People's Democracy Republic of Algeria

Ministry of High Education and Scientific Research

University of KasdiMerbah -Ouargla

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Topic:

Implementing Performance-Based Assessment on Stress Pattern Use

The Case of Second Year License at Kasdi Merbah University Ouargla

A Dissertation Submitted to the Faculty of Foreign Languages in Partial Fulfilment of the Requirement for the Degree of Master in English

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The Academic Year: 2019/2020

Dedication

I dedicate this work to

My beloved parents

My sisters and brothers

My supervisor

All the teachers

My dear friends

Acknowledgment

Abstract

This study examines the degree of effectiveness of implementing Performance -Based Assessment approach in EFL classroom in mastering the use of stress pattern. For this purpose, we take as a case study the second year License English at Kasdi Merbah University Ouargla, and a mixed method approach; a qualitative and quantitative, was conducted in order to thoroughly evaluate the effectiveness of this approach. The analysis incorporates data of students' stress performance before and after the application of performance-based assessment approach. The outcomes revealed that the implementation of this form of alternative assessment has positive and remarkable effects on students speaking level in terms of mastering stress pattern.

Key words: Alternative assessment, performance -based assessment, stress pattern, EFL speaking classroom, qualitative /quantitative approach.

List of abbreviation

EFL   **E**nglish as **F**oreign **L**anguage

CLT   **C**ommunicative **L**anguage **T**eaching

PBA   **P**erformance- **B**ased **A**ssessment

Q   **Q**uestion

KMUO   **K**asdi **M**erbeh **U**niversity **O**uragla

AV   **A**udio -**V**isual

PC   **P**ersonal **C**omputer

CPD   **C**ontinuous **P**erformance **D**evelopment

List of tables

List of figures

Table of Contents

ChapterI: Performance-Based Assessment

Chapter II: English StressPattern

ChapterIII: Data Collection Methods and Tools

ChapterIV: pedagogical implication

General introduction

Research Background

Communication is more than grammar rules and vocabulary. Speaking a foreign language involves cooperation between different skills among which pronunciation is no less important than the other sub skills. Usually, when Learners are using and trying to comprehend a second language or a foreign language, they may face many difficulties in pronunciation which often affects their speech negatively (i.e. their bad pronunciation affects the understandability of their utterances). The misuse of stress pattern may breakdown the communication. Thus, the appropriate stress pattern is more essential for intelligibility than the right pronunciation of isolated words or segments (M.J. Solè, 1991). Therefore, using the appropriate stress is recommended for the speaker to deliver the correct message and for listener to come up with the right interpretation and meaning of the utterance.

It can be stated that using stress pattern while speaking in English as a foreign language has got an intrinsic role in communication. It used to be taught throughout the pedagogical experience that is related to English language module especially for EFL learners, and what should be important for EFL teachers is seeking the suitable way to introduce the stress pattern while communicating. It is noticed that stress training is a necessity in EFL classes; especially with the help of audiovisual instruments like the PC and the headsets, and much importantly each English department should provide these learning material and insist on using them in teaching and learning phonetics module or any other module that may enhance and reinforce speaking and listening skill of EFL learners mainly.

Empirical studies on developing second language and/or foreign language stress is pedagogically needed. However, many EFL teachers find it so difficult to teach it, many of them if not all may avoid it, stress could be a fun subject to be taught in a foreign classroom. Learners awareness and use of the stress pattern is fundamental to step forward an effective communication. Moreover, the proper choice of stress directs the listener to the most important piece in the utterance. Despite the fact that it has been rejected in many EFL classroom, stress plays a great role in terms of intelligibility, M.J. Solè (1991, p145) said "if easy intelligibility is to be achieved, it is important to give words their correct accented pattern." Indeed, it is essential to enable learners to experience the use of stress pattern for better communication not as boring classroom exercise. Therefore, Performance Based- Assessment would be both instructional and

assessment tool which provides the learners with facilities to develop their stress pattern use. Tamjid and Birjandi (2011) suggested that teachers need to move from traditional assessment towards PBA in which personal accountability of the students was raised. This was adopted as a new direction to enhance and assess students' performance. Meanwhile, to bring variety to classroom and to reduce the threatening of the traditional assessment. Thus, Performance-Based Assessment allows teachers to screen the Learners performance and elevating their internal and external displays. As a result, this research develops a study to examine the implementation of PBA to raise the learners' stress pattern use.

Statement of the problem

One of the productive skills in learning a foreign language is speaking. While a learner is speaking English, communication may breakdown, this is due to the fact that either the learner is not aware of the stress pattern, or he/she mis chooses of the right pattern in the right place. In essence, this present study is conducted for several reasons. First of all, proving that having a good training about stress pattern, and that is considered as a solid basis and a core factor for building and developing speaking competence. It is one of the motives for which our research is devoted for. Moreover, our main concern turns around the effectiveness of applying performance-based assessment at the university level that is to say to what extent it is effective? Especially, it is the case that university students face problems with stress pattern use which normally helps both the addresser and the addressee forwards a better understanding, focusing much more on the utterance quality.

Objectives of the Study

Based on the identified problems, this research aims at investigating the obstacles that usually face EFL leaners in speaking in general. Particularly, this study focuses mainly on implementing performance-based assessment on stress pattern use as a way to establish and develop an acceptable speaking competence. A further objective is to explore teachers 'and/or learners' attitudes towards the application and usefulness of this type of alternative assessment as a new way to ameliorate students' stress use.

Literature review

A considerable number of researches and studies have been conducted concerning the application of alternative assessment and the learners' stress use in terms of assessing and elevating English language competence. Charles R. Hancock states "In the 1990 we have come to realize that new, alternative ways of thinking about learning and assessing learning are needed". Indeed, traditional testing have long been considered as the most reliable tool to assess the student knowledge. Despite the traditional dominance of the standardized test in education, the term alternative assessment as an alternative to the traditional way of assessment (standardized test) has emerged as a response to the adequacy of the traditional assessment. "While the traditional Paper and pencil test may be effective to assess some of the skills (such as listening), they are not sufficient to assess the productive skills of writing and speaking." (Authentic Assessment for English language learners ,1999).

Alternative assessment provides variety of assessment; portfolio, rubrics and performance- based assessment (PBA) present this variation of alternatives. PBA is a category of alternative assessment which requires learners to construct the response, create a product or demonstrate application of knowledge (J. Michel and L.V. Pierce, 1996:239). In that sense, PBA according to Grabin (2007:56) are tasks that require student to employ the knowledge and skills they have acquired by creating a product or delivering a performance. As well, according to Gronlund and Waugh (1990).Performance-based assessment involves learners to demonstrate their skills or understandings of language through performing particular task and accomplishing it. Grabin (2007) states that tasks or activities which are given to the student should be authentic and directed by specific objectives.

Shifting the attention from the general term of assessment to the assessment of stress pattern use in particular, "in English, an important acoustic cue in word recognition and retrieval is word stress". Yet, stress still treated as theory to be learned without focusing on the importance of acquiring it. M.J. Solè (1991;145) stated that English stress practices has been traditionally neglected despite the existence of a number of descriptions in English teaching framework. In addition, stress is considered to be so effective to determine the realization of segments, to indicate the morphemic and syntactic function of elements, and to structure information in the sentence. It could be stated that stress and rhythm are like keys towards

intelligibility, adequacy, and fluency in speech. It seems as a need for foreign learners to consistently practice those suprasegmental segments if it is possible at an early stage in learning English. For the simple reason that stress highlights the most important words in the message, and a rhythmical approach to English pronunciation will help the foreign listeners to concentrate on the meaningful words in the message and to strengthen the links between pronunciation on the one hand and grammatical structure and meaning on the other.There exists a considerable number of studies about the application of Performance-Based Assessment in EFL classes because it does offer a kind of help to attain a comprehensive view about the English language in terms of communication rather than a set of isolated segments. In this respect, this research is conducted to explore the application of Performance- Based Assessment on students' stress pattern use.

Research Questions

In light of this literature review and on the basis of the aforementioned objectives, the following research questions can be asked:

1- To what extent can implementing performance-based assessment be helpful to improve learners' stress pattern use?

2- What is the teachers' attitude towards this type of alternative assessment (performance- based assessment)?

3- How can EFL learners' fluency in terms of suprasegmental phonology(stress) be developed?

Hypotheses

To answer the above-mentioned research questions, we hypothesized the following:

1- The application of performance-based assessment has a great significance in constructing a well-established speaking competence.

