to embarrass me with some tricky questions but I don’t blush or look shy” (Subject 15 Journal A)*
- *“everyone thanks me for my presentation and have questions for me when I finish ... the teacher always appreciates my British accent although I still make some mistakes when I speak.” (Subject 4 Journal A)*

It is highly counter-productive to dead learners to focus on negative aspects in their performance and neglect the positive one. They may drift into a state of frustration or despair. The last question in the guideline questions was an attempt to focus their attention on the positive aspects. Gladly, all participants were able to identify at least one good thing in their performance and thus they were charged to work on and improve the other aspects.

The final part of the self-assessment reflective journal is an open-ended and an unguided question that prompt the respondents to reflect on other aspects of their performance not tackled in the previous questions. This question requests from the informants to jot down any thoughts and reflections related to their practice of video-based self-assessment, which may include any other feelings, obstacles, sense of progress, achievements, expectations, reactions to video-based self-assessment or learning decisions that they made. The type of this question entails receiving a wide range of mixed data from the learners. Therefore, a thematic analysis process was applied to the transcripts to elicit key ideas and concepts that were evident in the reflective journals.

The researcher was able to identify several key themes recurrently appearing in the respondents' self-assessment reflective journals. First, talking about one's feelings is the most common theme (81%). Almost all participants shared their feelings in the journal. A probable cause for this is the general association that most young learners make when talking about a journal in the sense that most of them tend to write about their feelings and emotions. Similarly, in this study, most respondents developed mixed feelings when seeing themselves performing on the video-recording. Some of them (16%) were bothered or ashamed of their appearance and performance whereas others

(12%) tended to compare themselves with other performers. All of which is still, however, considered a natural reaction in this experiment and an important step in realizing the reality of their performance. Some extracts of the respondents' journal entries are reported bellow:

- *“there is a lot of difference between my performance and my friends' performance... I don't know if I can be like them or better than them one day...” (Subject 7 Journal B)*
- *“I am not happy after seeing my performance in the video... I did so bad...I have a lot do a lot of work if I want to get better” (Subject 5 Journal F)*

The other kind of feelings and emotions reported in the journal entries is the respondents' feelings towards the practice of video-based self-assessment. The analysis of the data proved that many informants (28%) tackled this practice and reported what they experienced and felt. While some of them (18%) expressed gratitude for practicing self-assessment, others (10%) expressed their feeling of oddness towards this experience and preferred to be assessed by the teacher. Couple of these journal entries are reported bellow:

- *“I never assessed my performance by myself. Teachers always did that because they are better than me and I always respected their assessment ... I don't think I can do their job...” (Subject 12 Journal C)*
- *“this new experience is very interesting... assessing myself is good because I can do it all the time. The teacher cannot help me all the time but I can help myself anytime...” (Subject 15 Journal C)*

The second most recurring theme in the respondents' journal entries is the learning decisions that they make every time they see their oral performance. After

being inspired and encouraged by the teacher to take charge of their learning and make learning decisions, these respondents dared to make future goals to make their performance better. For instance, some of them realized the need to ask for help from the teacher or a classmate when feeling overwhelmed or confused. Other participants (47%) wrote about the different decisions that they made to improve any aspect of their oral performance as the following excerpts illustrates:

- *“I need to have the courage to ask the teacher for help ... many times I don’t know what to do to fix the problems in my performance... if the teacher doesn’t help me I will ask one of my good classmates...” (Subject 2 Journal E)*
- *“I can see the truth about my performance but when I make a decision, I need to apply it and not just talk about it and then forget it...I will be a teacher one day and I cannot keep making stupid mistakes in my speaking...” (Subject 1 Journal B)*
- *“I have to listen to native speakers more often if I want to improve my speaking because I don’t sound like a native speaker I sound like an Arab which bothers me ... I will watch more films and listen to podcasts when I am in the bus and try to repeat what they say...” (Subject 3 Journal F)*

The third and the last most common theme tackled in the self-assessment reflective journal entries is the obstacles that the respondents face to improve their speaking performance. A considerable number of participants (36%) tackled different aspects of their performance that need to be improved based on what they observed in their oral performance video recordings. For instance, some of them (25%) wrote about the reasons why they make speaking mistakes and suggested solutions for them whereas others (11%) did not go beyond blaming themselves. In both cases, the researcher considers these reactions to be a step forward in revealing the true performance to the

learners and leading them to ponder in the reasons that hinder their performance and eventually find improvement solutions. Some of these journal entries are reported below:

- *“I have big problems in my fluency... I speak slowly and change the thoughts that I want to say in my head all the time... I think I was not sure about what to say because I did not prepare very well or because I was afraid ...” (Subject 8 Journal D)*
- *“I noticed that I speak some words in the British accent whereas I speak other words in the American accent... I need to fix this and use only one” (Subject 14 Journal E)*

To conclude, reading the respondents’ self-assessment reflective journal entries was an informative experience. It shed light on the inner side of the learners taking part in the study and helped the researcher to explore the feelings, expectations, challenges and achievements associated with the practice of video-based self-assessment, which was not possible using any other research tool. The following section is an attempt to analyse and deduce conclusions from these journal entries which will help us answer the research questions.

### **3.5.2. Discussion of The Results**

One of the most important objectives of this research is to lead learners to improve EFL learners’ oral proficiency and achieve learning autonomy through the use of reflective journal in association with video-based self-assessment. Most, if not all, participants of this study have never engaged in a self-assessment or a self-reflection practice before. Therefore, they were both prepared and guided by their teachers to be involved in this learning endeavour. Although at the start of this experiment some of them did not know exactly how to reflect up on their performance, teachers’ support and

guidance helped them to become aware of its techniques and its importance for their overall learning progress. Thus, enabling them to take full advantage of it and produce reliable and valid data.

As seen in their journal entries, the reflections of the respondents were fundamental for them in order to identify the weaknesses and the strengths in their oral performances. Most of them were able to spot deficiencies in different aspects of their speaking such as pronunciation, fluency, grammar ...etc. Moreover, these reflections encouraged them to take charge of their learning and make corrective measures. These learners could not tolerate to keep making the same mistakes after realising them. Whenever they found difficulties in making the right decisions, they reached their teachers or classmates for help. Thus, it can be said that this practice empowered the learners to be autonomous learners and at the end of the three months experiment period, students' oral performance progress could be more evidently observed by the learners themselves; as stated in their journals, and by the teachers; through their assessment scores.

Although most of the participants, who took part in the study, achieved positive results, there are few learners who expressed their uncertainty towards the whole idea of self-assessment. These learners seemed to have no trust their own judgments and the accuracy of their self-assessment. This case is not surprising to the researcher given that self-assessment, in its nature, contradicts and challenges the traditional learning practices in the Algerian context. For the first time in their educational career, these learners were asked not rely on the authoritative figure in the classroom to be assessed. The lack of self-confidence is thought to be one of the main reasons that affected learners' ability to judge their own performance. Therefore, a longer and a thorough



preparatory period seems to be required to enable all learners to engage in this practice without prohibitive thoughts.

The sample of learners who took part in this study recognized some of the benefits that the practice of reflecting over their oral performance could bring about. For instance, they could finally understand the assessment criteria, and scoring rubrics as well as developing a positive attitude towards their own performance deficiencies. Writing their reflective journals also served as a permanent and traceable record of their thoughts, plans, experiences and a safe outlet for their frustrations and concerns, which they can replicate or refer to in any future learning endeavours to connect their previous knowledge with new knowledge.

In conclusion, the qualitative information generated by students on their reflective journals provide additional support for the usefulness of video-based self-assessment. The researcher can deduce that EFL learning process can be improve significantly by implementing the practice video-based self-assessment by means of self-assessment rubrics and the reflective journal. This tool proved to be very effective for the researcher to continuously assess learners' performance and evaluate their progress over time as well as have an in-depth look at their psyche and struggle to achieve learning autonomy. The researcher is able to state that, after more than three months experimentation period, the participants, who were involved in the practice of video-based self-assessment of speaking performance, were able to identify several positive and negative aspects in their oral performance. They were also able to take charge of their learning and generate corrective measures and improve their oral proficiency. However, a further examination of their assessment scores will enable the researcher to confirm these

finding and firmly answer the first research question about the effectiveness of video-based self-assessment in improving EFL learners' oral proficiency.

### **3.6. Conclusion**

The present chapter is devoted for the presentation and the analysis of the data collected in this study. The different research tools employed in this investigation, namely; an experiment and two questionnaires, provided the researcher with rich data that enabled him to test the research hypotheses and answer the research questions. First, the analysis proved that the practice self-assessment of speaking performance using video-recording, an assessment rubric and a reflective journal has proven to be effective in improving EFL learners' oral proficiency. In addition, the comparison of learners' autonomy questionnaire before and after the treatment proved the significant effect of video-based self-assessment in improving EFL learners' autonomy level. Finally, the subjects of this study reported a favourable perception and attitude towards this self-learning technique based on the questionnaire data they provided. Thus, the efficiency of video-based self-assessment of speaking skill has been proven to be an enjoyable learning tool that can significantly improve EFL learners' oral proficiency and learning autonomy. The next chapter provides us with practical implementations of the research findings and some pedagogical suggestions to improve the learning and teaching experience at the level of the Algerian English Departments.

## Chapter Four: Implications and Recommendations

**CHAPTER FOUR: *Implications and Recommendations***

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#### **4.1. Introduction**

The fourth and last chapter aims at proposing a set of pedagogical implications and suggestions. Under the light of the research questions and findings, the researcher attempts to provide theoretical and practical implication related to the practice of video-based self-assessment of speaking performance which will ultimately lead our EFL learners to develop a better oral proficiency and build their learning autonomy. This chapter addresses several issues and highlights the need to perform multiple actions deemed necessary to generalize the findings of this research in various English language teaching and learning context.

The present research proposes implications for EFL teachers who run the process in the classroom and guide learners towards the desirable outcomes. It also provides implications for the learners as the primary variable and main benefactor of the video-based self-assessment practice. Furthermore, the findings of this research invite decision makers and stakeholders to endorse this learning technique by introducing effective change to the curriculum and providing essential materials for both teachers and learners to successfully apply the necessary procedures related to the practice of video-based self-assessment. Finally, the chapter concludes with some suggestions and key directions for English teachers and for other researchers in the field who would carry out a similar study in the future.

#### **4.2. Implications for EFL Teachers**

Any research in the field of education and EFL teaching and learning in particular has some implications on teachers as they are the most important component in any educational setting. For this research, teachers play important role in implementing the practice of video-based self-assessment of speaking performance. In return, this

implementation is expected to have significant positive effect on their efforts, efficiency and productivity as it improves learners' autonomy and reduce teachers' reliance in terms of learning, assessment and feedback provision. The following implications highlight some of most important uses of the research findings that teachers can adopt and apply at the level of their English classroom.

#### **4.2.1. Preparing Teachers to Implement VBSA**

The practice of video-based self-assessment of speaking performance can be new for English language learners as well as their teachers. Whatever knowledge and skill EFL teachers want to transmit and build in their learners need to be well-apprehended and well-mastered by them first. Such kind of knowledge and skill are usually trained on during preservice teachers' training sessions or in-service continuous development seminars. In whatever ways possible, teachers need to be up-to-date with the newest teaching methods and materials. The findings of this study entail that EFL teachers need to experience video-based self-assessment of their speaking performance, first hand, before attempting to encourage and train their learners to endorse it.

