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Investigating the Types of Assessment Used by EFL University Teachers in the Productive Skills

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Abstract

In recent years, researchers focus on finding out what types of assessment used by EFL university teachers to improve the teaching methods. In this line, the present study tries to investigate the types of assessment used by EFL university teachers when assessing the productive skills. As such, the following research questions are formulated (1) "Do EFL teachers follow summative or formative assessment when assessing the productive skills ? (2) What are the major aspects of productive skills followed by EFL teachers in assessing speaking and writing? (3) What are the major activities of productive skills followed by EFL teachers in assessing speaking and writing? and (4) What are the major barriers that EFL teachers face while assessing the productive skills?". It is hypothesized that (1) EFL teachers follow both types of assessment when assessing speaking and writing skills, (2) EFL teachers assess fluency, accuracy, content , and organizational skills When assessing both speaking and writing, (3) EFL teachers follow specific strategies in assessing speaking and they assess writing through the subjects of essay and composition writing, and (4) the large number of students and time constrain form the main barriers in assessing speaking and writing. To collect data, two semi-structured interviews are used. One address speaking assessment and the other addresses writing assessment. The results show that EFL university teachers follow both types of assessment in assessing the productive skills. They also show that teachers focus on the significant speaking and writing aspects; the most important activities that support the teachers' way of assessment.

تقسي انواع التقييم المستخدمة من قبل مدرسي اللغة الانكليزية بوصفها لغة اجنبية الجامعيين في المهارات الانتاجية

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المستخلص

اهتم الباحثون في السنوات الاخيرة بإيجاد انواع التقييم المستخدمة من قبل مدرسي اللغة الانكليزية كلغة اجنبية الجامعيين من اجل تحسين طرائق التدريس. وفي هذا الاتجاه، تحاول الدراسة الحالية تقسي انواع التقييم المستخدمة من قبل مدرسي اللغة الانكليزية كلغة اجنبية الجامعيين في تقييم المهارات الانتاجية. بناء على ذلك، وجهت الدراسة الاسئلة التالية: (1) هل يتبع مدرسي اللغة الانكليزية كلغة اجنبية الجامعيين التقييم التراكمي ام التكويني في تقييم المهارات الانتاجية؟، (2) ما هي اهم جوانب المهارات الانتاجية التي تقيم من قبل مدرسي اللغة الانكليزية كلغة اجنبية الجامعيين؟، (3) ما هي اهم النشاطات التي يتبعها مدرسو اللغة الانكليزية كلغة اجنبية الجامعيين في تدريس المهارات الانتاجية؟ و (4) ما هي اهم المعرقات التي يواجهها مدرسو اللغة الانكليزية كلغة اجنبية الجامعيين في تقييم المهارات الانتاجية؟ من اجل ايجاد اجابة للأسئلة المطروحة، فقد فرضت الدراسة التالي: (1) يتبع مدرسو اللغة الانكليزية كلغة اجنبية الجامعيين كل من التقييم التراكمي و التكويني في تقييم المهارات الانتاجية، (2) يقيم مدرسو اللغة الانكليزية كلغة اجنبية الجامعيين جوانب الطلاقة، الدقة، المحتوى، و المهارات التنظيمية للمهارات الانتاجية، (3) يستخدم مدرسو المحادثة استراتيجيات خاصة لتقييم مهارة التكلم بينما يقوم مدرسو مهارة الكتابة بتقييم هذه المهارة عن طريق مادتي الانشاء و المقالة، و (4) يعد العدد الكبير للطلاب داخل الصف و ضيق الوقت اهم المعرقات التي يواجهها مدرسو اللغة الانكليزية كلغة اجنبية الجامعيين. من اجل جمع البيانات، تم عمل مقابلتين مع مدرسي المهارات الانتاجية من اجل معرفة نوع التقييم المستخدم من قبلهم. اظهرت نتائج تحليل المقابلات ان مدرسي المهارات الانتاجية يتبعون التقييم التراكمي والتكويني وان مدرسي تلك المهارات ينظرون الى اهم جوانب المهارات الانتاجية عند التقييم بالإضافة الى اتباعهم استراتيجيات ونشاطات معينة.