2- Teachers are enthusiastic toward performance-based assessment implementation.

3- It could be stated that one key towards achieving English proficiency is to devote time for learners to practice the use of stress in which the teacher of English provides for them real life situations as in role plays, dialogues and conversational interaction.

The Significance of the Study

Our present study may contribute to fix some of pitfalls that are related to teaching and learning English as a foreign language from the speaking side, focusing much more on the speaking competence. On the one hand, adding a value for this new way of assessment is considered as a significance of our study. On the other hand, we try through this research to provide a clear image for the application of performance-based assessment. Also, it highlights the main points concerning fluency in speaking, generally, and stress pattern, particularly.

Research Methodology

This research is mainly conducted to apply Performance- Based Assessment on the use of stress pattern by adapting a mixed method approach. We as researchers use a qualitative approach to determine the levels of targeting students' stress pattern use. Some helpful descriptive means are adopted like observation in which we set some situations or exercises to observe what is going on within EFL learners' speech. Also, an interview that is semi-structured is addressed to some teachers of oral comprehension and expression at Kasdi Merbah University Ouargla (two of them) about their perspectives concerning the process of implementing Performance -Based Assessment especially in the use of stress pattern, while performing some speech acts (in respect of the maxims of cooperation).Additionally, a quantitative approach is used in which a class that consists of 40 students of the second year License at Kasdi Merbah University Ouargla is selected to be assessed. We use a quasi-experimental design in which data are collected from the students using pre- and post- test; the results are compared to infer the effect of the treatment that is applying Performance -Based Assessment on students' stress pattern use.

Research Structure

Our research is divided into forth chapters. The first chapter is aimed at giving an overview and introducing the essential points that our study addresses mainly. The second chapter is the theoretical part that is devoted to tackle assessment from a broad sense .Then, narrowing it down to focus solely on the Performance -Based Assessment as an alternative assessment type that teachers of English should seek to apply in their speaking classroom, especially with the use of stress pattern which normally students of English should master or at least be aware of this suprasegmental segment that really do affect the English speech, and that represent important factors in real language use in our case it is English language. The third part is the practical part in which we deal with the research design and methodology. The fourth part is devoted to deal with the pedagogical implication of PBA in EFL classes.

Finally, a conclusion is made to confirm and assert what we already stated concerning the implementation of PBA on stress pattern within the learners' English speech.

Limitations of the study

We have faced a number of obstacles during the investigation of this current research.

In the first place, due to the circumstances of the country because of covid 19we couldn't continue our study to do other sessions. Secondly, the teachers were busy so they couldn't give us time to conduct interview that's why we conduct the interview with only 02 teachers. Thirdly, the materials were not available; the lack of speakers and the data shows. Finally, the number of the sample is not representative; the students were only 20 students who happened to be available and accessible at the time.

Chapter I

Performance-Based Assessment

Introduction

Assessment as an essential part of teaching and learning process plays a constant role in guiding both students and teachers, and it allows them to check the progress and the achievement. Assessment helps students to screen the progress they have made along with the learning process as well as it provides the teachers with the needed information about the learners (their weaknesses and strengths), their real level and the effectiveness of the instructional tool used as well. In this sense, this part is divided into three sections; the first section deals with Assessment, the second is about the traditional assessment, and the last section is for alternative assessment moving toward specific type of alternative assessment namely Performance-Based Assessment.

I.1. Definitions of assessment

Assessment is the process of gathering, interpreting and recording information related to the progress of the students in learning and the effectiveness of the teaching strategies. (L. Yeni, P.P. Awarman, 2018.p,290). Indeed, assessment is what "Sommer (1989) defines as the process of finding out who the students are, what are their abilities, what they need to know, and how they perceive the learning will affect them ". It is what enables the teacher to collect information about the student achievement and further to decide up on the right instructional methods or techniques.(L.YeniandP.P.Awarman ,2018) .In this respect, assessment involves both students and the teaching learning process in the sense that assessment as Dietel, Herman and Knuth (1991:1) define it as "any method used to better understand the current knowledge that a student possesses." in one hand. And it involves the means of obtaining information about the student's abilities, knowledge, understanding, attainments or attitudes". (J. C. Richards W. A. Renandya, 2002) in the other hand.

I .2. Principles of assessment

These are some of the most important principles of assessment taken from article of North Carolina State Department (Assessment, Articulation, and Accountability1999).

- The purposes for assessment should be clear.
- Assessment should be both and summative formative.

- Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging task.

- Assessment should be conducted regularly and frequently.

- Assessment activities should be contextualized and include practical contexts and culturally appropriate situation.

- Assessment should encourage students to reflect on their own progress.

- Assessment activities should be contextualized and include practical contexts and culturally appropriate situations.

- Assessment results should be reported in a variety of ways depending on the target audience.

- Assessment activities should be contextualized and include practical contexts and culturally appropriate situations.

I .3. Types of assessment

I .3.1. Traditional assessment

Traditional assessment commonly refers to the tests that are administered to assess the acquisition of knowledge (L.A Grabin,2007:11). According to Frank Quansah (2018) "Traditional assessment refers to the conventional methods of testing which usually produces written document, such as quizzes or exams". Within this conventional testing methods multiple-choice test, true\false, short answer and essays are the widest used ones, this comprise tests are exemplified below:

Multiple- choice test involves a list of suggested responses to one or more introductory statement, this type of test is economical, objective and easily to score. Secondly, true \false test involves items in which students are required to discover which of the two or more answers is true, it is easy to administer and to score. For short- answer test as Simonse and al (2000:270) defined "items are written either as a direct question requiring the learner to fill in the word or phrase or as statements in which a space has been left blank for a brief written answer." Finally, essays are flexible questions which assess the higher order skills, they are time consuming and difficult to score, they are effective assessment tool however (F. Quansah, 2018).

L. A Grabin (2007) stated that traditional assessment neglects the assessment of attitude, personal development, practical skills and performance of the student outside laboratories and the conventional classroom contexts. Despite the fact that traditional Assessment can give psychometrically valid measures of students 'performance, they frequently fail to provide information that the model classroom teachers are attentive to; which is what the students can do in their second language (J. C. Richards and W. A. Renandya, 2002). That is why an alternative form of assessment suggested to complete the pitfalls of the traditional ones.

I .3.2. Alternative assessment

I .3.2.1. Definition:

In the recent years, there have been a growing interest in the application of assessment procedures that are different from traditional forms of assessment ,more authentic forms, these forms are more student -centered in that they provide student with a tool to be more involved in their learning and give them a better sense of control for their own learning. Also, it provides teachers with useful information that can form the basis for improving their instructional plan and practices (J. C. Richards W. A. Renandya, 2002).

"Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995:213). In addition to this, Huerta-Macías (1995:9)believes that alternative assessment is different from the traditional testing in that students are required to show what they can do and are assessed on what they integrate and produce rather than what they recall and reproduce. He adds that however, there is no single definition for alternative assessment, it still their main focus is to provide evidence about how the learners are approaching, processing and completing real-life tasks in a specific field.

According to C.R. Hancock in the ERIC Digest article (Alternative Assessment and Second Language Study, 1994). "In the 1990's, we have come to realize that new, alternative ways of thinking about learning and assessing learning are needed." Research lead by Gardner, Fodor, Sternberg, Perkins and Gruber has"...shown that creative individuals do not have unique mental modules, but they use what they have in more efficient and flexible ways". The term alternative assessment or authentic assessment as defined by J.M. O`Malley and L.V.

Pierce(1996) is the multiple forms of assessment which show the student learning, motivation, attainment and attitudes on relevant instructional classroom activity.

The main concentration of alternative assessment is to "gather evidence about how the students are approaching, processing and completing 'real-life' tasks in particular domain" (Garcia and Pearson ,1994 :357). An important point in alternative assessment definition is that it concentrates more on measuring the ability of learners to use language holistically in real -life situations, and it is done continuously over a period of time in which a more precise picture of students 'language profile can be gained.

