

The Scoring Rubric Development of Speaking Assessment for Secondary School Students

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ABSTRACT

The purposes of this research were 1) to create scoring rubric criteria of speaking assessment for secondary school students, and 2) to validate the scoring rubric model of speaking assessment for secondary school students. Action research was used for research design. The sample group was 95 secondary school students. Research tool was speaking scoring rubrics. Data were analyzed by descriptive statistics, Pearson Correlation Coefficient, and Confirmatory Factor Analysis (CFA). Results indicated that 1) Scoring rubric criteria of speaking assessment for secondary school students consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar; 2) The scoring rubric model of speaking assessment for secondary school students fit with empirical data. Results showed that $\chi^2 = .09$, $df = 1$, $p = .765$, $GFI = 1.00$, $AGFI = .995$, $RMSEA = .000$. It can be interpreted and proved that scoring rubric criteria of speaking assessment is the effective tool for secondary school students, and it showed that scoring rubric criteria of speaking assessment has a construct validity.

Keywords

Scoring Rubric Development of Speaking Assessment for Secondary School Students.

INTRODUCTION

Human beings, whether consciously or unconsciously, “create a rubric – a guide for assessment and evaluation decisions – in their minds every day [1]. Keeping them in mind helps us make decisions based on the knowledge we have and our current objectives. The word rubric has Latin origin and it comes from the word red. In online Merriam-Webster Dictionary (n.d.), the first listed meaning of rubric is “an authoritative rule” and the last meaning is “a guide listing specific criteria for grading or scoring academic papers, projects, or tests”. Brookhart [2] explains that the transformation of the colour word to rule or guide goes back to the Middle Ages when the important rules for the conduct of liturgical services were often printed in red to attract the readers’ attention.

Educational rubrics are often an important part of a strong assessment tool and have a purpose and effective as it is useful for building purposes (for learning) and summary evaluation (of learning). The main objective of rubrics is to support students in the learning process. This can be done by giving suggestions student activities. It also helps them understand their learning process and progress more clearly. Rubrics are indicators of achieving learning goals. Therefore, it is important to align learning outcomes with assessment. Rubrics are generally described as a set of criteria/rules or guidelines that can be used to assess a task or its success. Many scholars distinguish two main components of rubrics:

criteria and standards (also known as a scoring scale). The criterion “describes what has been assessed and the standard describes the level of success and relevance of the work to reach that level.” [3] Rubrics are like any other assessment tool. That is useful for some purposes and cannot be done in others. The primary objective of the assessment rubric is to evaluate the performance of students. Evaluating student performance auditors can observe the process of doing something (such as verbal communication or a presentation) or observe the product of student work (such as an essay, semester paper, or project).

In rubric-based educational context assessments, it does not perform well when performance includes answers to questions such as multiple-choice tests or matching tasks which has only one correct answer. However, sometimes even the performance of a test can be assessed with a rubric, for example, how well the question is answered, appropriate, or complete. Rubrics can be designed in various shapes and sizes, but in general the four main types of assessment rubrics can be distinguished as follows: 1) Checklist is a simple list of items designed for both assessors and students to check if every item is presented. 2) Scoring Scale – Very similar to a checklist because it consists of various items but in addition to the list. There is also a scale from strongly agree to strongly disagree. 3) Analytical/Explanatory Rubric – works on each criterion and provide separately a scale for the list of components and a description for each rating. This type of

rubric is used to assess important tasks where each component is assessed separately. 4) Holistic rubrics – These are criteria used to assess a project or product as a whole. It describes performance using all criteria at once and enables an overall judgment about the quality of the work.