الكلمات المفتاحية: التقييم، التقييم النهائي، التقييم التكويني، المهارات الإنتاجية.

1.1 Introduction

Assessment is the backbone of any educational system at different levels of study. It helps teachers understand the levels of their students' performance, specify the areas in which students do well and those in which they do not, and enhance teaching methodologies. To conduct assessment, teachers use different types of activities which uncover the way of assessment followed by teachers either summative, formative, or both. In Iraqi educational context, assessment is the major way to evaluate the students' performance at the middle or end of the course. Therefore, EFL university teachers use various types of assessment including traditional assessment and dynamic assessment. However, the effectiveness of using different types of assessment significantly impact and enhance the students' performance and outcomes.

1.2 Aims of the Study

The present study aims at:

1. Investigating the types of assessments that EFL university teachers follow in assessing both speaking and writing.
2. Shedding light on the most important aspects and activities of speaking and writing that teachers assess.
3. Understanding the difficulties that speaking and writing teachers face when assessing these skills.

1.3 The Research Questions

1. Do EFL teachers follow summative or formative assessment when assessing the productive skills ?
2. What are the major aspects of the productive skills followed by EFL teachers in assessing speaking and writing?
3. What are the major activities of the productive skills followed by EFL teachers in assessing speaking and writing?
4. What are the major barriers that EFL teachers face while assessing the productive skills?

1.4 Hypotheses

This research hypothesizes that:

1. EFL teachers follow both summative and formative assessment when assessing speaking and writing skills.
2. EFL teachers assess fluency, accuracy, content, and organizational skills When assessing both speaking and writing.
3. EFL teachers follow specific strategies in assessing speaking and they assess writing through the subjects of essay and composition writing.
4. The large number of students and time constrain form the main barriers in assessing speaking and writing.

1.5 Defining Assessment

Biggs (2003:141) defines assessment as a set of activities that both teachers and students undertake to gain information that can alter the process of teaching and learning. These activities involve the observation and analysis of teachers to the students' works (tests, essays, reports, etc...). According to Longman Dictionary of Language Teaching and Applied Linguistics (Richards and Schmidt, 2010:35) assessment is viewed as "a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence". In the words of Lambert and Lines (2016: 5), assessment is the act of gathering, combining, and analyzing data in order to evaluate students' performance. It is an umbrella term that comprises a variety of practices, including one-time class exams, long project reports, short essays, portfolio writing, and large-scale, standardized exams. It refers to the various techniques and tasks used to gather data on learners' language proficiency or achievement.

In relation to assessment, Fallows & Chandramohan (2001: 231) provide that it is essential to differentiate "assessment tasks", "assessment approaches" and "assessment process" to understand how the assessment is going on. Therefore, the tasks that students are asked to do are called "assessments tasks" while the mechanisms of collecting grades to make judgments are termed "assessment approaches". This is on one hand. On the other hand, the process of collecting and analyzing data starting from setting the tasks to understanding

a student's knowledge, skills, and areas of need is known as the "assessment process". The latter is essential to the process of teaching and learning, because it helps students learn and enhances instruction. At every level of learning, teachers take assessment into account. Using assessment can inform teachers about their students' knowledge and ability to learn so as to be able to implement sound pedagogical solutions in the process of teaching and learning (Davis, 2010: 102-103).

1.6 Types of Assessment

There are two common types of assessment, viz. summative assessment (assessment of learning), that is used to assess the students' learning by the end of the course and formative assessment (assessment for / as learning) which occurs during the learning process through which ongoing feedback is presented to support learning. Both types of assessment are explained in the following sections with detailed information.