At the time of the alternative assessment emergence ,there was a moment of shifting in the paradigm in education, as mentioned by J. C. Richards and W. A. Renandya(2002) the" Interest of the use of alternative assessment in the classroom reflects the changing paradigm in education in general and in second language teaching in particular .So that, the old paradigm slowly gives way to the new one, as exemplified below:

Old paradigm: **New paradigm:**

1)-focuses on language   1)- focuses on communication

2)-teacher-centered   2)-learner-centered

3)-isolated skills   3)-integrated shills

4)-emphasis on product   4)-emphasis on process

5)- one answer -one-way correctness   5)-open-ended, multiple solutions

6)-tests that test   6)-tests that also teach

I .3.2.2. Alternative Assessment Characteristics

Beckman and Klinghammer (2006, p107) stated that alternative assessment has some characteristics, include the following:

1- It is based on course objectives (the assessment tasks are representative to the objectives of the course.)
2- It evaluates actual student performance.
3- It involves students in the evaluation process (i.e. it involves self- assessment in which the students are able to know if they performed well or not).
4- It has a set of criteria that describe the desired attainment and that students should be aware of.

I .3.2.3.Rationale for Alternative Assessments

In addition to the fact that alternative assessment came as a reaction to the inadequacy of the traditional forms of assessment, the coming points are the rationale behind adopting alternative assessment in the foreign language classroom stated by North Carolina State Department (1999).

1- To address realistic tasks which involves real life situations.
2- It is both instructional and assessment tool.
3- To meet the different learning style of the students.
4- To interact and collaborate with the students.
5- To align assessment with instruction.
6- To Include useful instructional tools.

I .3.2.4. Principles of effective Alternative Assessment

Regarding the cornerstone principles of assessment, validity, reliability…etc., there are other principles contribute to alternative assessment 'effectiveness, the following points present principles for effective alternative assessment mentioned by L.A.Grabin (2007):

❖ **Clear instruction**

Teachers should provide a clear and explicit instruction and guidelines for the performance tasks, so that, the students can easily understand them.

➢ **Continuous assessment and opportunities for improvement**

Assessment should be ongoing process in which the learners are required to show that forming a product or performance is really work in progress.

➢ **Feasibility**

Assessment should be feasible, in the sense that it must be an accurate assessment of learners 'knowledge and abilities within the limitation of time and resources.

➢ **Authenticity**

One of the important factors to reach an effective alternative assessment is authenticity. Tasks should not be artificial; they should generate interest and serve a challenge to students and provide them with real-life challenges which enable the students to apply what they have learned to the encounter real-life situations.

➢ **Student-centered**

Students should be the core of education because learning process successfully occurs when the activities address the area of learners 'interests. In addition, learners' performance will increase when the assessment' tasks meet their interests.

➢ **Fairness**

In any assessment fairness should be the key principle as Sieborger & Macintosh (2004:11) stated that the concept of fairness should be applied to any assessment. Not all the students have the same (equal) resources' access, it is then the role of the teacher to provide the necessary resources for all the students who need them. Fairness does not imply that there should be lower expectations for different learners. It suggests that it is possible for students to produce different types of evidence that they have reached expectations (L.A.Grabin, 2007:52).

The following five factors should be taken into consideration when attempting to build up the criterion of fairness(Sieborger& Macintosh, 2004:13):

- The importance, length, size or weight of the assessment - does it match the amount of work that has been done?
- The choice of the assessment technique - does it match the way in which the learners have been taught?
- The instructions and/or questions given to the learner - do all learners understand what they are expected to do or answer?
- The method of administering the assessment - are the conditions appropriate; is there enough time; do learners have access to the resources that they need?
- The method of marking - is it as objective as possible? Should the learners know how their work will be marked?

➢ **Improvement of learning**

Alterative assessment can give a hand to learners to improve their leaning process. First of all, the nature of projects and the submission of performance require the student to acquire and developed a variety of important skills. Secondly, if there is a sense of embodiment the principles of alternative assessment into the curriculum, they will bring significant improvement and advancement to education. Thirdly, by enabling the assessment as interactive process within which the students are involved, so they will have opportunity of self-assessment before and after the units of the instruction in order to made decision of which tasks should be kept and which should be deleted.

➢ **Tasks place in classroom**

The problem with this type of assessment is that it has no particular relation with what the teacher is teaching in the classroom, it is detached from the daily classroom instruction. Teachers need to be familiar with the variety of assessment techniques which they will apply in class, and they should change the classroom assessment. The tasks or activities should reduce the student anxiety and build self-confidence.

I -3.2.5-Alternative assessment issues:

Farr (1991) presents three assessment issues ordering according to their importance

- philosophical issues
- public issues
- implementation issues

First of all, Farr (1991:80) says that "philosophical problems of the role of assessment are fundamental and need to be considered before any assessment can gain popular support". Secondly, public issues which means that the public may be unprepared for alternative assessment as Farr believes that creative trends in education may not be understandable by parents. Finally, implementation and development issues, this related to the setting (atmosphere), the material and the readiness of the teacher (i.e. teachers should have trainings in this alternatives).

In "implementing Performance-Based Assessment, teachers should have sufficient knowledge and skills to avoid potential bias scoring which can lead to less objective and unreliable results of assessment (L. Yeni and P. Purnawarman,2018:290).

I -3.2.6-Types of alternative assessment

There are several types or forms of alternative assessment, and the list below is the possible kinds made by North Carolina State Department (1999).

•Interviews

• Journals and learning logs

• Story of text retelling

•Cloze tests

• Portfolios

•Self and peer assessments

•Teacher observations

14

•Checklists

•Writing samples

•Open-ended questions

•Performance-based assessment.

I .3.2.6.1. Performance -Based Assessment

➢ **Definition**

"Performance assessment is an assessment based on observation and judgment. The assessor observes a student performing a task or reviews a student-produced product, and then evaluates the quality of that task or product" (in Hibbard et al., 1996).

According to McMillan (2001:196) Performance-Based Assessment is the "one in which the teacher observes and makes a judgment about the student's demonstration of a skill or competency in creating a product, constructing a response, or making a presentation". Performance Assessment is not restricted to one form, it could have both forms written and oral, unlike the standardized test which is one form assessment. Performance Assessment involves any form of assessment which provide the students to construct a response orally or in written (J. O'Malley and L.V. Pierce 1996).

➢ **Characteristics of Performance-Based Assessment**

The following list present some of Performance-Based Assessment characteristics highlighted by J. O'Malley and L.V. Pierce in their book" Authentic Assessment for English Language Learners "(1996).

➢ **Constructed response**

The student will construct a response and\ or create a product.

➢ **Higher -order thinking**

Learners provides higher level thinking to construct responses to the questions.

➢ **Authenticity**

> Tasks are challenging, meaningful and reflect to the real word context where the students are supposed to perform.

➢ **Integrative**

> It involves tasks which require integration of language skills and knowledge.

➢ **Process and product**

> It involves assessment for procedures, strategies of deriving the correct answer and the product or the correct answer itself.

➢ **Depth vs Breadth**

> "performance assessment provides information in depth about a student's skills or mastery as contrasted with the breadth of coverage more typical of multiple-choice tests".

➢ **Types of Performance -Based Assessment**

L.A. Gabrin (2017:56) proposes a list which presents the commonly used types of performance assessment in the classroom, these types are: performance-based tasks, portfolios, journals and diaries and projects.

➢ **Performance- based tasks**

Performance -Based tasks are tasks which involve the students to apply the skills and knowledge they have acquired through creating a product or performing (delivering a performance).

Despite the fact that these tasks are varied in nature, they have general designs and principles of evaluation including the following (Gronlund & Linn, 1990:6-7).

  a) The evaluation methods selected should be relevant to the measured characteristics or performance.
  b) The criteria of what to be evaluated is clearly specified.
  c) Using a variety of evaluation techniques.
  d) Awareness about the evaluation techniques' limitations.
  e) Have a clear understanding that evaluation is a means to an end, not an end in itself.

within the process of evaluating a performance task several questions evaluator should ask to themselves among which the five questions suggested by Herman, Aschbacher and Winters (1992:25-26)

1-What important cognitive skills or attributes do I want my students to develop?

2-What social and affective skills or attributes do I want my students to develop?

3-What metacognitive skills do I want my students to develop?

4-What types of problems do I want them to be able to solve?

5-What concepts and principles do I want my students to be able to apply?

- **Benefits of performance-based tasks**

    Ministry of Education, (2003:28) illustrates some benefits of Performance-Based tasks in the NBA Handbook, these benefits pointed as follow:

 • Builds background knowledge.

 • Has significance for the pupil because it enables problem-solving.

 • Enables multiple responses and learning outcomes.

 • Enables collaborative learning.

 • Focuses on multiple dimensions of pupils' learning.

 • Allows pupils to select a presentation mode to display what they have learned.

 • Requires pupils to practice, refine and revise in order to demonstrate their learning.

 • Enables self-assessment and reflection.