EFL teachers can use video-based self-assessment to critically assess their speaking, their knowledge and teaching skills...etc. preferably during their pre-service training, considering the fact that the main people who are always in the classroom assessing the teaching process and performance are the teachers themselves. Traditionally, most teachers assess their teaching and the lessons they provide informally when the lesson is over from learners' feedback and performance. Sometimes they are assessed by a supervisor, a coordinator or fellow colleagues, who can be present in the classroom, but usually the only people who assess teachers' performance are the teachers themselves (besides learners of course). There are several studies that document teachers' use of video-recording to reflect upon their practice in

the classroom (Sherin, M., & van Es, E. ,2005; Kong, S. C., & Hung, H. K. 2009; Hendry, G.D. and Oliver, G.R. 2012; Cheung, R., 2009). Thus, video-based self-assessment can be used by teachers on themselves to increase their awareness of their performance and carry out their own analysis of their performance without having an outside observer in the classroom. This way, they will model the intended learning behaviour to their learners and show them that teachers, as a life-long learner themselves, must strive to improve his/her performance and video-based self-assessment can be an objective tool to do so. Thus, teachers and learners become familiar with this technique and use it with confidence while working independently in the future.

Teachers' personal experience of video-based self-assessment of speaking performance can prove to be helpful and informative experience. Teachers can delve into their teaching beliefs and thoughts and engage in reflection to relate the preconceived theories into their practices. Most of what they have learnt during their teacher training was theoretical with few effective feedbacks that support them to provide a better teaching service for their learners. Therefore, using video-recoding to assess their performance can be very helpful in reflecting teachers' performance to themselves from the standpoint of the audience. In addition, good teachers have always been described as the ones who put themselves in their 'learners' shoes' and view their teaching practice from the learners' possession. Undertaking video-based self-assessment practice allows the teachers to "*practice what they preach*" and enable them to anticipate learners' questions in relation to how to record themselves, and critically reflect about their performance. Thus, they would be ready to fulfil their needs and train them effectively to embark on the practice of video-based self-assessment.

#### **4.2.2. Introducing VBSA to EFL Learners**

Empowering the learners to take responsibility over their learning through the practice of video-based self-assessment does not in any way mean relinquishing teachers' roles. EFL teachers need to play an important role in guiding and supporting learners into this learning endeavour. First, the reality entails that our EFL learners have varying levels of competence and confidence especially those who are accustomed to a teacher-directed approach to learning. Those learners can face difficulties accepting the idea of relying on themselves to assess their performance, reflect on their strengths and weaknesses and make learning decisions. Therefore, based on the findings of this research, a proper introduction of video-based self-assessment is highly recommended. At the first sessions, learners need to have a clear understanding of the basics, the mechanism, and the benefits of this 'new' learning tool. Teachers should encourage classroom discussion and be ready to answer any of the learners' inquiries.

The next step is modelling the intended learning behaviour. It can be intimidating for some learners to 'jump heads- first' into practice. Teachers can first use the video-recording device to record himself/herself explaining or discussing and then watch the recorded video with the learners. The teacher should consider the few learners who might not be familiar with information and communication technologies and have to illustrate the use of the different gadgets used in video-based self-assessment such as using the camera, linking it with the computer, using the data projector...etc. This way, learners can better understand the procedures related to video-based self-assessment and overcome any mixed feeling associated with facing the camera or watching themselves on video.

The most important segment in introducing the practice of video-based self-assessment to the learners is illustrating the practical use of self-assessment rubric and



reflective journal. For this part, the teacher can use the same pre-recorded video to analyse his/her performance with the learner using a set of assessment criteria. It should be made clear for learners that watching oneself performing on video allows him/her to realize many things related to pronunciation, posture, facial expressions, reactions of different subjects and other fleeting and non-repeatable events, which are very likely to escape our direct observation.

The EFL teacher, as a life-long EFL learner himself/ herself, should be open-minded and encourage the learners to ‘help’ him/her self-assess using the distributed handouts of assessment rubric (after having explained terminology used in the rubric) and tolerate their comments and observations as a ‘price’ for the proper modelling of the intended educational practice. At this point, the teacher should highlight the importance of a critical reflection on one’s performance at home using the guidelines of the reflective journals handouts and the need to make decisions about ways to improve one’s performance. In case it becomes hard to make such decisions, it’s helpful to remind the learners of teachers’ availability for counselling and feedback.

Reaching this state, EFL teachers can consider the initial introduction of video-based self-assessment of speaking performance to the learners to be concluded. Learners might need some time off to process the whole procedure and pull some strength before jumping into this learning endeavour. A number of learners might lag back or shy away from the task as the affective factors, related to seeing oneself on video for the first time presenting in front of people, can overcome learners’ will to partake in the learning activity. However, luckily, all what these learners need is, basically, a push forward and further encouragement from the teacher to knuckle down to practice.

#### **4.2.3. Teacher's Roles during The Practice of VBSA.**

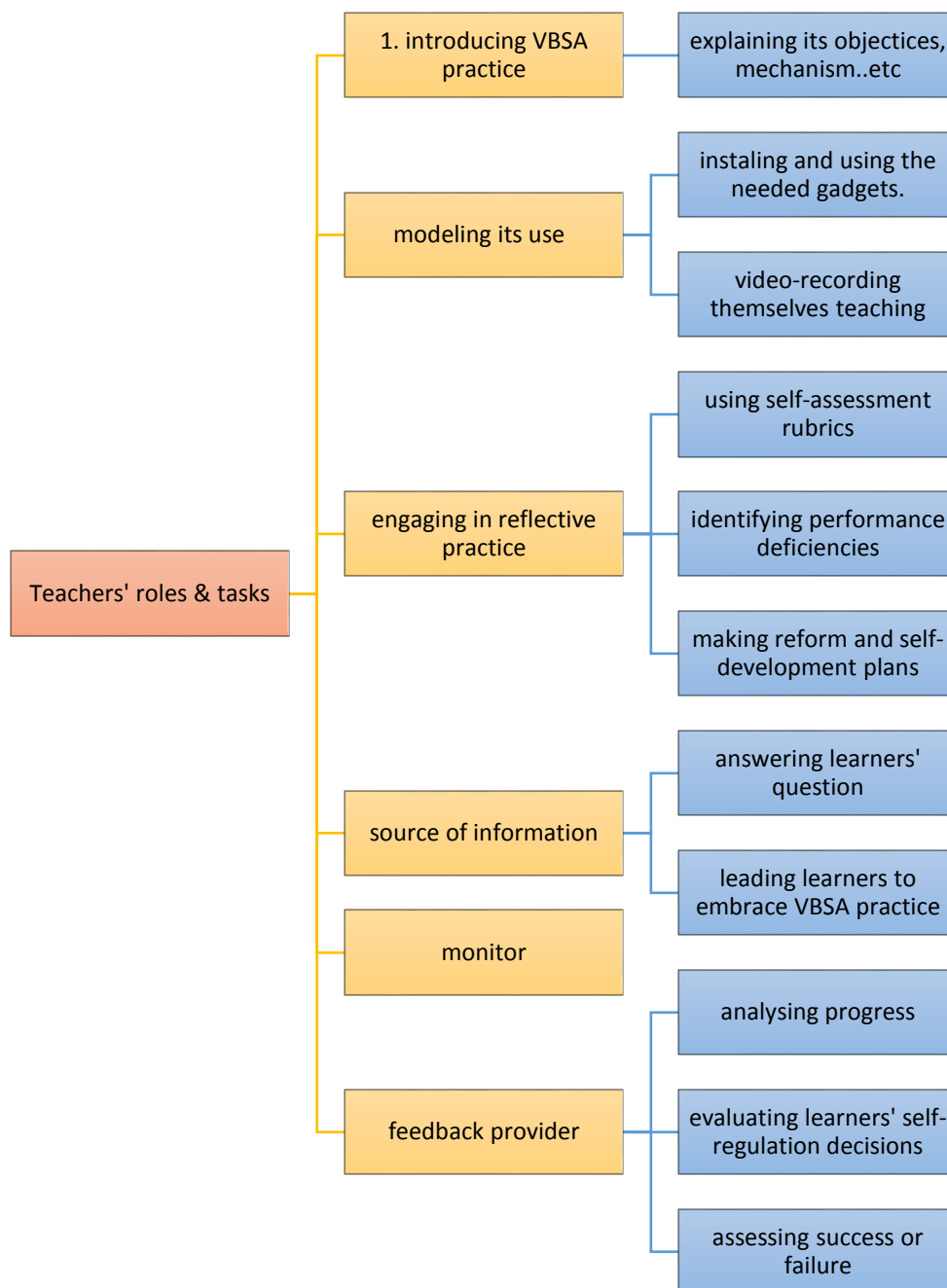
EFL teachers play a valuable role to support their learners as they engage in the practice of video-based self-assessment. First, teachers are helpful in encouraging them to take part in this practice. As it was previously mentioned, some learners may hastate for one reason or another and may need teachers' presence and encouragement to engage in the practice. To do this, teacher can highlight the importance and the benefits of using personalized learning tools in general and video-based self-assessment in particular to improve their skill, exemplifying famous characters on tv or YouTube who became skilled English speakers taking advantage of the camera and the feedback it provides. In addition, teachers need to maintain to the learners that embracing their mistakes is a vital part of learning. Some of the students feel ashamed when they first realize the mistakes they made during their presentation performance. Therefore, changing their perspective on mistakes can be the greatest gift the teacher can give at this point.

Furthermore, teachers need to encourage the learners to take decisions about their learning. Students can identify problems in their performance, as they can be their own biggest critics, yet they fail to take ownership for their own learning and hesitate to make the necessary procedures to amend them. As a result, the presence of the teacher as a sponsor of corrective measures is necessary and his/ her absence can lead to leaners' fossilization. Teachers' support is an essential element in the proper implementation of video-based self-assessment.

EFL teachers also play an important role in guiding their learners in the suggested learning endeavour. To begin with EFL learners will probably face ambiguities related to the use of the camera, the self-assessment rubric, scoring criteria...etc. Such learning ambiguities stem from the first practice of any activity and cannot be expected or

avoided. Teachers' presence should represent a reassuring source of information and factor for learners to settle in. In addition, teachers need to inform their students about the ways to stimulate their critical thinking abilities when assessing their own video-recordings. Many students, if not all of them, need teachers' guidance and help to think critically about performance when it concerns assessing their own performance. Teachers can prompt learners to function as instructional resources to one another by critically think about their performance. Furthermore, it is possible that learners fail to identify some aspects of their performance that needs improvements or problematic issues that they face. Teachers' guidance and support becomes necessary to help their learners especially at the initial stages of this learning endeavour.

Finally, some learners can identify their weaknesses and the problems that affect their performance but cannot think of ways to help themselves and figure out solutions to their problems either because they lack the knowledge and the skill and experience to do that. Whatever the reasons are, teachers can always suggest possible ways to improves certain aspects of their performance when the learners cannot make up their minds or self-direct their thinking in the way that leads to finding corrective measures. Meanwhile, teachers' active presence in the classroom is required and recommended. The following figure (4.1) highlights the main tasks and roles that EFL teacher should adapt when learners engage in the practice of video-based self-assessment of speaking performance.