1.6.1 Summative Assessment

Being one of the essential components of the educational environment, summative assessment (retrospective assessment/ assessment of learning) acts as a critical evaluation point of the learning process. It usually occurs at the end of the session to gauge students' overall performance and might take the form of annual, internal, or external exams. This type of assessment has been viewed differently by different scholars. Taras (2005: 467), for example, defines summative assessment as "a sort of judgment that encapsulates all the pieces of evidence to a given point", treating this given point of time as equal to tests or exams. Additionally, Wininger (2005:164) mentions that summative assessments are typically used to provide students with a numerical score and little to no feedback, i.e. summative assessment is primarily designed to evaluate students at specific point (the end of a term or course) rather than evaluating students during their learning. The kind of feedback that summative assessments can provide is not descriptive, that is teachers will not tell students what they need to improve their learning. The feedback comes in the form of grades, percentage grades, pass/fail grades, etc.

Consequently, summative assessment is seldom used for learning but is frequently used to measure learning. When a particular instructional term comes to an end, summative assessments are given. Thus, they have a retrospective character, emphasizing the knowledge that students have acquired over a certain period of time. Having this effect, the main goal of summative assessment is the students' mastery of the material or skills listed in the learning objectives which can involve mastery of a particular ability or a thorough comprehension of a subject, frequently in line with curricular requirements or educational standards (Burke, 2010: 34, Baht, 2019:780) .

The description above highlights the traditional characteristics of summative assessment which emphasizes numerical scores and the dearth and lack of descriptive comments given to students. The notion that summative exams are incapable of offering helpful feedback for learning represents one possible weakness. In this realm of thinking, Iliya (2014:114-115) highlights that summative assessment can also include formative components. More recently, efforts have been made to incorporate feedback into instructional techniques that goes beyond numerical scores and offers insights into particular areas of strength and progress. This change recognizes that summative assessments can still support continuous learning to provide insightful feedback.

To sum up, it is so clear that summative assessment serves as an important educational checkpoint because the different evaluation forms tell the teachers the exact level of the students in a given subject. Additionally, this kind of assessment provides teachers with a comprehensive view which helps them to improve the teaching programs by implementing the effective teaching strategies.

1.6.2 Formative Assessment

In education, assessment is used in a variety of ways. Much attention is paid to how it might support teaching and learning, and it is referred to as assessment for learning or formative assessment. It is an integral part of education through which students actively participate in their own learning. Unlike summative assessment, which is used to measure what students have

learned at the end of the course, formative assessment is primarily used to help students master their learning. So, in order to keep track of students' development during the learning process, teachers carefully prepare and carry out assessment procedures. Teachers and students can work together more effectively when formative assessment is implemented (Moss and Brookhart, 2019: 3-5). It extends beyond conventional techniques of assessment in which the instructor assesses each student's performance only. Rather, it promotes communication and mutual feedback between the two parties. The main goal of formative assessment is to direct future learning activities and inform instruction. Teachers utilize the compiled data out of this assessment to pinpoint areas in which students might be having difficulty and modify their pedagogical approaches accordingly. This is on one hand. On the other hand, students can utilize feedback as a tool to modify their learning practices.

Black and William (2009, as cited in Wafubwa, 2020:18) provide an illustration of formative assessment in the learning process with three negotiators and five essential techniques. For them, the three parties involved in the negotiation process are the student, the teacher, and the peer. The teacher is the main negotiator in the learning process out of the three whose duty is to assist students in closing the learning gap between their current situation and the teacher's ideal level of development. In such context, the most important aspects of teaching are: setting specific objectives, guaranteeing the elements of success, giving constructive feedback, and encouraging introspection in both oneself and one's peers. To close the learning gap, students must assume responsibility by reflecting on a number of questions which will lead to acquire the self-assessment abilities essential for lifelong learning. Through an efficient feedback mechanism, a peer's involvement as an agent in the learning process is crucial in the development of feedback abilities (Leach, 2012: 141).