➢ **Portfolio**

According to J. M. O'Malley and L.V. Pierce (1996:5) portfolio" is a systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives".

Portfolio is so appropriate for self- assessment since it is a confirmation of the students attempts, growth and accomplishment; it is proper for teacher assessment as well.

To guarantee the successfulness of a portfolio the following points suggested by Vavrus (1990:50-53) represent what should be regarded before assigning a portfolio:

- Decision up on the structured whether it is physical or conceptual.
- Should be decided who is the audience, and what goes into the portfolio.
- Decision about the submission time of the portfolio and the explanation taken into consideration the material selection with the students.
- Establishing clear evaluation standards to assess portfolio.
- Should make decision considering what happens to the portfolio after the semester or the end of the studied course.

Moving toward the process of creating a portfolio several elements should be regarded, Arter (1995) accounts for three important ones:

- Teachers should have a clear idea of the student skills that they want to focus on.
- Students should be involved in choosing what is included in the portfolio.
- There should be a self-reflection through which students communicate what they think about their work, their learning and themselves.

➢ **Journals and diaries**

"Student journals and diaries are additional examples of alternative assessment writing activities. Generally, these are less structured than portfolios, and the main aim is to maintain a steady stream of communication between the student and the teacher." (L.A. Gabrin,2017)

➢ **Projects**

Rust (2002:3) defines project as "an extended investigation carried out by an individual student into a topic agreed on by student and assessor".

• **The aims of projects**

Instructor should define the aims of project clearly. Mann, et al (2002:19) outlines the following points as a guideline for projects:

• Learn English by exposure to authentic language, both written and oral.

 • Write a paper in English using correct grammar, vocabulary, punctuation and spelling.

 • Use resource materials by learning how to summaries main ideas, collated from a number of sources.

. • Translate material from Hebrew to English if necessary.

 • Present their work orally, using visual and/or aural aides.

• Design a research question and write a research paper using the standard conventions.

• Become experts on the topic of their choice.

• Work cooperatively as a group.

 • Work independently of the teacher.

 • Take responsibility for their part in the group.

 • Learn to negotiate their ideas and opinions and reach a consensus with others in the group.

 • Learn skills like surfing the Internet, using a data base, computer presentation software, and dictionaries.

➢ **Creating rubrics for performance**

Unlike the traditional forms of assessment, Performance-Based Assessment doesn't have that clear concept of right and wrong answer. Instead of that, there are degrees to which a student' response is successful or unsuccessful. In that sense, you need to take these degrees into consideration when evaluating a performance, and to achieve an adequate evaluation rubric should be created.

Rubrics defined by ERIC Development Team(1998): Implementing Performance- Based Assessment in Classroom as" a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or to display knowledge of a concept. With rubrics, you can define the different levels of proficiency for each criterion".

- When you are creating any type of rubrics, you need to make sure that this type is simple and fair; thus, teacher can create their own rubrics or use previous developed ones.
- teachers need to share the rubrics with student before they complete the required tasks or project in case they don't interfere in the creation of those rubrics.

➢ **Advantages of Performance-Based Assessment**

Performance based assessment as a new trend of assessment has several advantages that contribute to the development of both instructions and assessment process. The following advantages list taken from a WEB page uploaded by Evan Wong:

• Can be used to assess from multiple perspectives.

• Using a student-centered design can promote student's motivation.

• Can be used to assess transfer of skills and integration of content‡ Engages student in active learning.

• Encourages time on academics outside of class.

• Can provide a dimension of depth not available in classroom.

• Can promote student creativity.

• May allow probes by faculty to gain clearer picture of student understanding or thought processes.

• Can provide closing of feedback loop between students and faculty.

• Can place faculty more in a mentor role than as judge.

• Can be summative or formative.

• Can provide an avenue for student self-assessment and reflection.

• Can adapt current assignments.

http://es.scribd.com/doc/49749305/Advantages- and-disadvantages-of-Performa...

Conclusion

The fundamental role of assessment in pedagogy has been proved years ago and day by day assessment moves towards more authentic which in one hand, helps the students to deal with real life situations as well as knowing their real progress in learning. In the other hand , it enables teachers to make decisions of what should be present in the lesson and what should be neglected as well as to know what really suits the different kind of learners .In this sense, Performance-Based Assessment has a great significance for both learners and teachers; learners will be able to screen clearly their progress in learning, and they will be able to deal with real life situations, and for teachers PBA gives them a clear image about the learners' levels and the degree of the instruction effectiveness.

Chapter II

English stress pattern

Introduction

Stress plays a crucial role in English language acquisition and learning; this suprasegmental feature takes a great part of English communication. Indeed, stress is an important element that contributes to English speakers' intelligibility. In regard of this, stress helps the speaker to appropriately deliver his message as well for the listener to come up with the right meaning.

In this respect, this chapter has tackled many points concerning English stress starting with features of pronunciation, tone and ton language, stress definition, stress and accent, the nature of stress, levels of stress, the notion of stress with function and content words, placement of stress within words, The rhythm importance within the speech, concluding with regularity of rhythm.

II.1.Features of pronunciation

Kelly, G (2002, p.01) states that "in order to study how something works it is often useful to break it down into its constituent parts". The following diagram illustrate the main features of pronunciation.
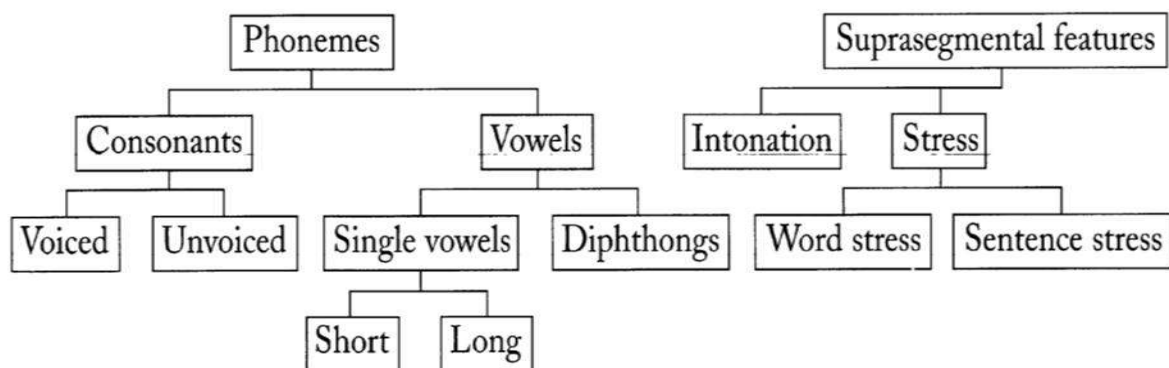

Figure01: Features of pronunciation from Kelly. G (2001:01)

For a better comprehension about a system like the pronunciation system, it is useful to break it down into its constituent parts, as shown in the diagram above.

The study of pronunciation consists of two fields, namely phonetics and phonology. G.Kelly (2002) states that "Phonetics refers to the study of speech sounds. It can be said that it does not necessarily have a direct connection with the study of language itself. Phonology, on the other hand, is primarily concerned with how we interpret and systematize sounds" (p.5).English phonology looks at the vowels, consonants and suprasegmental features of the language.

II .2. How to distinguish between phonemes and suprasegmental

The phonemes are the different sounds within a language; sounds may be voiced or unvoiced. The set of phonemes consists of two categories: vowel sounds and consonant sounds. When considering meaning, we see how using one sound rather than another can change the meaning of the word; as an example, the word rat has the phonemes/ræt/. If we change the middle phoneme, we get /rɒt/ rot, a different word. Consonant sounds may be voiced or unvoiced. There is a possibility to identify many pairs of consonants which are essentially the same except for the elements of voicing (e.g./f/, as in fan, and /v/, as in van). The following table lists English phonemes giving an example of a word in which each appears.

Vowels		Diphthongs		Consonants			
iː	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
uː	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜː	shirt	əʊ	go	tʃ	church	n	no
ɔː	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑː	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

(Pairs of consonants (voiced and unvoiced) are thickly outlined. The boxes containing unvoiced phonemes are shaded.)

Table 01: English phonemes Kelly (2001:2)

II. 3.Suprasegmental

The most important suprasegmental features of speech are pitch, loudness, tempo (i.e. Speed), and voice quality, but these features is often referred to as the study of prosody. Two such features form the basis for especially important function, stress and intonation.