**Figure 4.1. Teacher’s Roles and Tasks During the Practice of VBSA**

EFL teachers need to empower their students and give them a leading role in their own learning process but without effective teachers’ feedback the whole process can derail. Teachers need to inform the learners when they achieve a clear understanding of video-based self-assessment notion, mechanism and objectives. Furthermore, it is their responsibility to assess the effectiveness and correctness of the decisions made by the learners to improve their own performance. Finally, teachers’ feedback can encompass

evaluating students' competence in video-based self-assessment and providing them with the feedback they need to better understand problems and solutions and move their learning forward.

### **4.3. Implications for EFL Learners**

The main purpose of doing research studies and conducting experiments is to allow our EFL students to enrol in an effective learning experience that leads them to master content knowledge and build their skills. As far as this research is concerned, developing EFL learners' English oral proficiency and learning autonomy are the ultimate objectives considering the importance of mastering these skills in today's world. The findings of the present research proved the effectiveness of the suggested technique, namely video-based self-assessment of speaking performance, in boosting learners' oral proficiency and learning autonomy. However, these learners need to take active part in their learning and adopt the following implications:

#### **4.3.1. Endorsing VBSA as a Learning and an Assessment Tool**

Today, perhaps more than ever before, our EFL learners have a variety of learning opportunities which rendered choosing the proper one to adopt a difficult task. They are often eager to explore different methods of learning with tireless efforts. Supported by advanced learning technologies, they try to structure, organize and personalize their learning process according to their learning styles and individual differences. The state of art technologies, which have broken through school walls, allowed the learners to access distant resources and engage in new learning endeavours. This new world of learning can facilitate our attempt to cultivate the practice of video-based self-assessment of speaking performance and help our learners to endorse as a learning and a self-assessment tool.

The findings of this study indicate that video-based self-assessment can be considered as an enjoyable and instructional learning material. Since most members of the language teaching profession realize that students' learning potential increases when they have a positive attitude toward a learning method, the researcher highlights the importance of endorsing the practice of video-based self-assessment as a new learning and self-assessing method. However, in order to achieve that objective, EFL learners need to be prepared and encouraged to adopt it using all the attractive features related to this learning method. First, video-based self-assessment is a unique learning experience in which the learners are invited to take part in assessment. Thus, learners are able to view their performance from teachers' perspective for the first time.

In addition, video-based self-assessment uses one of the most favourable daily activities for today's youth which is video-recording technology. In Algerian school and Universities students are video-recording themselves, each other and even teachers. Most learners would find it enjoyable and trendy to "upgrade" the learning experience to meet their other daily activities using modern technologies. Moreover, another reason that facilitates learners' endorsement of video-based self-assessment is the availability of all the elements needed for its practice. All that learners need is either already in their possession or will be provided for them in class, including a recording device, a self-assessment rubric and a reflective journal. Finally, the most important ingredient that leads to a proper learners' endorsement of video-based self-assessment is the teacher him/herself. The teacher is the one introducing learners to this practice, the one who trains them on how to do it, the one who guides and supports them when they face any obstacles. Teachers' presence and support can encourage learners to jump, head-first, into any new learning endeavour.

Most EFL teachers are accustomed to the idiom saying “*you can lead a horse to water but you can't make it drink*”. Similarly, teachers know that without learners’ endorsement and acceptance to involve themselves in any learning context, any teaching and learning attempt is doomed to fail. On the contrary, when the desire to learn is cultivated within these learners it manifests itself on their motivation to learn, their commitment to the learning tasks under their hands and the reinforcement and the deepening of any knowledge or skill they accumulate in class. Today, EFL learners are easily prompted to adapt a certain learning method or engage in a learning activity provided that the necessary information and the answers to their questions. Thus, the proper endorsement of VBSA practice by EFL learners as a learning and assessment tool must stimulate their desire and respond to their needs.

#### **4.3.2. Fostering Learners’ Accountability for Learning**

One of the most important finding of this study is the significant positive effect of video-based self-assessment on learners’ autonomy level. The learners taking part in this study proved that they can no longer rely, solely, on the teacher for feedback about their performance and remedial work to go over their shortcomings. They, themselves, can use the tools provided for them to take charge of their own learning and take responsibility for the decision they take when they practice. The more successful they become in overseeing their learning the more these learners gain confidence in themselves and in the decision, they take to direct their learning which, in its turn, help their progress towards accountability.

The findings of the study have proved to the participants the possibility of successfully taking control over their learning. In order to reach the learners’ desirable objectives, they were required to practice video-based self-assessment of speaking several times, observe and critically analyse their performance, then make remedial

attempts. The following table (table 4.1) illustrates how the practicing EFL learners can use video-based self-assessment to identify speaking problems and develop a plan of action to amend them.

<b>Identifying the problem</b>	<b>The objective</b>	<b>Success criteria</b>	<b>Action to be taken</b>	<b>Resources</b>
E.g. "I use a mixture of British and American accent."	To have a clear British accent.	Not pronouncing a single word in the American accent in my presentations.	<ul style="list-style-type: none"> <li>- Before presenting I check the pronunciation of new words.</li> <li>- I train daily.</li> <li>- I rehearse the presentation beforehand and I review its video recording.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation dictionary with audio CD, notebook, pen, video camera, self-assessment checklist.</li> </ul>

**Table 4.1. A sample action plan used by EFL learners to improve their oral proficiency**

This instructional process can be easily transformed into instructional routine in which learners would not wait for the teacher to provide them with feedback or set their learning goals. Instead, the learners develop a state of mind that render them accountable over their learning. Thus, in the future is it likely that learners who practice video-based self-assessment will not face problems such as failing to start or of complete any class or home work they were assigned to by the teacher since it will become a routine procedure for them to do, to check, to correct and to provide feedback for their own work by themselves.

One of the main reasons that boosted learners' accountability after conducting this study is the bridge that is now built between what students know and what they are asked to accomplish. This study highlighted the importance of providing checklists, assessment rubrics and scoring criteria for the learners. The participants of this study declared that they faced no difficulties in identifying the learning goals and the performance expected from them to pull out since they were already informed about



them through the assessment rubrics and the scoring criteria. Thus, with every successful performance they were able to set new learning goals that matches the one identified by their teachers. For example, after realizing the actual state of their performance and after identifying their pronunciation problems, the learners can work on this aspect. Once they reach an acceptable level, they can move to re-enforcing another aspect of their performance. The practice of video-based self-assessment enlightens the learners about their performance and learning goals they are ought to reach.

Helping students take responsibility for completing assigned work begins with the teacher employing the practice of video-based self-assessment to develop a system that supports and enables them to become accountable over their own learning. First, EFL teachers should make sure that all their learners understand and are able to practice video-based self-assessment. Without students' positive perception and their genuine commitment, they cannot use their prior knowledge and skills to reach the ultimate goal of taking control over their learning and being accountable over their learning decisions. Also, there is a need for creating a classroom environment that supports the learners' initial attempts. As prementioned, the practice of video-based self-assessment can create psychological conditions associated with standing in front of others, facing the camera, seeing oneself one video...etc. Therefore, it is essential for the teacher to orchestrate actions and performance in the classroom in a way that encourages the learners to give more efforts facing their performance weakness points in a constructive way. Finally, fostering learners' accountability requires the learners' having timely feedback about their progress. The first initial steps in developing learners' accountability requires teachers' supportive presence because the learner needs some guidance and feedback in order to develop their own learning 'compass'. This might include the teacher's

modelling any difficult aspects of the activities, commenting on learners' performance, following their progress from a distant...etc.

Finally, another important results of the practice of video-based self-assessment, which goes hand in hand with learners' progress towards accountability is teachers' relief and readiness. The more student practice self-assessment, by means of video-recordings or other means, the more they build learning autonomy and accountability, which have a direct link to teachers' burnout. Nowadays, teachers face several layers of responsibility towards their learners and relieving them from the constant immediate supervision of learners' performance and progress and the load of assessment and scoring would allow them to provide quality teaching experience and protects them from teachers' burnout. With the practice of video-based self-assessment, teachers' list of roles and responsibilities can be shortened to mere guidance and monitoring allowing the learners to further explore their abilities and assume the outcomes and repercussions of their decisions. When the practice of VBSA is properly conducted it can lead to better teaching performance and a mature learners' attitude towards learning.

#### **4.3.3. Using Self-access Resources to Build Autonomy**

Technology has played an increasingly vital role in learning over the past twenty years or so, the practice of video-based self-assessment of speaking performance is a good example of learners' effective use of self-access resource to improve learners' abilities and achieve learning autonomy. Today, a wide range of technological tools are available at the hand of learners from an early age. They can use smart phones, tablets, portable computers, cameras, and a never-ending world wide web resources. However, few learners use these resources to boost their abilities and reach learning autonomy.

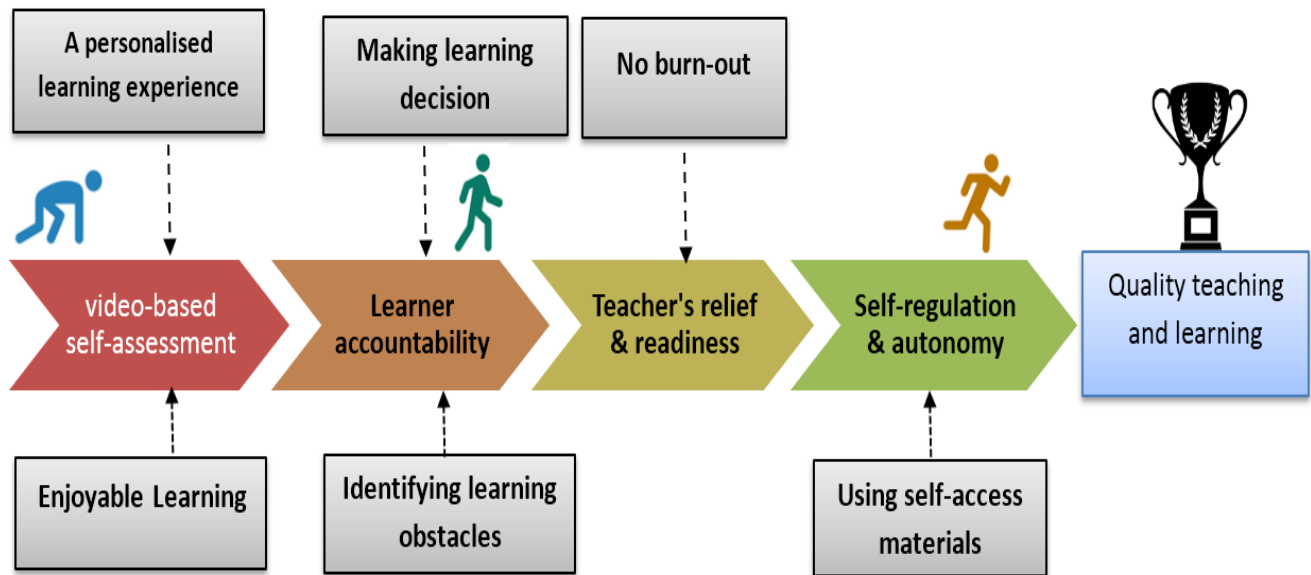
The findings of the present research highlight the importance of guiding EFL learners to use self-assessment by means of a self-access resource; namely, video recording. Today's learners record videos of themselves, of their friends, of their schools, and even of their teachers. Yet, there have been no serious and successful attempts to exploit this technological revolution and youth's interest and motivation for educational purposes. Everything is available to our learners to maximize their knowledge and excel in their studies but without teachers' support and guidance these resources are used for any other purpose but learning. Therefore, the researcher, asserts on the importance of guiding learners to use video-recordings, as a first attempt of using self-access resource, to achieve oral proficiency and learning autonomy.