In light of what has been mentioned, formative assessment can be thought of as the paintbrush of education, allowing instructors to create a dynamic and ever-changing work of art (learning). According to this, formative assessment changes the classroom into a cooperative studio where teachers and students work together to continue the ongoing work of teaching. Therefore, to form a comprehensive approach to language learning/ teaching, different multi-

source assessments can be included in the classroom to help instructors have a clear view of the process of learning.

1.7 Language Productive Skills

Language teaching and learning is located in two domains of skills: receptive and productive. The productive skills, or as they are called the active skills, include speaking and writing. Both of these skills have been investigated widely and are proposed differently by experts. In her book, Cameron (2001:40) states that one way of the active use of language is done through speaking that encourages students to express what goes in their minds verbally. In addition to that, paying attention to accurate features of language is demanded for foreign language speaking so as to show connection with other people. During speaking, finding the most relevant words, the correct grammar and an organized discourse is a necessity that a speaker looks for to make the listener understands the message. In the same statement, Richards (2008:2) mentions that speaking is the way of communication where individuals exchange their thoughts to communicate effectively. According to Hossain (2015:11), speaking is the language skill that uses different parts of the body to produce and deliver certain messages. Speaking skill requires at least one listener so as the message can be reached correctly. It is a truth that speaking is a complicated language skill as the speech production and perception involve an intricate and complex processes. Similarly, Luoma (2004:2) mentions that speaking is a communicative, evolving and spontaneous process of meaning constructions that includes producing and processing information. This entails that speaking reflects the voice of the mind, the inner thoughts and ideas. In essence, speaking is not just a skill, it is the art that individuals can convey thoughts and ideas. The use of different vocabularies forms a colorful palette of speaking that shows the learners' ability to speak and express the brain's thoughts effectively.

The second productive skill is writing. It is productive in the sense that students reflect their ideas and thoughts through writing. Here, students deliver their message through written words to make the reader understands the message. Like speaking, the writing skill is tackled and defined by many educators. In the words of Al-Gharabally (2015:42), it is a challenging skill for EFL students which is commonly used as "a means of evaluation" for most

learners feel that their writings are under the assessment of the teachers. So, a cohesive and coherent writing is not easy for students to be carried out and achieved. This entails that when students understand the writing as an evaluation, they put themselves under a pressure of producing a piece of writing that meets the required standards. Besides, they face difficulties in the transition from one idea to another as they lack the use of appropriate vocabularies and the correct connectors. In words of Latifa (2017:5-6) writing is a specific language ability when students transfer their thoughts into written words arranged purposefully to communicate in a way that helps to achieve the desired results. It is a concrete representation of a language by using words that are put logically to compose sentences. Students produce a series of sentences which are gathered in a particular manner to produce a cohesive piece of writing. These definitions focus the attention on the arrangement of words to produce cohesive sentences but they lack mentioning the revision of writing which is seen as a significant step. Therefore Flower & Hayes (1981, as cited in Covill, 2010:203) define writing as a process with three major sub processes: planning, translating (the transformation of ideas into words), and reviewing. Reviewing, which refers to evaluation (errors recognition) and revising (the changing of errors), is referred to as an essential sub-process because a skillful writer who mastered reviewing process can improve the writing quality. Moreover, Aslanoglu (2022:180) theorizes writing as a skill that covers steps including designing, organizing thoughts, drafting, formation, and editing. So, writing is a higher thinking skill and is regarded as a process that involves metacognitive skills which are seen as "the level of awareness or knowledge that the individual has of their thinking or cognitive abilities".

In conclusion, language productive skills involve learners' ability to generate language output. In speaking, learners communicate orally by putting their views and thoughts into spoken words that are understood by the listeners; while in writing the same process happens but here writers transform their abstract ideas into written words where communication occurs. In both skills, learners need to be aware of the sub-skills of speaking and writing which definitely contribute to active real-life and classroom interaction.

2. Methodology

2.1 Population and Sample of the Study

The population of the current study represents all the EFL university teachers who are referred to as the general community. The sample refers to the teachers who represent the real participants of the study. To align the research aim of investigating the way teachers assess speaking and writing skills, the targeted participants are teachers who teach speaking and writing skills at university. All the eight interviewees, two males and six females, are affiliated with the Department of English/ College of Basic Education/ University of Mosul. Their experience in teaching speaking and writing ranges from (5 to 28) years.