II.4. Tone and tone languages

In some cases, it is the pitch level that distinguishes a word, while in others it is a pitch movement. It is usually referred to this characteristic of pitch as **tone.** Languages which use tone distinctively are called **tone languages**. Tone works in different ways in different languages. The easiest to explain is what we can call lexical tone, where the meaning of a word (as it would appear in a dictionary) is determined by its tone. Tone may function as a way of showing different aspects of grammar.

It has ben shown that nobody has ever claimed that English is a tone language. However, pitch and pitch movements play an important role in English and similar languages in marking out certain syllables as distinctive and important. The distinctive pitch movement is sometimes known as **accent**, and the middle syllable can be said to **accented**. In a tone language, pitch variation is used on practically all the syllables or words of the language. (H.G. Widdowson and P.J. Roach ,2001:25-29)

II .5. Stress

II.5.1. Definitions of stress:

Stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables - whatever they might be. A stressed syllable is pronounced with a greater amount of energy than an unstressed syllable and is more prominent in the flow of speech.(Ladefoged 2006, p.243).

S. F. ul Hassan (2012)Stress "is the use of extra respiratory energy during the articulation of a syllable. Stress is the degree of force with which a sound, a syllable or a word is pronounced."

II.5.2. Stress and accent

In any language you listen to, you will notice that some syllables sound stronger and more noticeable than others. In English; for example, the middle syllable of the word "tomato" is clearly stronger than the first and last syllables. We say that the middle syllable is **stressed.** In some languages, the position of the strongest **stress** may affect the meaning of a word.

In English, **stressed syllables** are usually louder and longer than unstressed syllables, and have distinctive pitch. We can detect different levels of stress in words of several syllables.

According to P.J. Roach (1983:43)many significant sound contrasts are not the result of differences between phonemes. For example, **stress** on the first syllable, English speakers hear it as a noun, whereas when the second syllable is stronger the word is heard as a verb.

II.5.3. The nature of stress

It is conventional that the stress is usually marked by placing a small vertical line high up, just before the syllable it relates to. The stress has got some characteristics. Stress can be studied from the point of view of production and perception; the two are obviously closely related, but are not identical. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllable. According to experimental studies, when we produce stressed syllables the muscles that we use to expel air from the lungs are more active, producing higher subglottal pressure. From the perceptual point of view, all stressed syllables have one characteristic in common, and that is **prominence**; stressed syllables are recognized as stressed because they are more **prominent** than unstressed syllables.

The following list presents the factorsthat make a syllable prominent:

1-Loudness is a component of prominence. Stressed syllables are louder than unstressed. However, if one literally changes only the loudness, the perceptual effect is not very strong.

2-The length of syllable has an important part to play in prominence.

3-Pitch in speech is closely related to the frequency of vibration of the vocal folds and to the musical notion of low- and high-pitched notes. Placing some movement of pitch (e.g. rising or falling) on a syllable is even more effective. It is essentially a perceptual characteristic of speech.

4-Quality is considered as a factor of prominence. A syllable will tend to be prominent if it contains a vowel that is different in quality.

Prominence, then, is produced by four main factors (1) loudness, (2) length, (3) pitch and (4) quality. Generally, these four factors work together in combination, though syllables may sometimes be made prominent by means of only one or two of them. Experimental studies have shown that the strongest effect is produced by pitch, and length is also a powerful factor, loudness and quality have much less effect.(P.J. Roach,1983)

II.5.4. Levels of stress

Stress might be analysed with a two-level analysis. Dealing with stress within the word; that s to say when words are said in isolation; such as, "yes", "no"," possibly"," please" and interrogative words such as" what", "who", etc. helps us to see stress placement and stress level more clearly than studying them in the context of continuous speech.

A diagram for the pitch movement can be drawn as below, where the two parallel lines represent the speaker's high and low pitch level.
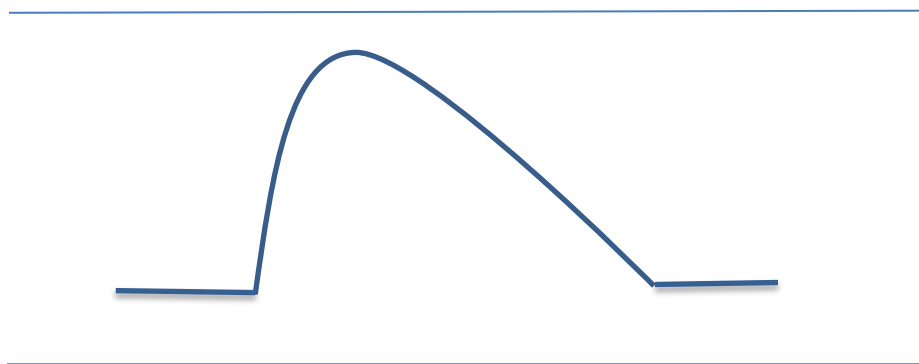
Figure 02: pitch movement

The prominence that results from this pitch movement, or tone, gives the strongest type of stress; this is called primary stress (the stress falls from a higher to a lower pitch). It would be noticeable that a type of stress is weaker than primary stress, the stress in these words is called secondary stress. It is sometimes transcribed with a low mark; as an example, "photographic" "Anthropology"

There are two levels of stress: **primary and secondary**, as well as a third level which can be called unstressed and regarded as being the absence of any recognisable amount of prominence.S. F. ul Hassan (2012) In his article defined the tow terms as follow:

II.5.4.1. Primary stress

In a word some syllables are very prominent due to stress and as prominence is a result of the pitch movement and tone, the strong stress given by this tone is called tonic stress or <u>primary stress.</u> Primary stress is marked by a vertical stroke [ˈ] above and in front of the syllable (e.g.: Contrast).

II.5.4.2. Secondary stress

is the less prominent stress in the word, it can be seen as the weak stress (weaker than the tonic stress).Secondary stress is marked by a vertical stroke [ˌ] is placed below and in front of the syllable (e.g.: Organization).

II.5.5. Stress within words

The syllables are arranged in rhythmic patterns comprising a succession of strong weak- strong- weak, etc. It's conventional to mark stress with a high vertical strock before the students carrying the stress**.**

II.5.5.1. Contrastive Stress

Contrastive stress is capable of highlighting any word in a sentence. This is particularly striking in the case of the closed- system words which are normally unstressed, making widespread use of the "Schwa" vowel: [ənd] and, [bət] but, [wəs] was.

Normal accentuation within the word can also be distorted at the speaker's will if he wants to make it a contrastive point. Thus, instead of un'happy one might say 'unhappy in a context such as: A: She was looking happy tonight

B: you thought so? She seemed 'unhappy to me.

II.5.5.2. The notion of stress with function and content words

Words in English language are generally calcified into two kind, function which is closed class words of about 300 in English and content words which are open class words since day by day new words are being adding in the lexicon of content words. (S. F. ul Hassan ,2012)

➤ **Function Words**

S. F. ul Hassan (2012) defined function words as "the words, which have little meanings on their own, but these show grammatical relationship in and between sentence". Usually these words receive no stress.

The following table reflect some function words in English

Function words	Examples
Prepositions	of, at, in, without, between
Pronouns	he, they, anybody, it, one
Determiners	the, a, that, my, more, much, either, neither
Conjunctions	and, that, when, while, although, or
Modal verbs	can, must, will, should, ought, need, used
Auxiliary verbs	be (is, am, are), have, got, do
Particles	no, not, nor, as

Table02: some function words in English

➤ **Content words**

Words usually refer to a thing, quality, state or action, these words give most of the information. In sentences, only content words are stressed (ibid). M.A Cui-yun, (2008) said that "Words which are usually stressed in English unemphatic speech belong to content words."

The following table represent the content words.

Content words	Examples
Nouns	John, room, answer, Selby
Adjectives	happy, new, large, grey
Full verbs	search, grow, hold, have
Adverbs	really, completely, very, also, enough
Numerals	one, thousand, first
Interjections	eh, ugh, phew, well
Yes/No answers	yes, no (as answers)

table03: content words in English

II.5.6.Placement of stress within words

A learner of English language usually asks the following question 'How can I select the correct syllable or syllables to stress in an English word?

It is widely shared that English word stress is so difficult to predict in which the best way is to treat stress placement as a property of the individual word, to be learned when the word itself is learned; therefore, it is considered to be as a highly complex matter. Although, there exist some expectations, and there can be a summary of ideas on stress placement in nouns, verbs and adjectives; so that, it will be helpful for learners to present a few rules in the simplest possible form. To decide on stress placement, it is necessary to make use of some information.