The benefits of using rubrics in assessment are multi-dimensional and are directly linked to the objectives they are used for. Therefore, rubrics are useful for both teachers and students as an assessment tool as well as using the assessment rubric as a teaching tool. [4] The next step is the speech assessment, usually reported as an overall score on the band scale or score to provide accurate, reliable and consistent assessment results that reflect the learner's academic achievement/speaking level. [5] This assessment is usually used when a quick decision is made. It may be more appropriate for a methodical assessment to quickly assess student work. It can be difficult to assess student performance based on a set of criteria. The holistic rating saves time; however, it does not provide specific suggestions for improvement. And it can cause problems in grading student work at different levels. The analytical method is used to judge the performance of students in each assessment first. Then the results of each item are summed up to calculate the final total score. The Analytical Assessment Criteria consists of two parts - criteria and scale (weight). This assessment method provides useful information for students and teachers about strengths and weaknesses. Analytical assessment takes a long time. And even with good scoring Assessors may not have the same score (if the criteria are not clearly defined). [6] Students' performance can be determined using a quantitative (e.g., numerical grade 1 to 5) rating, qualitative (descriptive e.g., excellent, good, satisfactory, poor, etc.), or a combination of the two labels. Numerical values can be assigned to each criterion based on their priority. If one criterion is more important than another that threshold will gain more weight (in case each criterion is of equal importance, they have the same weight.) The value given to each component depends on the program's objectives and the information to be obtained from the assessment.

The qualitative assessment scale provides information about student/ level achievement described by labels by considering the quality of student work. This assessment method can provide a clear picture of student's success by providing information about the quality of knowledge (for example, "satisfactory" label means that the student has passed but need to improve). Criteria design and weight/label designation for each element and description. Teachers should also take into account the objectives of the course/ program/ assessment and the student's level of proficiency. Regardless of their level of language proficiency, everyone may participate in the same exam with the purpose of evaluating to determine whether the applicant has the appropriate level of proficiency or not. Speaking is the most difficult skill to assess objectively and reliably. It involves a combination of variables that may or may not be related to each other very little and may need to be assessed all separately to avoid or at least reduce the privacy of the assessment. "The speaker may produce all the correct sounds, but it doesn't make sense or there is a huge problem with phonology and grammar and still unable to convey the message. [7] The effectiveness of speaking may depend on

factors such as the accent of the listener/evaluator, basic knowledge personal attitude towards the speaker, and personal bias. In addition, speech is judged during face-to-face interactions. (Except for situations where the speech assessment will be done via computer and audio recording, but the assessment is done by humans) in real time and between the test taker and the applicant.

The main goal of the speech assessment is "To identify the qualities that indicate the English-speaking characteristics of non-native English-speaking students [8] which are reached by defining clear criteria by which observation and judgment are based. [9] Green [10] defines the criteria as "Quality of Performance Based on Ratings," Brownie et al. [11] described the criterion as Assessment criteria are therefore a tool that teachers and students use to draw on how they act to achieve goals. Student performance will be more beneficial if they participate in defining the criteria, negotiation and understanding of this are necessary for students to know not only what tasks and activities they have to do and the form of assessment they will be involved in but they also need to know what they have to do to be considered successful. These strategies will help students ensure that assessment is not separated from the learning process and is an irreplaceable part of education. Designing speaking assessment criteria may not be an easy task. This is because it is not only possible set of criteria that can be used to assess a student's speaking skills but also narrows the list to the most necessary and relevant criteria based on the objectives of program/ course/ lesson/ etc. Due to status assessment (subjective/ objective, summative/ formative) and forms (prepared presentations, interviews, captions, pictures, etc) may vary based on the objectives and learners to assess. So, there is no exact set of the best criteria to serve in every situation to design a list of the most suitable criteria. It is essential to know in which framework the list was created. There is a list of possible speech assessment criteria, showing various criteria where teachers may select the criteria most appropriate for a particular context (student needs syllabus/course objectives, etc.), according to Knight [12], the list consists of eight different criteria: 1) Grammar, 2) Vocabulary, (range and accuracy), 3) Pronunciation, (individual sounds, stress, rhythm, intonation, and linking/ elision/ assimilation), 4) Fluency, 5) Conversational skill, 6) Sociolinguistic skill, (distinguishing register and style, use of cultural references), 7) Non-verbal, (eye-contact and body language), 8) Content, (relevance of arguments and ideas) 9) Pragmatic competence.