2.2 The Study Instrument

To collect data, two sets of interviews are used in this study. One is for speaking skill teachers and the other is for the writing skill teachers (see appendices A and B). Being as an effective applied linguistics instrument, interview is defined differently. Silverman (2000: 51) defines it as "the gold standard of a qualitative research". While interviews are key component of this research, they act as an essential instrument for gathering information. Christensen et al. (2020:35) view the interview as a type of survey, and the other type is the questionnaire. For them, an interview is defined as "data collection method in which an interviewer asks the interviewee a series of questions often with promoting for additional information". In addition, they argue that there are different ways for conducting interviews, these are namely: face-to-face, phone calls, and via the internet interviews.

2.3 The Structure of the Interview

Different researchers including Dörnyei (2007:136) & Bryman (2016:466) refer to different types of interviews. Structured, semi-structured, and unstructured interviews are the three various types of interviews. The first type is the structured interviews. Here, the interviewer seeks specific information so the questions are pre-determined to cover the topic. In the unstructured

interviews, the second type, the interviewer gives the interviewee more flexibility and freedom in answering the questions with the aim of getting in-depth insights of the interviewee's experience, feelings and attitudes. The semi-structured interview is the third type that balances between the first two types. Although the questions are pre-determined, they follow an open-ended format to allow the interviewees elaborate their responses. In order to understand how teachers of the productive skills assess speaking and writing throughout their course, the current research adopts semi-structured interviews that align with the research aims. Both speaking and writing semi-structured interviews are designed to include eleven questions. These questions are carefully established to seek different aims concerning assessing speaking and writing. More importantly, the interviews' questions are refined by a panel of experts to provide their opinion and to add comments if necessary. Their remarks are taken into account and integrated into the final set of questions.

2.4 The Aims of the Interviews

The interviews (both speaking and writing) are prepared to be based on four main aims. These aims are clarified as follows: the first aim is to get a general idea as far as assessment is concerned and understanding its advantages and disadvantages. The second aim is to determine the aspects of speaking and writing skills that instructors usually assess. The third one is to define the major activities that are involved in speaking and writing classes, and the fourth aim is to figure out the difficulties that the instructors face in teaching these two skills. All the above mentioned aims participate in understanding the assessment system followed in Iraqi university educational context.

2.5 Implementing the Interviews

Concerning the present study, the two interviews (speaking and writing) are designed to be face-to-face. However, due to the time constraints which is represented by the end of the academic year (2023-2024), when teachers are on holiday, the interviews are conducted via phone calls and internet video calls. Before conducting the interviews, the researcher informs all the interviewees about the process of doing the interview. Each interviewee receives a copy of

the interviews' questions, whether about speaking interview questions or writing interviews questions, via different platforms (Viber, Telegram , and What's up).

The interviews are done separately, that is one day is determined for interviewing speaking instructors and the other for interviewing writing instructors. On the day of the interview, the researcher schedules the interviewees to manage the time. Each interviewee has read the questions and are ready to give his/her answers. At the beginning, the researcher asks each interviewee about some personal information including full name, academic status, educational attainment, etc.. and then the interview starts. The researcher starts asking each interviewee and writes down his/her response.

2.6 The Analysis of the Interviews

Based on the obtained responses from the interviewees, this step becomes a very essential one to clarify how the aims of the interviews' mentioned earlier in (2.4). To analyze the interviews, a thematic analysis approach is followed. It is a flexible and an appropriate way for the analysis of narrative data. It allows researchers to analyze that data in different ways including deep analysis of one aspect of the phenomena or analyzing meaning through the whole dataset (Duff 2018:320). The interviews are composed of eleven questions that are formed to achieve the desired aims. The next sections show the responses of the interviewees for each aim.