According to Peter Roach (1983) there are some important steps to know about the stressed syllable. First, whether the word is morphologically simple, or whether it is complex as a result either of containing one or more affixes (that is prefixes or suffixes) or of being a compound word. Second, the grammatical category to which the word belongs (noun, verb, adjective, etc.) Third, the number of syllables in the word and as a fourth point is the phonological structure of those syllables. Obviously, single-syllable words present no problems- if they are pronounced in isolation they are said with primary stress. Within di-syllabic words, the basic rule is that if the second syllable of the verb contains a long vowel or diphthong, or if it ends with more than one consonant, that the second syllable is stressed.

e.g. (arrive / əˈraɪv/, assist / əˈsɪst / account / əˈkaʊnt / apply / əˈplaɪ /)

If the final syllable contains a short and one (or no) final consonant, the first syllable is stressed. Thus:

'enter' / ˈɛntə /'open' / ˈəʊpən / 'equal' / ˈiːkwəl /

A final syllable is also unstressed if it contains; ………;(e.g. "follow"/ ˈfɒləʊ / "borrow"/ ˈbɒrəʊ /. There is an exception that is morphologically complex (e.g." permit"/ ˈpɜːmɪt / / per /+/ mit /) Two- syllable simple adjectives are stressed according to the same rule, giving: 'lovely' / ˈlʌvli / 'divine' / dɪˈvaɪn /'alive' / əˈlaɪv / 'even' /ˈiːvən / 'correct' / kəˈrɛkt/

As with most stress rules, there are exceptions, for example 'honest'/ ˈɒnɪst / 'perfect'/ ˈpɜːfɪkt / both of which end with two consonants but are stressed on the first syllable. Otherwise, it will be on the second syllable.

e.g. 'money' /ˈpɜːfɪkt / 'product' / ˈprɒdʌkt / 'larynx' /ˈlærɪŋks /

  'estate'/ ɪsˈteɪt / 'balloon'/ bəˈluːn /'design'/ dɪˈzaɪn /

* Other two-syllable words such as adverbs and prepositions seem to behave like verbs and adjectives.

> **Three – syllable words**

* The second from the end =Penultimate

* The third from the end =ante- penultimate

-If a verb ends with not more than one or no consonant, and the last syllable contains short vowel, stress is on the penultimate e.g. (encounter) / ɪnˈkaʊntə / (determine) / dɪˈtɜːmɪn /

-If the last syllable contains long vowel, more than one consonant and a diphthong, stress is on the last syllable.

e.g. (entertain) / ɛntəˈteɪn / (resurrect) / ˌrɛzəˈrɛkt /

Here a noun requires a different rule that says: if the final syllable contains a short vowel or a diphthong, it is unstressed e.g. (potato) / pəˈteɪtəʊ /. If the penultimate contains long vowel, more than one consonant or a diphthong, it is stressed e.g. (disaster) / dɪˈzɑːstə /. If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, the first syllable is stressed: (quantity) / ˈkwɒntɪti /(emperor) / ˈɛmpərə / (custody) / ˈkʌstədi / (cinema) / ˈsɪnəmə /.

Most of the above rules show stress tending to go on syllables containing a long vowel or diphthong and/or ending with more than one consonant. However, three – syllable simple nouns are different. If the final syllable is of this type, the stress will usually take place on the first syllable. The last syllable is usually quite prominent so that in some cases it could take secondary stress. E.g. (intellect) / ˈɪntɪlɛkt / (alkali) / ˈælkəlaɪ / or (marigold) / ˈmærɪgəʊld / (stalactite) / ˈstæləktaɪt /

Adjectives seem to need the same rule, to produce stress patterns such as: (insolent)/ ˈɪnsələnt / (derelict)/ ˈdɛrɪlɪkt / (anthropoid)/ ˈænθrəʊpɔɪd /

However, there are many cases of English words with alternative possible stress pattern (E.g. (controversy) either /ˈkɒntrəvɜːsi / or / ˈkɒntrəvɜːsi /

31

II .5.6.1. Complex words

Simple words are simple by having no more than one grammatical unit for instance "care" is a simple word while" careful" and "careless" (being composed of two grammatical units) are complex; "carefully" and "carelessness" are also complex, and they are composed of these grammatical units.

Complex words are of two major types:

Words made from a basic stem word with the addition of an affix, and compound words, which are made of two (or occasionally more) independent English words (e.g." ice- cream"," armchair"). Affixes are of two sorts in English: prefixes which come before the stem. (e.g. Prefix "un" +stem, "pleasant" = "unpleasant") and suffixes, which come after the stem (e.g. stem" good" +suffix+" ness" ="goodness"

➤ **Affixes can affect word stress in three ways**

1-The affix itself receives the primary stress (e.g. "semi" +"circle"/ ˈsɜːkl /= "semicircle" / ˈsɛmɪˌsɜːkl / "ality" +"person"/ ˈpɜːsn /=" personality"/ ˌpɜːsəˈnælɪti /

2-The word is stressed just as if the affix was not there (e.g." pleasant"/ ˈplɛznt / unpleasant / ʌnˈplɛznt /;" market"/ ˈmɑːkɪt /," marketing"/ ˈmɑːkɪtɪŋ /

3-The stress remains on the stem, not the affix but is shifted to a different syllable (e.g." magnet"/ ˈmægnɪt/, magnetic / mægˈnɛtɪk /

➤ **Suffixes**

- Suffixes carrying primary stress themselves

"-ain" (for verbs only": "entertain" /ˌɛntəˈteɪn/, ascertain / ˌæsəˈteɪn /

"- ee": refugee / ˌrɛfju(ː)ˈdʒiː /, "evacuee" / ɪˌvækju(ː)ˈiː /

"-eer":" mountaineer" /ˌmaʊntɪˈnɪə/," volunteer"/ ˌvɒlənˈtɪə /

"-ese": portuguese /ˌpɔːtjʊˈgiːz/, journalese / ˌdʒɜːnəˈliːz /

"-ette": "cigarette" / ˌsɪgəˈrɛt/, laundrette/ lɔːndəˈrɛt /

"esque" : "picturesque" / ˌpɪktʃəˈrɛsk/, unique / juːˈniːk /

- Suffixes that do not affect stress placement

"-able": comfort / ˈkʌmfət /; comfortable / ˈkʌmf(ə)təbl /

"-age": anchor / ˈæŋkə /; anchorage / ˈæŋkərɪdʒ /

"-al": refuse / ˌriːˈfjuːz /; refusal / rɪˈfjuːzəl /

"-en": wide / waɪd /; widen / ˈwaɪdn /

"-ful": wonder / ˈwʌndə /; wonderful / ˈwʌndəfʊl /

"-ing": amaze / əˈmeɪz /; amazing / əˈmeɪzɪŋ /

"-ish": devil / ˈdɛvl /; devlish / ˈdɛvlɪʃ /

Thus, is the rule for adjectives; verbs with stems of more than one syllable always have the stress on the syllable immediately preceding" ish", e.g." replenish" / / rɪˈplɛnɪʃ /, "demolish"/ dɪˈmɒlɪʃ /

"like": bird / bɜːd/; birdlike / bɜːdlaɪk /

"-less": power / ˈpaʊə /; powerless / ˈpaʊəlɪs /

"-ly": hurried / ˈhʌrɪd /; hurried / ˈhʌrɪdli /

"-ment": (noun) punish / ˈpʌnɪʃ /; punishment / ˈpʌnɪʃmənt /

"-ness": yellow / ˈjɛləʊ/; yellowness / ˈjɛləʊnɪs /

"-ous" : poison / ˈpɔɪzn/ ;poisonous / ˈpɔɪznəs /

"-fy" :glory / ˈglɔːri/ ;glorify / ˈglɔːrɪfaɪ /

"-wise" other / ˈʌðə/; otherwise / ˈʌðəwaɪz /

"-y": (adjective or noun): fun / fʌn /; funny / ˈfʌni /

- Suffixes that influence stress in the stem

Primary stress on the last syllable of the stress

"-eous": advantage / ədˈvɑːntɪʤ/; advantageous / ˌædvənˈteɪʤəs /

"-graphy": photo / ˈfəʊtəʊ/; photography / fəˈtɒgrəfi /

"-ial": proverb / ˈprɒvəb/; proverbial / prəˈvɜːbiəl /

"-ic": climate / ˈklaɪmɪt/; climatic / klaɪˈmætɪk /

"-ion": perfect / ˈpɜːfɪkt/; perfection / pəˈfɛkʃən /

"-ious": injure / ˈɪnʤə/; injurious / ɪnˈʤʊərɪəs /

"-ty" :tranquil / ˈtræŋkwɪl / ; tranquiliy/ træŋˈkwɪlɪti /

"-ive" : reflex / ˈriːflɛks/ ;reflexive / rɪˈflɛksɪv /

    The suffixes « -ance », « -ant »and "-ary"

When the suffixes are attached to single syllable stems, the stress is almost always placed on the stem. When the stem has two syllables, the stress is sometimes on the first, sometimes on the second syllable of the stem. If the final syllable of the stem contains a long vowel or diphthong, or if it ends with more than one consonant, that syllable receives the stress, for example:(importance) / ɪmˈpɔːtəns/, (centenary) / sɛnˈtiːnəri /. Otherwise the syllable before the last one receives the stress: (consonant)/ ˈkɒnsənənt/(military)/ ˈmɪlɪtəri/

➢ **Prefixes**

Stress in words with prefixes is governed by the same rules as those for words without prefix.