The adopted LMD system in Algeria encourages learners to seek knowledge and answers to their questions using the resources available at their hand. However, the reality seen in our English classrooms, indicates that despite all the research tools and instructional materials available to the learners, there are few learners who actually master the skill of using these tools independently for educational purposes. Therefore, the researcher suggests the use of video-based self-assessment of speaking performance as an introduction to the world of using self-access learning material by the learners to cater for their own needs.

Besides, considering the overall positive perceptions related to the practice of video-based self-assessment it is expected that EFL learners would enjoy and welcome the use of other self-access materials in a way that foster their needs. EFL learners need to explore, under teachers' supervision and support, the different possible uses of the variety of technological tools available for them. If a simple camera or a cell phone can be turned into a self-assessment gadget, learners are prompted to wonder what other innovation can be made from other simple tools available around them. Considering the

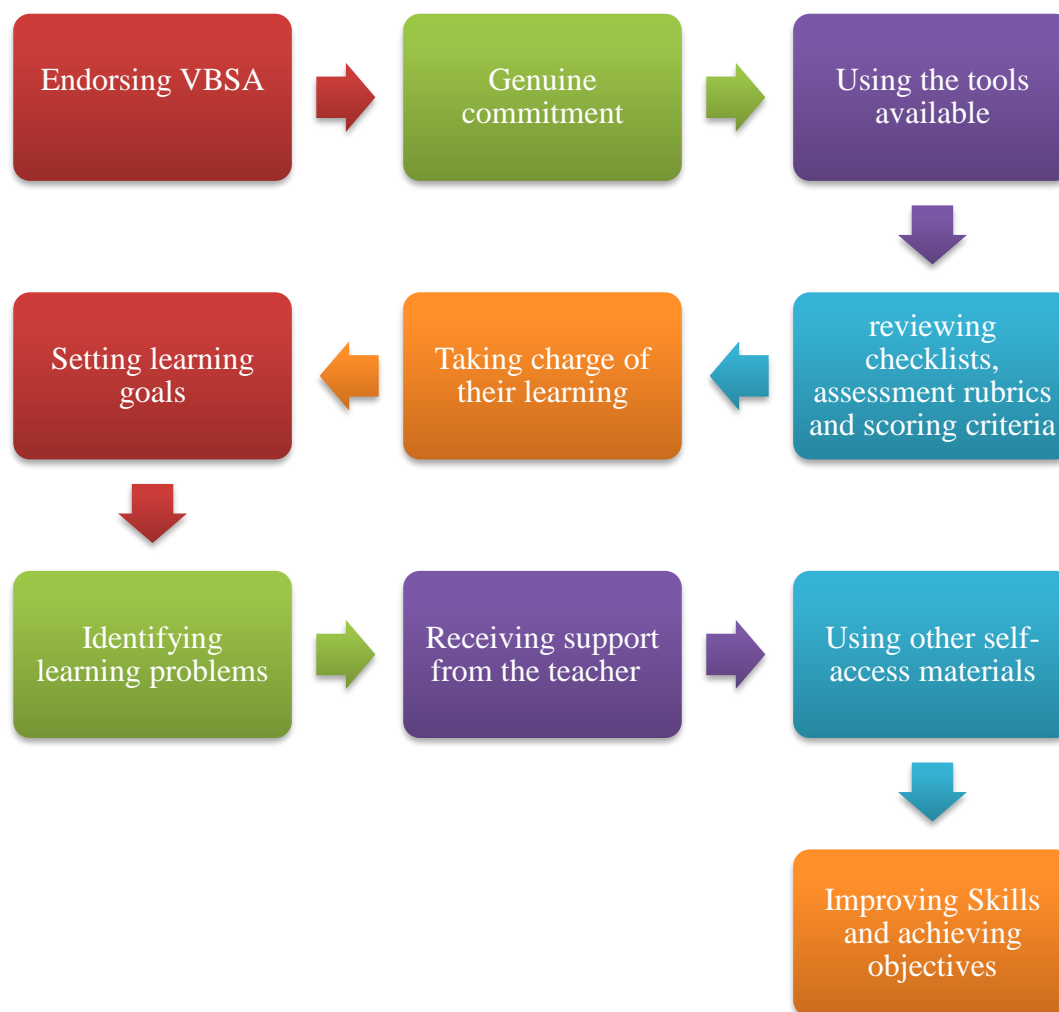
young learners' innovation spirit and creativity, teachers can even allow learners to lead the process of adapting new technological means in their favour to reduce their reliance on them and achieve learning autonomy.

The practice of video-based assessment can lead to an improved use of other self-access materials by EFL learners. When learners realize the learning opportunities that a simple camera can provide them and along with teachers' support and guidance, their appetite to explore other means is whetted and their fear to experiment using different tools is reduced. Learners should be encouraged to interact with the equipment and the materials available at their disposal for educational purposes and understand what learning is provided through them. For example, learners' requests to include, digital voice recorders, DVDs with English subtitles, grammar practice websites, posters or even a person in their classroom presentations or other activities should be tolerated and encouraged. Gradually, these resources can in many ways become the core of the learning environment and when properly used they can result in a feeling of empowerment and improved learning outcomes. The following Figure (Figure 4.1) sums up the prementioned impacts expected after adopting video-based self-assessment practice.



**Figure.4.2: The Effects of Video-based Self-assessment Practice**

The major advantage that self-access materials, such as video recording, can provide learners with is the flexibility and the ability to tailor the course and practice according to their learning needs and styles. Our EFL learners can choose the learning materials and the activities for their individual learning experience. The traditional classroom, where learners are obliged to adapt with certain teaching practices and methods, has become out-dated and unattractive as the pressure to foster learning autonomy entails empowering learners to personalize their learning experience. In addition, it has become a trend to create English self-access learning centres at Universities (such as CIEL). These centres enable learners to determine the general focus of their learning and take active role in the management of the learning process besides providing materials selected by the learners, themselves, to reinforce a traditional teacher-led classroom. Finally, whether in the classroom, at home or in a self-access learning centre, EFL learners need an effective initial orientation and an on-going support from their teachers. The following figure (figure 4.3. summarises the main steps that EFL learners ought to take to embark on the suggested practice and achieve its objectives.



**Figure 4.3. The Steps of Video-based Self-assessment Practice**

To conclude, EFL teachers ought to bear in mind that there is a number of their learner who are unaware of the available self-access materials. Lack of communication and sufficient teachers' support can render some learners marginalized in term of having access to information and the resources available to them. These students spend years at University and graduate without realizing the wide range of materials and the equipment that were at their disposal, starting from accessing the variety of books at the library to online data bases like SNDL, and reaching the simple materials that could be used as a learning tool such as video recording devices. Therefore, EFL teachers should be, first,

made aware, themselves, of the materials available for students to use inside and outside the classroom so that they can orient and make aware their students at the beginning of each term of what is available and how to find it and use it. This category of learners who do not often get informed are in fact the one most in need of these self-access materials.

#### **4.4. Implications for Stakeholders**

The welfare and the development of EFL teaching and learning in Algerian is important for many stakeholders who have a vested interest in the upgrade of the curricula and the success of the educational system. These stakeholders can be represented in the form of decision makers, curriculum designers, the department board members, the city councillors, and even teachers and parents. Each of these stakeholders should be involved in, and accountable for, passing resolutions and implementing programs and strategies that would forward the teaching and learning experience. The findings of the present study have various implications for EFL teachers and learners but without the adequate support of these stakeholders the outcomes may not be as expected and hoped for. Therefore, the research invites stakeholders to adapt the following implications and seek their proper appliance.

##### **4.4.1. Embedding Video-Based Self-Assessment in EFL Curriculum**

EFL curriculum is a dynamic interaction between course contents, instruction and assessment (Brown, J. D. 1995). These elements shape the nature of the curriculum and informs teachers about what is to be taught, how to teach it, and how to measure learning and the effectiveness of their teaching through assessment practices. The observer of the Algerian EFL curriculum realizes the absence of self-assessment practice in any possible form. Therefore, the present research highlights the importance

of incorporating and formalizing the practice of self-assessment by means of video-recordings into the curriculum and recommends that it should not be considered as an assessment more than an essential competence to be built in learners' oral proficiency and to achieve self-regulation and learning autonomy. As such, the researcher describes a potential curriculum approach that could guide EFL practitioners to adapt this learning and assessment tool.

To begin with, any curriculum designer often goes through several stages before properly produce a curriculum that fosters the practice of video-based self-assessment. First, learning intentions must be identified. That is to say, curriculum designer must consider the key knowledge and skills that our EFL learners must acquire at the end of the teaching sequence. These knowledge and skills should cover and implicate the development of learners' self-assessment skills by means of video- recording or any other tool. The second step in developing the intended EFL curriculum is the identification of learners' success or failure indicators. That is to say, it is necessary to know how to determine what students know, understand and are able to do and elicit evidence of their learning. In this respect and to properly include the practice of video-based self-assessment, curriculum designers need to consider involving the learners themselves in this process and enabling them to identify their own learning abilities and shortcomings by providing them, for instance, with self-assessment rubrics and scoring criteria, which preferably should be developed in conjunction with the learners .The final step in curricular design is the development of learning activities that empower as many students as possible to obtain the learning outcomes. In this respect and besides other activities, video-based self-assessment should be incorporated as an activity that can be used to both learn and assess EFL learners' performance. Teachers can use this tool in different learning situations and contexts and recommend its use as an



extracurricular activity. This way EFL curriculum can embed and foster video-based self-assessment.

In addition, considering the overloaded school curricula and the recent reform movement in Algeria, we realize that the introduction of new curricular topics is not generally advocated. Therefore, it can be easier to implement the practice of video-based self-assessment of speaking performance, as a first step, within more general frameworks of teaching subject contents. That is to say, EFL teachers should introduce the practice of video-based self-assessment within the course content as a learning and assessment mean. Acquainting and familiarizing EFL learners to this tool is crucial since it allows them to properly adopt and then master it. Teachers should try to enable their students to reasonably and realistically assess their work and performance making use of the rating scales and assessment rubrics and getting them engaged in a deep reflective analysis of their work. Thus, a gradual introduction of self-assessment techniques and video-based one in particular is highly desired.

So, in light of the research well-established findings, the researcher trusts that treating video-based self-assessment as an instructional and an assessment practice and as self-regulating competence will result in a better classroom practice and can even foster the development the learners' autonomy. When these learners become skilled at assessing their own achievement, performance and the overall progress towards attaining learning goals, they will be at an advantageous point to make decisions about where to go next in their learning. This developed ability to self-direct their learning is crucial in the Algerian learning context considering the growing number of learners and teachers load of work. Thus, the need to introduce this practice to EFL curriculum is evident and supported by theoretical and practical investigations. Therefore, EFL

curriculum should allow teachers to help their students, through instruction, modelling, and guidance, to effective feedback.