Aim number 1: Defining Assessment, Understanding its Advantages and Disadvantages, and differentiate between the goals of using summative and/or formative assessment

The first aim of the interviews is to understand how speaking and writing teachers view assessment and whether assessment is advantageous or not. This aim is addressed through questions number 1, 2 and 3 in the interview. The participants agree that assessment is a process of evaluating students in order to find out their performance level concerning language skills. The analysis of the interviewees' answers also reveal that assessment is advantageous to both students and teachers. For students, feedback is a very important assessment aspect that help students identify their strengths and weaknesses, in addition it

motivates them to engage deeply with the materials. As for teachers, the major advantage of assessment is that assessment is a measurement tool that inform teachers the level of their students to reflect on and adjust the teaching strategies to meet students' needs. Regarding the disadvantages of assessment, the interviewees argue that stress and anxiety are the most significant ones. They mention that giving immediate feedback, especially in speaking classes, contributes to establishing a stressful environment. They also mention that formative assessment is time-consuming, especially in assessing speaking and writing, because it requires detailed feedback.

Referring to the goals of summative and formative assessment, both speaking and writing teachers argue that they use both kinds of assessment with certain goals. They use summative assessment to check out what their students have learned throughout the course, while they use formative assessment to help students be active learners and participate effectively in their own learning or the learning of their peers. Although the speaking and writing teachers mention some disadvantages of assessment, but they heavily depend on it including summative and formative assessment. This analysis answers the first research question “Do EFL teachers follow summative or formative assessment when assessing the productive skills?” and verifies the first hypothesis.

Aim number 2: Aspects of Speaking and Writing

The second aim of conducting the interviews is to detect the speaking and writing aspects that teachers focus on while doing assessment. This aim is found in question number 4 in both speaking and writing interviews. The aspects that teachers of speaking refer to in their answers are fluency, pronunciation, vocabulary, grammar and comprehension. Similarly, teachers of writing mention organization, content, grammar, stylistic and rhetorical skills, and writing mechanisms as aspects of writing. These aspects clear the path for the researcher since they specify the common speaking and writing aspects under assessment. The thematic analysis of this aim answers the second research question which reads “What are the major aspects of productive skills followed by EFL teachers in assessing speaking and writing?” and confirms the second hypothesis.

Aim number 3: The Major Speaking and Writing Activities

To seek the activities that are followed in class when speaking and writing are taught, the interview is directed towards this aim which is obvious in questions number 5 and 9. The analysis of the interviewee's responses reveal that oral presentations and discussions are the more frequent speaking activities that are involved in the speaking classes. Engaging students in real-world scenarios and reading aloud are also found among the speaking activities. In addition, multiple choice questions and written exams are followed as part of mid- term and final-term exams. Considering writing activities, it is found that all writing teachers agree on using peer review as part of their teaching process. This activity asks students correct their peers' writings as far as the different writing aspects are taken into account. Essay writing, composition writing, and multiple-choice questions are used in the mid-term and final-term exams. Here, the third research question that says “What are the major activities of productive skills followed by EFL teachers in assessing speaking and writing?” is answered and the third hypothesis is confirmed.

Aim number 4: Speaking and Writing Difficulties

The fourth and last aim of the interview is to investigate the challenges and difficulties in the assessment of the productive skills. This aim addresses the interview question number 10. Both speaking and writing teachers come on an agreement on the major difficulties. They argue that time-constraint is the primary challenge because they do not have time to provide detailed feedback for both skills. The large number of students inside the class forms another challenge where all students do not have the chance to participate in the classroom activities, especially those related to speaking. Another difficulty is related to managing the classroom anxiety which is quite clear in speaking and writing classes where students receive immediate feedback that makes them feel unease and under stress. Here, the educational environment turns to be stressful where students suspect their learning abilities. By this analysis, the fourth research question that says “What are the major barriers that EFL teachers face while assessing the productive skills?” and the fourth hypothesis are answered and confirmed.