An objective assessment is necessary. This is because students need to feel assessed fairly. On the other hand, subjective assessment allows analytical skills to be assessed student creativity. Using rubrics is one of the most important ways. An important part of the semester assessment process is for the structured and summarized student assessment. Scholars recommend using more than one-sided rubrics, for example, ideal for providing detailed feedback to students after and during the assessment. Another meaningful use of the rubric is student guidance and learning improvement. This is very important for the quality of the academy at the end. Developing and implementing scoring is challenging but the rewards that educators, students and parents receive deserve effort. Herein, researchers will discuss about scoring rubric criteria of speaking assessment for secondary school students

consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar.

RESEARCH OBJECTIVES

1. To create scoring rubric criteria of speaking assessment for secondary school students.
2. To validate the scoring rubric model of speaking assessment for secondary school students.

LITERATURE REVIEW

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language. Richards and Renandya (2002:204-210) [13] stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

Speaking is one of productive skills which is used by many people to process for building and sharing information each other. Speaking skill is different from other skills in English language (Shiamaa, 2006) [14] because it is one of the abilities to carry out conversation. Thus, speaking is the major skill for communication. Bashir, et.al. (2011) [15] says that speaking is productive skill in the oral mode that is purposed to communicate and share idea or opinion. It means that the students could be shared their idea or opinion orally. Besides, Luoma (2004: 2) [16] says that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking is an interactive process to share information and ideas for everyone in learning speaking skill. Based on those definitions, speaking is one of English skills that purposed to interact, communicate, and share information.

There are many definitions of speaking. Speaking is one of the language skills which is very important to be mastered by students in order to be a good communicator. According to Fulcher (2003:23) [17], speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. In other statement, Richards (2008:2) [18] adds that speaking in traditional methodologies usually meant repeating after teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency.

Prevailing in the audio-lingual and other drill-based or repetition-based methodologies of the 1970s. In short, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking. From the above reasons, researchers interested in studying and proposing the scoring rubric model of speaking assessment in this paper.

RESEARCH METHODS

Action Research was used for research design following the step of PAOR which refers to Plan, Act, Observe, and Reflect. The target group of the research was 95 secondary school students. The tool for data collection was scoring rubric criteria of speaking assessment. Data were analyzed using descriptive statistics, Pearson Correlation Coefficient, and Confirmatory Factor Analysis (CFA).

The step of PAOR can be designed as the following procedures.

Plan: Study the literature review concerning with scoring rubric, design the scoring rubric criteria and discuss in small group, propose to secondary school teachers.

Act: Employ the scoring rubric criteria to assess students' speaking ability.

Observe: observe students' speaking ability and collect data.

Reflect: analyze data and reflect from results.

The Analysis of Construct Validity

The construct validity was measured by Confirmatory Factor Analysis (CFA). To measure the construct validity of the obtained data, the researcher has analyzed the correlation between variables to obtain the matrix of correlation coefficient between variables in each construct. The purpose is to check whether the components of each variable, the data is suitable for factor analysis or not. The coefficient of correlation describes the relationship between two variables. Interpreting the correlation coefficient, low or near zero values indicates weak relationship or less relevant or no correlation, while those nearer to +1 or -1 suggest stronger relationships. It is not necessary to apply the matrix that has no correlation coefficient to measure the factor analysis. For the hypothesis statistic of Bartlett's Test of Sphericity and Kaiser Index (Kaiser – Meyer – Olkin Measure of Sampling Adequacy = KMO), KMO should be close to 1. If the value is less, the correlation between the variable is less, and it is not suitable for measuring factor analysis. The details of KMO index are between 0.00 – 1.00 as below criteria. [19]

Index of Kaiser – Meyer – Olkin (KMO)	Suitable for CFA
KMO > .90	Marvelous
.80 < KMO < .89	Meritorious
.70 < KMO < .79	Middling
.60 < KMO < .69	Mediocre
.50 < KMO < .59	Miserable
KMO < .50	Unacceptable

To examine the construct validity and analysis the model fit by using statistical computer program requires the preparation of correlation coefficient matrix between variables of each construct. Interpreting the correlation coefficient, the researcher used the interpretation of the correlation dimension as follows.