Finally, as Shaver (2003) asserted, EFL teachers can approach the proposed curriculum upgrade in different ways: as curriculum-transmitters, curriculum-developers, or curriculum-makers. When our teachers receive notes and guidelines about any change intended as improvement to the curriculum they react differently and make different curricular decisions which impacts differently on teachers, learners, and the taught curriculum. Some of them can view this curriculum as mere process of getting more knowledge while others may view it as personal growth encouraging active construction of knowledge that results in meaningful learning. Therefore, the suggested curriculum upgrade should allow EFL teachers to relatively customize the methods and procedures necessary for the implication of video-based self-assessment in the classroom according to the properties of their classes and needs of their learners. i.e. It is more likely that EFL teachers, who make curriculum adaptations and personalize the teaching experience according to the learners' needs and preferences, encourage their EFL students, improve, motivate them, and create their interest in classroom learning.

#### **4.4.2. Diversifying Assessment Methods**

It goes without saying that assessment has a strong influence on students' learning. It has the ability to change their approaches to learning and set their learning orientations and goals. In the Algerian context, assessment plays a more significant role in pushing learners to do their best in the classrooms and pull their strengths and identifies their weakness. However, it has been noted that assessment methods used at the level of our English department have not witnessed any considerable change or

upgrade. The same classic exam-oriented culture still dominates our teaching and learning practices. Therefore, the present research calls for diversifying assessment procedures and highlights the significant positive effects on learners' attitude and achievements.

Using multiple forms of assessment, including self-assessment, has been proven to benefit EFL learners and teachers as well. It has the power to develop learners' skills and abilities and deepen their understanding of the course content. For example, if EFL teachers adopt the practice of video-based self-assessment of speaking performance in their classes and appreciate learners' own assessment and feedback by giving extra points in the final grade, the learners will involve themselves in their own assessment and learning, take this learning and assessment method more seriously, prepare their presentations more carefully, and reflect on their presentational skills as well as the subject based knowledge. In addition, diversifying assessment means enhances the alignment between what teachers intend to teach their learners through the different courses and the assessment methods they use to test learners' performance and achievement. That is to say, using different assessment methods informs the learners about different aspects of learning and assessment such as the assessment criteria, the scoring rubric, the values of different performance aspects...etc. Thus, they help them develop their skills and performance and achieve better learning outcomes. Finally, using a variety of assessment methods provide the teacher with rich feedback about the learners, their needs, their strengths and weakness, which allows them to adapt the suitable adjustments to the course design.

The need to incorporate different assessment methods, especially video-based self-assessment, stems from the problem of overgrowing size of classes at the English Department. Every year, foreign languages fields, and English in particular, receive

extraordinary enrolments rates under the pressure of higher authorities and learners' demand which has affected the class size and teachers' teaching and assessment efforts. Our EFL teachers are now spending more time each week correcting copies and providing feedback to learners than actually teach them. In other words, as the size of the class increases, the teachers' assessment efforts overtake their teaching efforts. Sometimes these teachers find no more time allocated to mark hundreds of exam scripts and test copies and may even cancel other tests to the other classes. The situation gets even more severe in some English Departments, where the learners receive their test copies months after being tested with no effective feedback and they may experience courses with no assessment or feedback at all. Thus, the time that should be provided for assessing each individual student' work is often reduced to a small proportion.

Most of the issues that stem from the inflation of class size can be catered for by diversifying assessment means. The present research calls for the official integration of various assessment methods into the curriculum. Teachers should incorporate other types of assessment, such video-based self-assessment of speaking performance, into their daily teaching and assessment practices. Thus, they can protect learners' right for quality learning experience and effective assessment procedures that provides them with the valuable performance and achievement feedback and comments. In addition, varying assessment methods protects teachers from burn-out and assure them a quality teaching experience that does not negatively their other daily activities and duties. The use of VBSA relieves some of the burden off their shoulders and pushes learners towards learning maturity and responsibility over their learning. After all, the main purpose of assessment is the development of learners' skills and competences rather than a tool to subdue them. Diversifying assessment means and the use of VBSA will surely yield positive results for both EFL teachers and learners.

#### **4.4.3. Providing Materials to Foster VBSA**

The findings of the study clearly call for providing the necessary tools to foster video-based self-assessment. The most important material used in this study and the one essential for its generalizability in all Algerian English Departments is video-recording material. First, despite the fact that cell phones are now the most frequent and widespread tool to record video by most people, there is a need to provide other materials to both record videos and then review them in class or at home. For example, English Departments can be equipped with Handycams or Camcorder, which are a portable camera with LCD screen to view the recorded videos. These tools allow the learners to check and control the recording process more easily than a cell phone and can be supported with tripod in order to make it steady and facilitate the recording process for both teacher and the learner. Another important camera accessory is the external microphone. This addition provides the learners with high-quality audio which is very important when assessing learners' pronunciation. In addition, the use of such video recording devices instead of using cell phones portrays a professional image for learners, teachers and any passer-by and calls for a serious conception of this learning and assessment tool in the classroom. Therefore, ideally, our EFL learners would approach the Department services and obtain the video recording tools and head to the classroom. At the end of the recording, the students can upload the recordings to their computers or flash drive to view them later on and return the gadgets to the department to allow other students to use them. The practice of VBSA requires few materials to achieve bigger goals.

The efforts made by our Higher Education authorities to bridge the gap between rich and poor when it comes to access to technology are considerable. However, it is no secret that technology is struggling to find its way into the classroom in all sorts of

ways, from data projectors and televisions screens to computer labs and simple portable computers mainly due to the lack of financial resources to buy enough these gadgets or to upgrade the existing ones. For this reason, assuming that all of our EFL learners have access to computer is not correct. There are many English learners who cannot effectively practice video-based self-assessment for the absence of computers. Therefore, the findings of the present research highlight the importance of equipping English Departments libraries and language labs with enough ICT tools and most importantly computers to facilitate the practical implementation of the research findings. In case it becomes harder to supply the school facilities with these important learning technologies, the researcher suggests considering a one-day allowance of the Department or the teachers' own computers and laptops to students who do not have access to them or those who cannot afford to purchase them. Thus, the English Department guarantees minimum learning opportunities for all its students and expose them to new learning and assessment experience. Such simple initiatives to accompany our EFL learners in their journey to use VBSA can ensure a steady development of their oral proficiency and learning outcomes.

Video recordings are the simplest way to pique students' interest in the classroom since most of today's learners are "plugged in" to some television, computers or cell phone. Beside all the benefits. The use of this tool does not contradict with the fundamental teaching principles and theories that encourage teachers to use learning materials that are appealing and stimulating to the learners to build intrinsic motivation to learn. This tool can even stimulate learners to promote their competencies at home by bringing individuals such as family members together. For example, these members can participate in reviewing the recorded video and provide comments or advice for the learners to improve their performance. Thus, the use of video-recording for self-

assessment constitutes a breakthrough and a step forward into a new learning generation.

#### **4.5. A Video-Based Self-Assessment Introduction Plan**

In this chapter, the researcher has suggested several recommendations for the proper implementation of video-based self-assessment of speaking performance in our EFL classrooms. Yet, in order to guarantee the maximum benefits from their application and ensures effective impact it is deemed necessity to suggest an introduction plan for this practice at the level of the Algerian English departments. The aforementioned implications and solution can be organized to prove an enjoyable and informative learning and teaching experience to both EFL teachers and learners.

The first step in the suggested action to implement video-based self-assessment of speaking performance into the English language department is introducing this teaching and learning technique to the academic community at the level of the English Department as a project to promote EFL learners' oral proficiency and build autonomy and reduce their reliance on teachers and thus protect them from burnout. This introduction can include, besides the objectives, an explanation of its mechanism, the underpinning theories supporting it and an exhibition of case studies and reports of EFL learners who have already undergone this practice and their perceptions of it. This introduction's main purpose is to obtain a preliminary consent and an authorization to pass to the second step.

The second step in this this plan is conducting pilot studies to ensure the applicability of the technique and its suitability to the intended learning context. It goes without saying that, English Departments across the country are different and their needs are varied. One method can work successfully in a certain learning context may

not work the same in another especially that the practice of video-based self-assessment entails the use of video recordings devices in the classroom to capture learners' performance which might cause mixed reactions at first in certain regions of the country. Therefore, there is a need to explore any possible need for adjustment or observable shortcomings in a pilot study so as to permit teachers to suggest solutions to amend them.

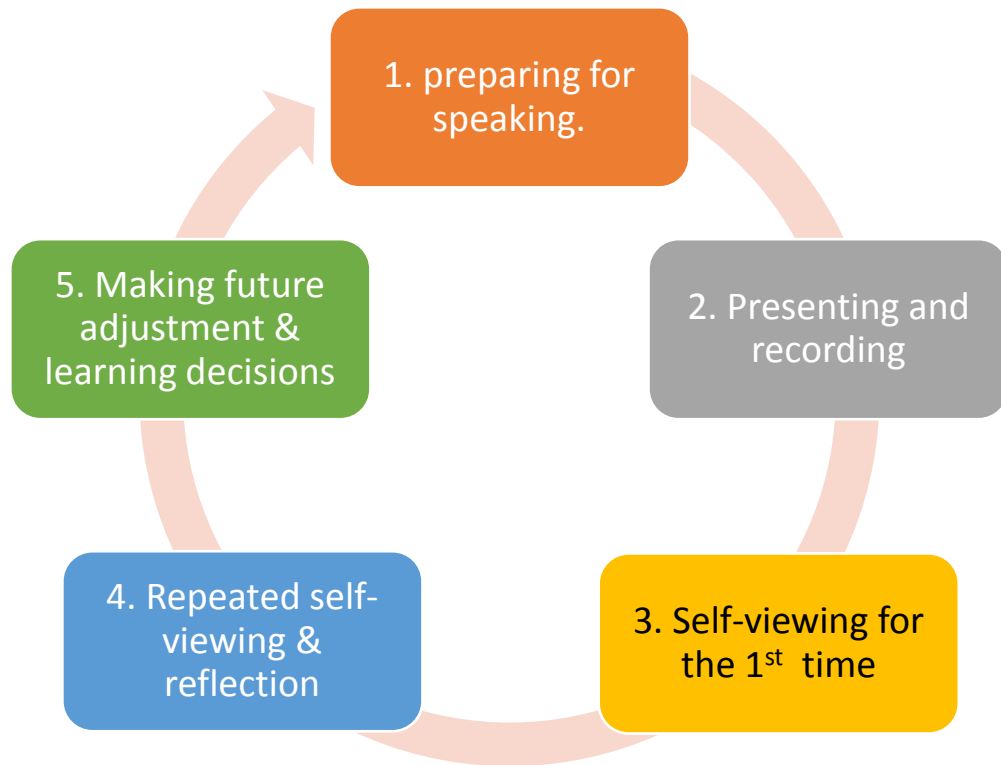
Once the technique passes the pilot study, it is time to expose our EFL learners to this technique by organizing gathering, seminars or study days. The purpose of such gatherings is to open debate with the primary benefactors of the implementation of video-based self-assessment of speaking performance technique; namely EFL learners. The researcher expects such exposition to be very successful in attracting EFL learners' interest since it uses a modern teaching and learning method that responds to their needs and relates to their modern lifestyle and breaks the conventional learning methods that eliminate them from taking any part in the assessment of their performance. During these meetings, EFL learners are encouraged to ask questions related to this practice and explore its mechanism and benefits. The organizers of such meetings can distribute leaflets that summarizes the main points in such learning endeavour and invite them to engage in this practice under the supervision of their teachers.