3. Conclusions and Recommendations

Some points can be drawn as concluding marks. They are namely:

1. EFL university teachers assess the productive skills using both formative and summative assessment.
2. These types of assessment bring their great benefit to the educational process. Summative assessment tells teachers what their students learn throughout the course. Meanwhile formative assessment participates in telling teachers what areas students do well and what areas they do not.
3. By relating these types of assessment to assessing speaking and writing, teachers put their attention on examining the common aspects of speaking and writing. This will definitely lead improving the students' performance during and by the end of the course.

Building on these conclusions, the researchers recommend to implement formative assessment when assessing listening and reading since these skills are directly participated in enhancing the productive skills, especially speaking.

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Appendices

Appendix A

Speaking Interview

Dear Instructor...

I am a Ph.D. candidate working on a dissertation entitled " **The Role of Multi-Source Assessments in EFL University Students' Productive Skills: A Comparative Study**". I am interested in understanding the way you assess speaking . I appreciate your participation and contribution and be sure that your answers will be anonymous and only used for the study purpose.

The researcher
Huda K. Hamza

Name	
Educational Attainment	M.A. <input type="checkbox"/> Ph.D. <input type="checkbox"/>
Academic Status	Asst. Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Asst. Professor <input type="checkbox"/> Professor <input type="checkbox"/>
Place of Work	
Years of Teaching Experience	
No. of Years in Teaching Speaking	

1. How would you define assessment?
2. Which aspects of assessment do you think are advantageous or disadvantageous?
3. Could you please set out your main goals behind assessing speaking? How can you differentiate between the goals of using summative and/or formative assessment?
4. Among the following aspects of speaking (Fluency, Vocabulary, Grammar, Pronunciation, Comprehension, Conversational Skills, Sociolinguistic Skills,

Non-verbal Skills, and Content) which aspects do you usually assess in your course? If you assess other aspects than these, please mention them.

5. Will you please mention the assessment activities you follow in assessing speaking skills? Give examples.
6. After assessment, how do you deliver feedback to your students? Can you provide details ?
7. Can you mention the way you let students improve their speaking skills depending on the given feedback? What are reasons for your approach?
8. How do you trace students' improvement as far as their speaking skills are concerned?
9. Do you involve students in discussions and presentations in your class to assess speaking skills? How? What are your justifications for using or not using them?
10. What are your steps to guarantee validity and reliability in assessing speaking?
11. What challenges do you face in assessing speaking? Mention.

Thank you very much for your participation and time

Appendix B

Writing Interview

Dear Instructor...

I am a Ph.D. candidate working on a dissertation entitled " **The Role of Multi-Source Assessments in EFL University Students' Productive Skills: A Comparative Study**". I am interested in understanding the way you assess writing . I appreciate your participation and contribution and be sure that your answers will be anonymous and only used for the study purpose.

**The researcher
Huda K. Hamza**

Name	
Educational Attainment	M.A. <input type="checkbox"/> Ph.D. <input type="checkbox"/>
Academic Status	Asst. Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Asst. Professor <input type="checkbox"/> Professor <input type="checkbox"/>
Place of Work	
Years of Teaching Experience	
No. of Years in Teaching Writing	

1. How would you define assessment?
2. Which aspects of assessment do you think are advantageous or disadvantageous?
3. Could you please set out your main goals behind assessing writing? How can you differentiate between the goals of using summative and/or formative assessment?
4. Mention the common writing aspects you examine when assessing writing with examples, please.
5. Will you please mention the activities you follow in assessing writing skills? Give examples .

6. After assessment, how do you deliver feedback to your students? Can you provide details ?
7. Can you mention the way you let students improve their writing skills depending on the given feedback? What are reasons for your approach?
8. How do you trace students' improvement as far as their writing skills are concerned?
9. Do you involve students in discussions and presentations in your class to assess writing abilities? How? What are your justifications for using or not using them?
10. What are your steps to guarantee validity and reliability in assessing writing?
11. What challenges do you face in assessing writing? Mention.