II .5.6.2. Compound words

Compound words are characterized and can be analyzed into two words, both of which can exist independently as English words. Compounds are written in different ways; sometimes they are written as one word, e.g." armchair","" sunflower" sometimes with the words separated by a hyphen, e.g." gear-change", "fruit- cake", and sometimes with two words separated by a space," desk lamp"," battery charger".

The question asked: when is primary stress placed on the first word of the compound and when on the second?

- Most familiar type of compound is the one which combines two nouns, and normally has the stress on the first element, as in:

"type writer" / taɪpˈraɪtə /." suit case"/ sjuːtkeɪs /

"car-ferry" /kɑː-ˈfɛri /. "tea-cup"/ ˈtiːkʌp/

"sunrise"/ˈsʌnraɪz/

There is a variety of compounds receives stress instead on the second element; for example:-Compounds with an adjectival first element and the -ed morpheme

bad – ˈtempered /bæd – ˈtɛmpəd/ half- ˈtimbered/hɑːf- ˈtɪmbəd / heavy- ˈhanded//hɑːf- ˈtɪmbəd/.

-Compounds in which the first element is a number

Three- ˈwheeler/θriː- ˈwiːlə / / second- ˈclass /ˈsɛkənd- klɑːs / five- ˈfinger/faɪv- ˈfɪŋgə/.

-Compounds functioning as adverbs are usually final- stressed.

Head- ˈfirst /hɛd- fɜːst/   North- ˈEaster/nɔː θ- ˈiːstə / /down ˈstream/daʊnstriːm /.

-Compounds which function as verbs and have an adverbial "first element" take final stress
down- ˈgrade / daʊn- greɪd/   back- ˈpedal   / bæk- ˈpɛdl / ill- ˈtreat / ɪl- triːt /.

II .5.6.3. Variable stress

Stress has the possibility to change its position for some reason as a result of the stress on other words occurring next to the word in question, or because not all speakers of RP agree on the placement of stress in some words.

II .5.6.4. Word Class Pairs

Word class (nouns, verb, adjective), all appear to consist of prefix+stem. When a pair of prefixes plus stem words exists, both members are spelt identically, one of which is a verb and the other is either a noun or an adjective, the stress will be placed on the second syllable of the verb, but on the first syllable of the noun or adjective. Some common examples are given below

Abstract   / æbˈstrækt/ (N); / ˈæbstrækt/ (V)

Conduct   / kənˈdʌkt / (N); / ˈkɒndʌkt/ (V)

II.6.The rhythm importance within the speech

Peter Roach (2001, p120) believes that English is a rhythmical, and that the rhythm is detectable in the regular occurrence of stressed syllables. It is widely shared that rhythm cannot be ignored throughout English speaking. It has been shown that the natural rhythm of English, when unaffected by other factors such as "hesitation" which may slow down the speaker or "excitement" which may speed him up, provides roughly equal intervals of time between the stresses. The theory that English has stress-timed rhythm implies that stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not.

II.7. Regularity of rhythm

It is necessary to emphasize that absolute regularity of rhythm is the exception rather than the rule, and that when the intervals between stresses cease to be merely "roughly equal", and achieve something like metronomic equality, the stylistic effect is oppressive. We commonly find that the special use of regular rhythm distorts the normal stress patterns. Approximations to strictly regular rhythm are rare, brief and rhetorical: in public emotive address like appeals, sermons, political speeches. (Jan Svartvikt et al,1972).M.J.Solé (1991) believes that stress and

rhythm are the backbone of English pronunciation. The role of stress, however, goes far beyond the segmental and suprasegmental levels. English has a bearing on syllable structure, morphology, grammar and meaning.

Conclusion

Stress is an interesting subject to be taught, and English language' learners should not only be taught theories of stress, they also should practice the rules of stress in real life situations. They have to be aware of the appropriate use of stress pattern in order to deliver a correct message and get the right interpretation of the others speech. through practicing stress rules in real situations alike learners will be able to deliver their messages at ease (in terms of intelligibility).

Chapter III

Data Collection Methods and Tools

Introduction

We as EFL learners especially in the beginning phase of learning did not pay much attention to the importance of stress pattern use while using English language to communicate with. As a result, this research aims to examines the degree of effectiveness of Performance-Based Assessment in mastering the stress pattern use of second year English license at KMUO depending on the analyses of the teachers 'interview and the experimental study including (pre-test and post-test).

III. 1.Research methodology and data selection

To reveal the hypotheses stated before, the present research adopts a mixed method approach, qualitative and quantitative, a qualitative method is used to thoroughly determine the targeting students 'levels and the teachers' perception towards the use of Performance-Based Assessment in EFL classroom. It includes experimental study to test the student before and after the treatment (which is presented in the pre-test and post-test) and teachers' interview. Additionally, we used quantitative method to show the quantity of the second year License at Kasdi Merbah University Ouargla who have been selected to be assessed. These data gathering instruments check the effectiveness of Performance-Based Assessment for teachers and learners to teach and learn stress pattern use.

The reason behind choosing second year English license students is that stress is a part of their curriculum, so that they are already familiar with it, and this what motivates us to conduct this research on them.

III.2. The population of the study

To reach the aim of this study, we have chosen the second-year license students of English language and letters as our population to be because of their curriculum. Then, as a sample, we had only 20 students out of registered in the class of second year English license for the academic year 2019/2020 at KMUO. The simple random sampling has been used as a respondent in this research. The chosen sampling involves the members who happened to be accessible and available at the time. As well as, two teachers of phonetics and oral

communication have been selected to collect their views towards the use of Performance-Based Assessment in the teaching process.

III .3. Data collection and instruments

To collect data, support this research teachers' interview and tests (pre-test and post-test) have been used as data gathering tools. Teachers' interview has conducted to two teachers of oral communication and/or phonetics to take their opinion towards using Performance-Based Assessment in their teaching process. Besides, we have administrated tests (pre-test and post-test) for second year English license student in order to make a comparison between their level before and after using PBA. The gathering data instruments help to reinforce research hypotheses, to prove and to achieve the aims of this research**.**

III.3.1. Teachers' interview

In order to analyze the findings of this interview, we have to follow these steps

III .3.1.1. Description of the teachers' interview

This interview has been conducted for teachers of phonetic and /or oral communication of English department at KMUO in order to know their attitudes towards implementing Performance- Based Assessment in EFL classroom to enhance the students stress pattern use. Particularly, the interview was conducted to two teachers of oral communication and/or phonetic. The interview consists of 10 questions; the first five questions tackle the general background of the teachers and the second five questions are about the teacher's perception about implementing PBA in classroom.

III.3.1.2. Administration of the interview

Semi-structured interview has opted in this research to two participants of English teachers, the interview has administered to them on 9/3/2020 to 11/3/2020. It was conducted at the break in the teachers 'staff.

III .3.1.3. Analyses of the teachers 'interview

In order to gather the teachers' view towards the implementation of Performance-Based Assessment in EFL classroom, they were asked to answer 10 questions in which the teachers 'answers will help to reach the main objectives of this research. The analysis and interpretation of the data collected will be presented below:

Q01 -How long have you been teaching phonetic/ oral session?