Once the idea of video-based self-assessment of speaking performance practice is accepted, teachers should be trained to on how to apply this teaching learning technique at the level of their classrooms. Teacher should receive theoretical and practice training on the technical and pedagogical aspects such as how to use video recording devices, creating and using assessment rubrics, and prompting reflection over their performance. In addition, and as previously mentioned in this study, one way to train teachers on this practice is to enrol them in the process of using video recordings to assess their



performance in the classroom. Such participation would allow them to explore the different aspects of this performance, first-hand, and experience it from the learners' stand point. This training can be done in the form of a continuous professional development program or in the form of workshops to increase interaction and exchange of opinions between practicing teachers.

At the end of this training, EFL teachers should be able to launch learners' practice of video-based self-assessment of speaking performance at the level of their EFL classrooms. First, they can encourage their learners to start practicing this technique and should, by this time, be accustomed with this learning technique and can model it to their learners with practical ease. Teachers can prompt their learners to video-record their speaking performance when they perform oral presentation and use the self-assessment rubric and the reflective journals to assess their performance and take corrective measures to improve it. Based on their theoretical and practical training, teachers should be able to guide and monitor learners and answer their questions in case any technical and pedagogical problems occurred as well as psychologically motivate and support them since they have experienced this practice themselves. The following figure (figure 4.4) highlights the practical steps to be followed by learners for video-based self-assessment of speaking practice.



**Figure 4.4.** Practical Steps for Implementing Video-based Self-assessment of Speaking

**Step 1: Preparing for speaking.**

The first step in applying video-based self-assessment of speaking entails the learner preparing for speaking. This preparation includes identifying the objectives of their speaking performance, reviewing the assessment criteria and the scoring rubric (as set by the teachers) and finally preparing and rehearsing the performance.

**Step 2: Presenting and recording.**

In the second step, the learners use the video recording device to capture the speaking performance. The data can then be burnt on a CD or DVD or transformed into a thumb drive to be viewed in the following step.

**Step 3: Self-viewing for the 1<sup>st</sup> time.**

The learners can view the recorded video either at home or in another convenient location. As previously mentioned, the first time viewing one's own speaking performance can be emotional accompanied nervousness and excitement. Most learners

usually pay more attention to their look, the appearance or non-appearance of nervousness and hesitation in their performance than any aspect of their speaking.

**Step 4: Repeated self-viewing & reflection.**

It is very important to repeat self-viewing step for a second or a third time as this time the experience can be completely different. Once the excitement and nervousness fades away, most learners will be able to review their performance with varied degrees of detachment which would enable them to critically reflect on specific aspects of their speaking performance. In this step, learners make use of the assessment checklists and the scoring criteria to identify weaknesses and problem areas in their performance. In addition, they can answer written questions of speaking self-assessment reflective journal (appendix 1) to provide them with aspects to reflect on and raise their self-awareness.

**Step 5: Adjusting and making learning decisions.**

The final step in the practice of video-based self-assessment is the most important one. The main objective of this practice is to improve learners' oral proficiency and boost their learning autonomy. This objective can be fulfilled by using the notes gathered in step 4, to make learning decisions that leads to a better speaking performance in the future. Basically, what every learner should do in this step is asking oneself about the things that should be changed in any aspects of their speaking performance to make it better. However, making correct learning decisions is not always easy especially for novice practitioners. That's why, teachers' or peers' support is recommended at this phase. On the one hand, having a follow-up discussion with a friend, with whom the learner has good rapport, increases learners' self-esteem and acceptance of constructive criticism. On the other hand teachers can provide feedback

and assess the learning decisions made by the learners. Thus, leading the learners to a better preparation for the next speaking.

The next step in the suggested action plan is done when all the previous steps are accomplished with success. This step is the confirmation stage, where this technique is formalized as a learning and assessment technique by the administration and established as one method of promoting EFL learners' oral proficiency and building their learning autonomy at the level of English language department. Such formalization can be served as an official authorization to allow learners to video record their speaking performances and oral presentations in courses under the supervision of the teachers in charge. In addition, such formalization should prompt the administration should seek and provide the necessary materials for the practice of video based self-assessment which can be in the form of official assessment rubrics, scoring criteria lists, video recording cameras...etc.

#### **4.6. Recommendations for Other Researchers**

No research is considered a perfect work. Any researcher conducting studies often goes through some obstacle and face some challenges which usually affects the obtained findings. Similarly, when conducting the present research several issues were raised which limited the researcher from realizing perfect results. Therefore, in this section of the thesis, some suggestions are given to EFL teachers, learners or anyone who is interested of this field of research and who may want to conduct similar studies based on the conclusions and implications of this research.

Although the present study shed light on an area in which little research has been conducted, it has limitations which further research can illuminate. One of the limitations and the shortcomings of this study is its limited time in implementing the

research experiment. Prospective researchers who are interested in the same field are recommended to carry out a longitudinal study investigating this phenomenon in order to get better results and to cross validate the results of the current study. Perhaps another research can conduct similar experiment and follow the learners, practicing video based self-assessment, for consecutive years so that all the effects of this practice can be clearly explored. More information about the investigated issues could potentially lead to the advancement of theory and improve EFL instruction.

Another aspect of the study, which can be interesting for other researcher to investigate further, is the effect of gender on the results of this research study. Clearly, men and women bring different biologically and socially constrained variables to EFL learning and taking into consideration the different psychological factors, previously mentioned, related to the practice of video based self-assessment, males and females often react differently. Males may prove to be more audacious in presenting in front of the camera or perhaps woman can be more self-conscious than male students. Only other interested researchers can explore this field and conduct another study taking into consideration learners' gender, or even other factors such as learners' personality or individual differences. The findings of such study could improve our understanding of the relationship between our learners' gender (or other factors) and their abilities in practicing video based self-assessment, which may lead to a better EFL teaching and learning practice.

The foregoing discussion of the results and the obtained findings imply that future researchers use a larger and more geographically diverse sample when studying the effects of video-based self-assessment of speaking performance on EFL learners' oral proficiency and learning autonomy. The findings of this study are limited to the English- majoring students of the English Language Department of Lounici Ali

University of Blida. This study can be replicated at the level of other English language departments in Algeria for generalization of the findings. EFL students from northern, southern, eastern or western regions of the country may react differently towards using video recordings of themselves in self-assessment as socio-cultural and affective factors may impact learners at different levels in different areas. For example, some students in the eastern or the southern regions of the country can be more conservative and may refuse the idea video recording themselves entirely. Others may feel high degrees of timidity and may not even be able to face the camera and perform their oral presentations naturally in the presence of the video camera. Therefore, a more comprehensive research that incorporate a larger number of participants from different areas of the country can lead to enlightening findings about different learners' conception and practice of video based self-assessment and inform us about regions in which this practice can prove to be practical and fruitful and the other regions that may require longer preparatory period and special treatment of the learners.

Other research attempts can also replicate this study with a sample of learners from different learning level. The practice of video based self-assessment can be tested with pupils at the primary or secondary level of education when speaking English or even other languages like Arabic or French. The possible findings can lead to the adaptation and the introduction of video-based self-assessment of speaking performance to younger learners in order to improve their performance and teach them self-reliance and introduce them, at younger age, to the notion of learning autonomy.

Future research endeavours should also explore the use of video-based self-assessment other disciplines and other language skills. As long as the findings of this research has proven that video-recordings can be used to self-assess learners' speaking performance, other research studies can investigate the effect of using video-recordings

on learners' listening or writing skills and its ability to reduce learners' anxiety or self-consciousness and improve motivation and self-efficacy. Other future attempts are also needed to determine if other tools, such as peer-assessment, are as effective as video-based self-assessment of speaking performance in improving EFL learners' speaking performance and learning autonomy.

Finally, in respect of the research findings, the researcher suggests that the practice of video-based self-assessment be part of the daily instructional methods used in all the teacher training programs in Algeria. It is the responsibility of teachers to explore the different modern teaching and learning opportunities especially the ones that use information and communication technologies but since EFL teachers in Algeria often rely on the provided curriculum guidelines and supervisors' directions, it is deemed necessary to formalize the use of such technologies in teachers' daily practice and to take full advantage of the available learning tools of modern days.

In conclusion, this study successfully answered three significant research questions that explored the effectiveness of video-based self-assessment of speaking performance in positively impacting EFL students' oral proficiency and learning autonomy. It is hoped that the study will help future researchers in exploring more comparative studies using other innovative learning tools and thus contribute in creating a safe, enjoyable and effective learning environment where learners could feel more comfortable to speak English and assess their own performance independently.

#### **4.7. Conclusion**

The fourth and last chapter aims at proposing a set of suggestions and solutions in regards to the issues previously raised. All the proposed suggestions and recommendations are based on the reviewed literature of the first chapter, the

documented research methodology tackled in the second chapter and the findings of the third one. In this chapter, the researcher highlights the need for taking a number of actions deemed necessary for the fruitful application of video-based self-assessment of speaking performance in English departments. First, the researcher emphasizes the need for preparing and training EFL teachers to use this technique to guarantee proper support, guidance and effective feedback for their learners. Also, he calls for the importance of familiarizing our students and encouraging them to endorse this technique which can help them build their oral proficiency and foster their learning autonomy. Furthermore, embedding video-based self-assessment in EFL curriculum, providing the necessary materials to facilitate its use by the learners and gathering all stakeholders in frequent seminars, workshops and conferences to expose them to the suggested educational technique are among the recommendations of this research. Finally, the researcher proposes an action plan which gathers all the implications and recommendations suggested in this research to ensure a smooth and fruitful appliance of video-based self-assessment of speaking performance in our English departments.



# General Conclusion

## **GENERAL CONCLUSION**

Considering the importance of English language in today's world and the increasing demand for qualified English users from the sectors of economy, education and services, the Algerian Ministry of Higher Education and Scientific Research has embarked on large campaign to promote its teaching and learning at the tertiary level throughout several reform movements. However, the teaching and assessment methods remain fairly traditional and ineffective. The assessment methods, on particular, rarely provide any effective feedback or have any washback effect on learners' language performance and competence. Therefore, in the absence of serious endeavours to change this situation, the present research is an attempt to improve EFL learners' oral proficiency and learning autonomy by means of an enjoyable and effective way which uses video-recordings to self-assess their speaking performance.

The research tools are an important segment of any inquiry. Each research tool provides another way of exploring the phenomenon under investigation and provides variety of data and together, all research tools form a methodological triangulation that constructs a form of validation. The first and the main research tool of the present study is an experiment. It involves the practice of video-based self-assessment practice with the use of assessment rubrics as well as pre-testing and post-testing procedures. The other research tool is in the form of two learners' questionnaires. The first questionnaire aims at gathering data from respondents about their perceptions towards the practice of video-based self-assessment. The second research questionnaire, aims to explore their autonomy level prior to and post the practice of video-based self-assessment of speaking performance. Finally, the researcher used reflective journals to obtain rich qualitative data from the respondents. Thus, these research tools contributed to testing the research hypotheses and answering the questions.