Correlation Score	Description
0.0 - 0.3	Correlation is very low
0.3 - 0.5	Correlation is low
0.5 - 0.7	Correlation is moderate
0.7 - 0.9	Correlation is high
0.9 - 1.0	Correlation is highest

Construct reliability should be 0.7 or higher to adequate the convergence or internal consistency. To establish the convergent and discriminant validity of the studies constructs, and find the correlation coefficient matrix between variables of each construct, the researcher analyzes the Confirmatory Factor Analysis (CFA) by using data from the Scoring Rubric Criteria distributed to 95 samples.

RESEARCH RESULTS

1. Scoring rubric criteria of speaking assessment for secondary school students consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar as below table.

Table 1 Scoring Rubric for Speaking Assessment

Speaking rubrics SPEAKING ASSESSMENT (20 marks)					
Components	5	4	3	2	1
Fluency	Smooth and fluid speech; few to no hesitations; volume is excellent	Smooth and fluid speech; few to no hesitations.	Speech is relatively smooth; some hesitations.	Speech is frequently hesitant with some sentences left uncompleted.	Speech is slow, hesitant & strained except for short memorized phrases.
Pronunciation	Excellent Pronunciation	Good Pronunciation	Satisfactory Pronunciation	Partially Effective Pronunciation	Pronunciation is lacking and hard to understand.
Vocabulary	Excellent vocabulary	Good vocabulary	Vocabulary range is lacking.	Basic vocabulary	Vocabulary that is used does not match the task.
Grammar	Accuracy & variety of grammatical structures.	Some error in grammatical structures.	Frequent error in grammatical structures.	Frequent grammatical error even in simple structures.	Frequent error in grammatical structures; meaning is obscured.

2. The scoring rubric model of speaking assessment for secondary school students fit with empirical data. Results showed that $\chi^2 = .09$, $df = 1$, $p = .765$, $GFI = 1.00$, $AGFI = .995$, $RMSEA = .000$ Analysis results can be shown as Table 2 and 3, and Figure 1.

Table 2 Mean, Standard Deviation, Pearson Correlation Coefficient between observed variables of Speaking Skill (SPEAKS)

Variables	A1	A2	A3	A4
A1	1.000			
A2	.944**	1.000		
A3	.930**	.935**	1.000	
A4	.843**	.809**	.802**	1.000
Mean	3.590	3.600	3.579	3.042
S.D.	1.309	1.356	1.326	1.597

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = 0.861
Bartlett's Test of Sphericity Approx. Chi-Square = 524.849, $df = 6$, Sig. = 0.000

**Correlation is significant at the .01 level, $n = 95$, scoring 5 level.

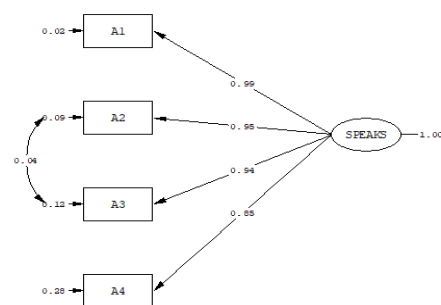
A1= Fluency, A2= Pronunciation, A3=Vocabulary, A4=Grammar

Table 3 Confirmatory Factor Analysis (CFA) of Speaking Skill (SPEAKS)

Variables	Factor Loading		t	R ²	Factor Score Coef.
	B(beta)	b(SE)			
A1	.99	1.30(.09)	13.40	.98	.59
A2	.95	1.29(.10)	12.46	.91	.09
A3	.94	1.24(.10)	12.13	.88	.06
A4	.85	1.36(.13)	10.33	.72	.03

$\chi^2 = .09$, $df = 1$, $p = .765$, $GFI = 1.00$, $AGFI = .995$, $RMSEA = .000$

Remark: ** $p < .01$



Chi-Square=0.09, $df=1$, P-value=0.76545, RMSEA=0.000

Figure 1 Confirmatory Factor Analysis (CFA) of Speaking Skill (SPEAKS)