## ***General Conclusion***

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After conducting an in-depth study, the findings of the research allow the researcher to reach a number of findings at different level. First, the analysis of done through ANOVA single factor led to uncovering a number of facts regarding the effects of video-based self-assessment on EFL learners' oral proficiency. The data gathered indicated that it has a strong effect on the participants' speaking performance in the aspects of pronunciation and fluency. Also, the analysis of the data proved the existence of a slight positive effect on the aspects of comprehension and grammar. However, the treatment did not have any significant effect on the development of the learners' vocabulary. Therefore, it can be said that the treatment that the experimental group had received has, in fact, has a positive effect on their oral proficiency.

In addition, one of the overarching aims of the present work is investigating the effect of video-based self-assessment on EFL learners' autonomy. To achieve this objective, the researcher adopted the widely-used autonomy questionnaire developed by Zhang and Li (2004). A T-test analysis was performed to compare the data gathered from both experimental and control group, before the treatment and after it. The results showed that after the treatment that the experimental group had received and based on the significance value provided by the T-test, the autonomy level of the participants was proven to have improved significantly compared to the participants of the control group.

Furthermore, in order to gather data about the respondents' perception of the practice of video-based self-assessment, the researcher conducted a second questionnaire. The analysis of the participants' answers revealed a favourable positive attitude and perception towards the use of video technology in assessing their own speaking performance. Finally, the analysis of the participants' reflective journal entries confirmed the findings of the previous research tool, indicating that the practice

## ***General Conclusion***

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of video-based self-assessment have helped the participants to take charge of their learning and improve their oral performance in an enjoyable and effective way.

The findings that the researcher reached allowed him to prove the pre-established research hypotheses. Based on the findings of the experiment, the first research hypothesis was verified and consequently the first research question is answered. i.e. The practice of video-based self-assessment has in fact a positive effect on EFL learners' oral proficiency. Also, based on the autonomy questionnaire and the analysis of the reflective journals of the respondents, the researcher proved the second research hypothesis, which state that the practice of video-based self-assessment of speaking performance has a positive effect on EFL learners' autonomy level. This way, the researcher was able to answer the second research question by announcing that the practice of video-based self-assessment has, to a great extent, enabled second year English learners to build their learning autonomy. Finally, the findings of the learners' perception questionnaire as well as the analysis of learners' reflective journals permitted the researcher to prove the third research hypothesis and answer the third research question. In other words, the practice of video-based self-assessment left a favourable and positive impression on EFL learners taking part in this study in the sense that the majority of them expressed their gratitude and happiness in experiencing this learning and assessment technique.

The findings of this study call for taking a number of actions deemed necessary for the proper and fruitful implementation of video-based self-assessment of speaking performance in Algerian English departments. These implementations concern EFL learners, teachers and stakeholders. First, EFL teachers should seriously consider introducing the practice of video-based self-assessment of speaking performance to their learners. When learners discover this technique, its mechanism and benefits they are

## ***General Conclusion***

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more likely to adapt it. Also, providing effective training for EFL teachers to adapt this technique and use it to assess their performance among the recommendations of this study. Such training should combine theoretical, practical and pedagogical aspects in order to guarantee effective and informed use of the suggested technique. Furthermore, harvesting positive results comes with an investment of time and effort in introducing video-based self-assessment to the learners and supporting them as they engage in this practice. Therefore, proper training and support from the teachers at the initial stages of the implementation of this technique is important.

Furthermore, the findings of this study highlight the importance of leading learners to use self-access materials to build their learning autonomy and take conscious decision to improve their performance. The researcher, in this study, has proven that the practice of video-based self-assessment helps building bridges between what learners know and are able to do and what they are asked to achieve using the provided list of assessment criteria and scoring rubric. The frequent practice of this learning technique allowed the learners to develop critical thinking abilities that allowed them to push their performance forwards. Also, the favourable findings in this study invite other researchers, teachers, and learners to explore the use of other materials in the English classroom or in other extracurricular activities. The technological advancement and the change in learners' life-style obliges practitioners in the field of education to adapt their teaching method and materials to meet learners' needs and individual difference.

Finally, the researcher invites stakeholders to embed the practice of video-based self-assessment in the EFL curriculum. It has been noted that assessment methods used at the level of our English department have not witnessed any considerable change or upgrade in the sense that the same classic exam-oriented culture still dominates English

## ***General Conclusion***

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teaching and learning practices. Therefore, the present research calls for diversifying assessment procedures and highlights the significant positive effects of using the suggested self-assessment technique on learners' attitude and achievements. In addition, the findings of the study simply call for providing the necessary tools to foster video-based self-assessment practice and granting authorization to use them inside English classrooms. To conclude, the researcher highlights the importance of inviting and gathering all stakeholders to seminars, workshops and conferences to expose them to the suggested educational technique and exchange viewpoints concerning its effectiveness, challenges and possible improvements.

Therefore, the researcher suggests putting all the aforementioned implications and recommendations under one action plan that ensures a smooth and effective use of video-based self-assessment in our English classrooms. The first step in this plan is the introduction of video-based self-assessment of speaking performance to the academic community at the level of the English Language Department as a project and highlights its objectives mechanism and benefits. The second step in this plan is conducting pilot studies to ensure the applicability of the technique and its suitability to the learning context and suggest amendments in case there is a need for adjustment or any observable shortcomings. The next step after passing the pilot study is to expose EFL learners to this technique by organizing gathering, seminars or study days and to open debate and answer preliminary questions. As soon as the idea of the suggested learning technique is accepted, teachers ought to be trained on the technical and pedagogical aspects of the technique. When this training is over, teachers should be encouraged to start practicing video-based self-assessment with their EFL learners with practical ease. Once all these steps are accomplished, the final step is confirmation stage, where this technique is formalized as a learning and assessment technique by the

## ***General Conclusion***

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administration and established as one method of raising EFL learners' oral proficiency and learning autonomy at the level of English language department

Undertaking this research study has been an invaluable learning experience that has changed the researcher's views about the nature of research and its process and enlightened his mind about several aspects in the field of English language teaching and learning. First, the researcher came to realize the major opportunities that stem from incorporating technological tools, already available in today learners' life, for educational purposes. Globalisation has caused our learners to open up to the world of technology. However, these learners need teachers' assistance and guidance to use them for learning and development purposes. Teachers need to occupy the space that technology has created between them and their learners and rendered their efforts in the classroom rather ineffective. The practice of video-based self-assessment of speaking performance is a proof that we, as EFL practitioners, can innovate and broaden the scope of learning materials that we can use in the classroom which can be both effective as well as enjoyable for the learners.

Accomplishing this research endeavour led researcher to ponder over his own teaching and learning experience from a different perspective. The present research called for including the learners in the assessment process by providing them with everything they need to do so. Thus, the researcher came to realize that one of the issues that hamper the development of EFL teaching and learning in Algeria can go beyond the lack materials to reach some mindsets and erroneous beliefs which are deeply rooted. The researcher observed that teachers' roles and authority over the students, by means of assessment, can hardly be questioned or undermined, the teaching materials rarely encompass new modern tools, and the teaching methods are always rigid and far away from being enjoyable. Thus, the present research enlightened the researcher that if we

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overcome these obstacles and encourage EFL teachers to innovate and explore new teaching methods and tools both teachers and learners can benefit immensely. In other words, changing the present situation requires establishing a new culture amongst our EFL practitioners, correcting some outdated beliefs, and opening up to the opportunities that are available.

On the light of the findings of the current work, it is possible to suggest some directions for future research endeavours in the same research area. First, prospective researchers are invited to carry out a longitudinal study investigating this phenomenon in order to get better results and to cross validate the results of the current study. In addition, it can be interesting for other researchers to investigate the effect of video-based self-assessment using a larger and a more geographically diverse sample, taking into consideration the effect of learners' gender on the results of this research study. In addition, the researcher invites other researchers to conduct similar studies with language learners at different levels of education and perhaps explore the effects of this practice in other disciplines and on other language skills. Therefore, the present study can be replicated at the level of other English language departments in Algeria for generalization of the findings.



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# Appendicies

**Appendix 01: The Self-assessment of Oral Performance Rubric**

**Part One: The Self-Assessment Rubric:**

*Please cross (X) the right answer. (1="poor", 2= "average", 3= "Well", 4= "Good & 5= "excellent" )*

	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Pronunciation and delivery</b>	1. My voice was loud enough to be heard easily					
	2. I could pronounce English sounds and words clearly					
	3. I could vary my intonation and talk at the right speed to help my group mates understand me					
	4. I deliver my speech confidently					
	5. spoken discourse was fluent and natural					
<b>Communication strategies</b>	6. I had friendly body language and made eye contact					
	7. I could join in the discussion ad encourage others to speak					
	8. I maintain eye contact appropriately					
	9. I could maintain the interest of the audience					
	10. I was able to persuade the audience					
<b>Vocabulary, grammar and language patterns</b>	11. I could use the right words to explain my ideas					
	12. Vocabulary is varied and includes idioms, colloquialism and cultural references					
	13. The required grammar items were used correctly and appropriately					
	14. I used sentences with embedded clauses or phrases (complex sentences)					
	15. When I made an error, I could correct it					
<b>Ideas and Presentation skills</b>	16. My ideas were relevant to the topic of discussion					
	17. The main ideas were presented in an orderly and clear manner.					
	18. Visual aids are well prepared, informative, effective, and not distracting.					
	19. I Length of presentation is within the assigned time limits.					
	20. I paid attention to others' ideas and responded by adding to them					

- 100 – 91 I am successful to deliver my speech. It really meets my expectation
- 90 – 71 I feel happy that my performance is quite successful. It meets some of my expectation.
- 70 – 51 Even my performance is less successful, I am happy that I can maintain some of my expectation
- 50 – 31 My performance is not really successful. But I still can meet few of my expectation
- < 30 I am not happy with my performance. But I will not give up. I need to prepare and practice more.

**Part Two: Speaking Self-Assessment Reflective Journal**

*Please review your oral presentation recording and answer the following questions:*

1. Do you think your oral presentation went as exactly as you prepared and hoped for? Why?

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

2. What issues do you notice in your oral presentation, (if any)?

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

3. Did you forget to do/say something you prepared for before? Why?

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

4. What did you learn about yourself while preparing/presenting?

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

5. What did you do that lead you to engage or disengage the audience?

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

6. What changes are you going to make in the next presentation?

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

***Other reflections:***

(Dear student, please feel free to jot down any thoughts and reflections related to your practice of video-based self-assessment. This can include your feelings, decisions you make, expectations, obstacles, achievements...etc.

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**Appendix 2: EFL Students’ Learning Autonomy Questionnaire**

(adapter from Zhang & Li, 2004)

Dear Student,

I would be grateful if you could answer the following questions about some of your learning habits. Your answers will be very helpful for the research project being undertaken. Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

Please, cross (×) the appropriate answer

	Never	Rarely	Sometimes	Often	Always
<b>1. I think I have the ability to learn English well.</b>					
<b>2. I make good use of my free time to learn improve my English language skills.</b>					
<b>3. I preview before the class.</b>					
<b>4. I believe I can finish my task in time</b>					
5. I keep a record of my study, such as keeping a diary, writing review etc.					
<b>6. I make a self-examination before having a course, a test, or a presentation.</b>					
7. I reward myself such as going shopping, playing etc. when I progress.					
<b>8. I attend out-class activities to practice and improve my English language skills.</b>					
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.					
<b>10. I know how to spot my language strengths and weaknesses.</b>					
<b>11. I make efforts to correct improve my language weaknesses.</b>					

**Appendix 3: Learners' Perspectives of the Video-based Self-Assessment  
Practice Questionnaire**

Dear Student,

We would be grateful if you could answer the following questions about reaction, towards the practice of video-based self-assessment that you have been engaged in. Your answer will be very helpful for the research project we are undertaking. Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

**Part One: Background Information**

1. Age: .....                      2. Years of studying at the English department: ....

3. Gender: Male       Female

**Part Two: Please, cross (×) the appropriate answer.**

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Video-based self-assessment has been useful and effective method of learning					
2	<b>Video-based self-assessment has been useful in helping me improve my speaking performance</b>					
3	<b>Video-based self-assessment has been useful in helping me identify my linguistic weaknesses</b>					
4	Video-based self-assessment has been useful in helping me identify the most problematic area in my performance					
5	Video-based self-assessment has been useful in helping me analyze my performance in an objective manner					
6	<b>Video-based self-assessment has been useful in helping me monitor my progress overtime</b>					
7	<b>Video-based Self-assessment has been useful in helping me go over my speaking performance</b>					
8	Video-based self-assessment has been useful in helping me understand what the teachers expect from me when doing oral performance					
9	self-assessment using video recording is enjoyable					
10	Video-based self-assessment has been useful in helping me understand the assessment criteria and process					

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11	A/V aids are helpful in assessing my English speaking skills.					
12	Video-based self-assessment has been useful in helping me prepare my oral performance in a better way					
13	<b>Generally, I am glad that I used Video-based self-assessment technique</b>					
14	Video-based self-assessment has been useful in helping me stay motivated to the learning process /over time					
15	Video-based self-assessment has been useful in helping me set worthwhile goals					
16	Video-based self-assessment has been useful in helping me focus on the strengths and weaknesses in my English speaking skill					
17	<b>Video-based self-assessment has been useful in helping me decide what aspects of speaking skill I need to improve</b>					
18	Video-based self-assessment has been useful in helping me decide how to go about improving my speaking skill					
19	Video-based self-assessment has been useful in helping me try new ways of learning and practicing speaking					
20	Video-based self-assessment has encouraged me to try new ways of learning and practicing speaking					
21	<b>I feel more confident about speaking in English than at the start of the course</b>					
22	I think that my speaking skills have improved during the course					

**APPENDIX 4: The Speaking Assessment Analytic Scoring Rubric**

(adapted from Choi, 2005)

<b>Aspect</b>	<b>Score</b>	<b>SCITERIA</b>
Pronunciation	18-20 13-16 14-12 11-6 5-1	The language accent is clear and is easily understood. The errors happen in pronouncing the utterance are quite rare The errors happen disturb the speech and lead to misunderstanding The errors happen frequently and it is difficult to understand The errors happen too much and the speech cannot be understood
Comprehension	18-20 13-16 14-12 11-6 5-1	The speech is easily understood, related to the topic and accepted by educated native speaker The repetition sometimes happens and the speech can be understood The comprehension is quite good at normal rate of speech The communication is hesitant frequent repetition and speaks slowly The communication cannot be happened because of very limited language experienced even simply communication
Fluency	18-20 13-16 14-12 11-6 5-1	The speech is as fluency as native speaker The errors occasionally happen but it is easy to understand the utterances The speech is occasionally hesitant but the meaning can be understood The speech is hesitant and often silent. The meaning is difficult to be understood. The speech is so halting and unclear. The meaning cannot be understood.
Vocabulary	18-20 13-16 14-12 11-6 5-1	The use of vocabulary related to the context is accepted by educated native speaker. Sometimes, the world used is inappropriate with the ideas but it is still acceptable The vocabulary is broad enough, the speech sometimes limited, and the comprehension can be understood0 The vocabulary is limited, the errors happen frequently and the comprehension is difficult to understand. The vocabulary is in elementary level and it is virtually impossible to communicate with others.
Grammar	18-20 13-16 14-12 11-6 5-1	Grammatically, there are no errors in applying the rules The errors are quite rare and do not change the meaning The errors happen frequently and the meaning can be understood The errors happen frequently and the meaning is difficult to be understood The errors are too much and the communication cannot happen

**Appendix 5: The Full Results of the Learners' Perception Questionnaire.**

<i>Statements</i>	Strongly Agree (SA)		Agree (A)		Total (SA+A)		Neutral		Disagree		Strongly Disagree		Total (D+SD)	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
1. The practice of video-based self-assessment (VBSA) has been useful and effective method of learning	4	26	5	33	9	60	1	7	1	7	0	0	0	0
2. The practice of VBSA has been useful in helping me improve my speaking performance	7	58	5	23	12	80	1	10	2	9	0	0	2	13
3. The practice of VBSA has been useful in helping me identify my linguistic weaknesses	3	27	7	47	10	67	2	13	2	13	0	0	2	13
4. The practice of VBSA has been useful in helping me identify the most problematic area in my performance	5	34	7	47	12	80	3	20	0	0	0	0	0	0
5. The practice of VBSA has been useful in helping me analyse my performance in an objective manner	3	27	5	33	8	80	5	33	2	13	0	0	2	13
6. The practice of VBSA has been useful in helping me monitor my progress overtime	5	34	8	53	13	87	2	13	0	0	0	0	0	0
7. The practice of VBSA has been useful in helping me go over my speaking performance	8	53	7	47	15	100	0	0	0	0	0	0	0	0
8. The practice of VBSA has been useful in helping me understand what the teachers expect from me when doing oral performance	6	40	8	53	14	93	1	7	1	7	0	0	1	7
9. self-assessment using video recording is enjoyable	5	33	7	47	12	80	2	13	1	7	0	0	0	0
10. The practice of VBSA has been useful in helping me understand the assessment criteria and process	5	33	7	47	12	80	1	7	2	13	0	0	2	13
11. A/V aids are helpful in assessing my English-speaking skills.	4	27	8	53	12	8	2	13	1	7	0	0	1	7
12. The practice of VBSA has been useful in helping me prepare my oral performance in a better way	5	33	9	60	14	93	0	0	1	7	0	0	1	7

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13. Generally, I am glad that I used Video-based self-assessment technique	5	33	8	53	13	87	2	13	0	0	0	0	0	0
14. The practice of VBSA has been useful in helping me stay motivated to the learning process /over time	3	20	6	40	9	60	4	27	1	7	1	7	2	13
15. The practice of VBSA has been useful in helping me set worthwhile goals	4	27	6	40	10	67	3	20	2	13	0	0	2	13
16. The practice of VBSA has been useful in helping me focus on the strengths and weaknesses in my English-speaking skill	3	20	6	40	9	60	4	27	1	13	1	7	2	13
17. Video-based self-assessment has been useful in helping me decide what aspects of speaking skill I need to improve	5	33	6	40	9	60	3	20	1	7	0	0	0	0
18. The practice of VBSA has been useful in helping me decide how to go about improving my speaking skill	4	27	4	27	8	53	4	27	2	13	1	7	3	20
19. The practice of VBSA has been useful in helping me try new ways of learning and practicing speaking	4	27	8	53	12	80	1	7	2	13	0	0	2	13
20. The practice of VBSA has encouraged me to try new ways of learning and practicing speaking	2	13	6	40	8	80	5	33	2	13	0	0	2	13
21. I feel more confident about speaking in English than at the start of the course	6	40	8	53	14	93	1	7	0	0	0	0	0	0
22. I think that my speaking skills have improved during the course	5	33	8	53	13	87	2	13	0	0	0	0	0	0

## **Summary:**

The current work aims at investigating the effects of video-based self-assessment of speaking on EFL learners' oral proficiency and learning autonomy. The analysis of data, collected by different research tools, revealed that the practice of self-assessment by means of video-recording of speaking performance does have a positive effect on EFL learners' oral proficiency and causes them to build their learning autonomy. Also, the researcher realised that this practice has left a positive and a favourable impression on the practicing learners because of its enjoyable and effective characteristics. Therefore, the researcher suggests its implementation in Algerian departments of English and the training of EFL teachers as well as learners to adapt it as a learning and assessment tool. The researcher invites stakeholders to embed the practice of video-based self-assessment in the EFL curriculum and provide the necessary tools to foster this practice. Finally, the researcher suggests an action plan that encompasses all the aforementioned recommendations and presents them under one comprehensive scheme that would facilitate the implementation of this practice.

## **المخلص:**

يهدف البحث المقدم إلى محاولة الباحث لتحسين الكفاءة اللغوية الشفهية و التعلم الذاتي لطلبة اللغة الإنجليزية في الجزائر عن طريق التقييم الذاتي للأداء الشفهي باستعمال تسجيل الفيديو. تحليل النتائج التي تم الحصول عليها باستعمال عدد من وسائل البحث يشير إلى وجود تحسن كبير إحصائيا في الكفاءة الشفهية لطلبة المشاركين في هذه الدراسة. بالإضافة إلى ذلك، تم الوصول إلى نتائج تؤكد أن طريقة استعمال تسجيل الفيديو لإجراء التقييم الذاتي الأداء الشفهي تعزز و تحسن التعلم الذاتي لطلبة اللغة الإنجليزية. و أخيرا، نتائج الدراسة تشير إلى وجود ترحيب و تصور إيجابي لاستعمال هذه التقنية التعليمية عند الطلبة المشاركين في الدراسة. و على ضوء هذه النتائج فإن الباحث يقدم مقترحات و إرشادات على غرار تعميم استعمال هذه التقنية التعليمية على مستوى أقسام اللغة الإنجليزية و تكوين الأساتذة والمتعلمين على كيفية استعمالها. بالإضافة إلى هذا يدعو الباحث المسؤولين في هذا الميدان إلى تبني هذه التقنية و إدماجها في المقررات الدراسية و كذا تزويد أقسام اللغة الإنجليزية بالوسائل التكنولوجية اللازمة لإستعمالها. و في الأخير يقترح الباحث خطة شاملة تتضمن الإقتراحات السابقة بشكل يسهل تعميم هذه الطريقة التعليمية.

## **Résumé :**

Ce travail vise à présenter la tentative de chercheur d'améliorer l'efficacité langagière orale et l'auto—apprentissage des étudiants de l'anglais en Algérie, par voie d'auto—évaluation de la performance orale, en utilisant l'enregistrement vidéo. L'analyse des résultats obtenus par l'utilisation d'un nombre d'outils de recherche, le chercheur nous a indiqués statistiquement qu'il y'a une nette amélioration dans la capacité orale des étudiants participants à cette recherche. Les résultats obtenus de l'utilisation de la méthode d'enregistrement vidéo renforcent l'auto—évaluation de la capacité langagière et à améliorent l'auto—apprentissage des étudiants de l'anglais. Enfin, les résultats de la recherche indiquent qu'il y'a une perception positive et favorable pour l'utilisation de cette technique d'apprentissage chez les étudiants participants. A la projection de ce travail le chercheur propose des suggestions et des conseils comme la généralisation de l'utilisation de cette technique d'apprentissage et son application dans les cours d'anglais. En ajoutant à cela, le chercheur invite les responsables dans ce domaine à adopter cette technique et l'intégrer dans les cours d'anglais en équipant ces classes par des moyens technologiques qu'il faut. Pour conclure, le chercheur propose un plan exhaustif comportant les suggestions précédentes d'une manière de facilité la globalisation de cette méthode d'apprentissage.