DISCUSSIONS

1) Scoring rubric criteria of speaking assessment for secondary school students consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar such as Fluency: In speaking, we must speak fluently so that listeners are able to response what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English. Pronunciation: pronunciation is the way in which a language is spoken Hornby (1995:928) [20], the way in which a word is pronounced, the way a person speaks the words of language. As what Hornby said above pronunciation is very important because it can influence the meaning of the word. If speaker pronounce it with inappropriate pronunciation the meaning will be different. Vocabulary: Mastering vocabulary is first step to speaking English, if we not master vocabulary, we cannot utterance what is our purpose. Grammar: In Oxford Advanced Learner's Dictionary (1995:516), grammar is the rules in the language for changing from of words and combining them into sentences. The utility of grammar is also to learn the correct way to again expertise in a language in oral and written form. Vocabulary: In Oxford Advanced Learner's Dictionary (1995:1331), vocabulary is the total number of words in a language. It is really important for students to

enrich their vocabulary so that they can speak English fluently.

2) The scoring rubric model of speaking assessment for secondary school students fit with empirical data. Results showed that $\chi^2 = .09$, $df = 1$, $p = .765$, $GFI = 1.00$, $AGFI = .995$, $RMSEA = .000$. It can be interpreted and proved that scoring rubric criteria of speaking assessment is the effective tool for secondary school students, and it showed that scoring rubric criteria of speaking assessment has a construct validity.

Results related to Cornbleet & Carter (2001) [21] mention that aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations. Speaking is face to face: Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Thus, communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication which related to El Menoufy (1997), Widdowson, (1998) & Burns, (1998), [22][23][24]. Speaking is interactive: Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other which related to Bygate (1998) and Cornbleet & Carter (2001) [25][26]. Purpose of speaking: it was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented. Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richard, 1990: 54- 55) [27]. Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26) [28].

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169) [29]. Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talks in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43) [30] and (Richards, 1990: 54-55) [31]. However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social

relations with others. In, other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So, both purposes can be viewed as two dimensions of spoken interaction.

Results also related to the analyzing speaking purposes more precisely, Kingen (2000:218) [33] & Halliday (1975) [34]. combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows: 1) Personal - expressing personal feelings, opinions, beliefs and ideas, 2) Descriptive-describing someone or something, real or imagined, 3) Narrative-creating and telling stories or chronologically sequenced events, 4) Instructive-giving instructions or providing directions designed to produce an outcome, 5) Questioning-asking questions to obtain information, 6) Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them, 7) Imaginative-expressing mental images of people, places, events, and objects, 8) Predictive-predicting possible future events, 9) Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences, 10) Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way, 11) Explanatory-explaining, clarifying, and supporting ideas and opinions, 12) Informative-sharing information with others.

KNOWLEDGE FROM RESEARCH

The main knowledge from this research is consisted of scoring rubric criteria of speaking assessment for secondary school students which is included in 4 components which are fluency, pronunciation, vocabulary and grammar.



Figure 2 Knowledge from research

CONCLUSION

In a scoring rubric development of speaking assessment for Secondary school. A good scoring rubric criterion is an essential key for assessment. We can get the good productive results from effective tools by using analyze data, that; Mean, Standard Deviation, Pearson Correlation Coefficient, and Confirmatory Factor Analysis (CFA), for observed variables of Speaking Skill(speaks). Results indicated that 1) Scoring rubric criteria of speaking assessment for secondary school students consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar; 2) The scoring rubric model of speaking assessment for secondary school students fit with empirical data. It can be interpreted and proved that scoring rubric criteria of speaking assessment is the effective tool for secondary school students, and it showed that scoring rubric criteria of speaking assessment has a construct validity.

RECOMMENDATIONS

Recommendation for applying the research results - Scoring Rubric Development of Speaking Assessment for Secondary School provides digital data to provide basic knowledge about Scoring Rubric Development of Speaking Assessment.

Recommendation for further research, it should be combined research on information patterns on Scoring Rubric Development of Speaking Assessment in Nakhon Sawan Province and research on Scoring Rubric Development of Speaking Assessment and problems in the Scoring Rubric Development of Speaking Assessment for Secondary School in Nakhon Sawan Province.

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