The first teacher said that he has been teaching phonetics for 6 years and oral expression for about 4 years, and the second teacher said that she has been teaching oral comprehension and expression for 17 years and phonetics for 14 years

Q02-Which technique(s) do you usually use to assess learners` oral performance?

the first teacher said that he uses the eclectic approach, he opts for the technique which suits the students and the point he wants to assess he added that the teacher shouldn't be restricted to one technique and he should be ready for the unexpected situations. Among the techniques he uses: games, semi- dialogues, and visual presentation. Concerning the second teacher she explains that oral performance is something which is taking this fluid aspect since elements of speaking require all what a learner need to speak a language, so it should be assessed from more than one dimension bearing in mind all the criteria and aspects of speaking. Oral performances should be translated into activities and presentations; so that, the assessment process would be clear and fair. Most techniques are overlapping from one teaching method to another but mainly they are fitting much more the communication approach of teaching a language; such as, dialogues, role plays, oral presentations and project-based presentations.

Q03 -what is the best or successful way to assess a learner`s use of stress pattern?

the first teacher stated that stress pattern is an idiosyncratic phenomenon that differs from one speaker to another. the best way to assess learners' use of stress pattern is not only in phonetics session; it should be even displayed by other teachers while participating in their classrooms. In other terms stress pattern should not be assessed in isolation, they should be assessed in context, and they should be assessed according to some tools because stress is

something problematic for the learners. For the second teacher, the best way to assess students stress pattern is involving student in semi- dialogues and reading out loud test.

Q04-If you want to enhance the learner`s awareness about the use of stress in speaking, which method would you like to adapt?

the first teacher said that he adopts the discovery approach in which he involves the students themselves to discover the lesson. He claimed that the inductive approach is better to enhance the student awareness of stress pattern use because student will never forget when they do things by themselves and when they are in performance-based activity, they will be aware of the importance of what they are learning and they will like to learn more. He added, that engagement is the key to learn aspects of language .The second teacher she adapt for the more natural approach to enhance the learners' awareness about the use of stress in speaking through seeking real life situations ; so that , the learners will be able to use stress within easy manner outside the classroom and that is the target point , but before that there should be a listening comprehension subject because if there is no reception and exposure, how the production would be adequate, so there should be a collaboration and cooperation in teaching and in learning, and the teacher therefor should enhance self- assessment via listening and checking the best articulation and pronunciation and stress pattern use.

Q05-Do you think that the written test shows the student`s real performance?

According to the first teacher the written test shows the student's real performance. It is the first step as a way to link theory to practice, while the second teacher said that it is a kind of paradox to teach stress which is an aspect of spoken language and the assessing it in a written form.

Q06-Do you have any idea about alternative assessment types especially Performance Based Assessment type?

The 1st teacher said that she is familiar with alternative assessment types and performance-based assessment is one of them. For the second teacher answer with yes claiming that teachers at university should look for CPD (Continuous Professional Development), they

should be up to date, they should try new ways of teaching and new tools of assessment they shouldn't be restricted to one approach or method.

Q07-To what extent Performance Based Assessment could be helpful to know the students` real level?

Both teachers said that Performance based assessment is so helpful to know the student's real level in the sense that

-The 1st instructor: it gives us the real speech of the learners. They pronounce, they listen and repeat. Also, it gives authentic information about every student's level, and it can lead the students to target themselves (their weaknesses); so that, they improve them.

-The 2nd instructor: via Performance Based Assessment, you can screen the student progress in terms of stress pattern use through their oral performance.

Q08-Do you think that the application of Performance Based Assessment will be easy at the English department at Kasdi Merbah University Ouargla?

the two teachers agree that the application of Performance-Based Assessment will be easy at the English department at KMUO, but under conditions among which the equipment ,the student familiarity with it (i.e. teacher should familiarize the student with this method) and teacher should take some trainings and workshops about how to assess stress pattern via PBA.

Q09-Did you ever try to introduce Performance Based Assessment in your class? Why?

For the first teacher , it is somehow difficult to introduce Performance-Based Assessment claimed that phonetic session takes one session per week that is not sufficient and with two groups (60 students all at once).While the second teacher said that he is already using it, and he familiarizes his students with it because the more students are familiarized with the tool of assessment the more they act better.

Q10-If you would use Performance Based Assessment in the class. How will you do that?

The first teacher stated that she can apply it with the better classroom management techniques and with the less student number but much maximizing the classroom practice and

with extensive use outside the classroom by creating groups. The second teacher suggests to familiarize the students with the technique from the very beginning because you can't teach the student stress and asked them the whole semester to write down the stress rules, and then when it comes to test you ask them to perform.

III.3.1.4. Findings and Discussion of the Interview's Result

The results gained from the teachers show that Performance Based Assessment has great effects as a tool of teaching and assessing to be used in EFL classroom .Moreover, they considered it as a tool to engage students and to rise their awareness about the importance of stress pattern in speaking since they will perform and use stress pattern rather than learning them by heart.

According to the two teachers Performance Based Assessment is so helpful in terms of assessing students 'stress use because it required the students to perform in which they will use stress pattern, so it takes stress rules from theory of learning to practice. Furthermore, the teacher supports using Performance Based Assessment in EFL classes. It can be a powerful tool to enhance the learner's abilities, and it gives the teachers many choices to deal with the different kind of students and different situations as well.

Teachers states that if they had the chance to use Performance Based Assessment, they would follow some steps.

First of all, familiarizing the student with the method. Then, introduce it to classroom through semi- dialogues and visual presentation. Secondly, asking the student to perform a semi-dialogue and assess their performance or display a visual presentation; then, asking them some questions about it.

III. 3.2.Semi-Experimental Study

Experimental study is a supportive study, but in our case semi-experimental is the suitable study that we can do in order to see whether Performance Based Assessment has a good impact on the students 'stress pattern use. We have conducted for this experimental study, pre-test, treatment session and post- test. To compare the pre-test and post- test in order to know the students 'level in stress pattern use. It is believed within any quantitative research that a change

in one variable will influence another variable as in our case the use pf PBA (independent variable) affects the stress pattern use (dependent variable) within EFL learners (the second year license at KMUO).We as researchers have done a kind of intervention by exposing the learners to watch the video of Thereasa May Speech. So that, the learners are given the chance to listen carefully to the stress pattern use within her speech. Then, they have to perform in the same way. Our goal is to explore how the stress pattern use will respond to the use of PBA (that is already stated in the hypothesis).

III.3.2.1. sampling

the test was conducted to second year English license (one group) who were accessible and available at that time.

III.3.2.2.Administration of the pre-test and post-test

We have administered the pre-test and post-test to the group that was available at that time. It is done in the first semester in march 2020.

III.3.2.3. Lesson Plan for the Post -Test

At the very beginning, we have familiarized the students with what we are seeking to do (i.e. using Performance Based Assessment to assess their stress pattern use)

In order to warm up the session, we played a game (get story to share) with students in which we distribute cards. Each card contains a story to be told, and students should pick up a card and share their stories. This game was chosen for two reasons, first reason is to somehow introduce the method (Performance Based Assessment), the second reason is to see the student 'stress pattern uses before the treatment.

After, we played Theresa May's Brexit speech and distribute a written copy of her speech to the students than we ask them to listen carefully to the audio (Theresa May's Brexit speech for 3 times) than we asked them to mark stress on the written speech.

At the end, we ask the student to perform trying to imitate her pronunciation (focusing on the stressed words in her speech).

III.3.2.4. The selected speech

To gain the validity of this study, we have selected what would be appropriate to serve the aim of the test. we have chosen Theresa May's Brexit speech, 2017.This speech was selected for specific purposes and reasons.

First of all, the speech supports the used method in the sense that her speech has good, clear and pure English language pronunciation. Secondly, the speech is full of stress so that it arouses the student's interest to the use of stress pattern. Finally, the speech could inspire, motivate and encourage the learners to speak in public.

Figure 03: Theresa May 's Brexit Speech 2017

III.3.2.5. Analyses of the tests

For the purpose of gettingthe result from the tests, we have corrected the answer sheets of the students and give the total marks out of /20.

III .3.2.5.1. Pre-Test Scores

Table 04

- The Pre-test Scores

Students 'number	Scores
Student 01	11
Student 02	9,5
Student 03	16
Student 04	12
Student 05	15
Student 06	10
Student 07	18
Student 08	15
Student 09	13
Student 10	11
Student 11	8
Student 12	10
Student 13	11,5
Student 14	14
Student 15	10,5
Student 16	13
Student 17	12,5
Student 18	13,5
20Student 19	10,5
Student	9
Total	243

As the table 04shows, the students have somehow a good level at English stress pattern use 20% of the students have high scores,65% have average level while 15% have scores less than the average, the total scores in the pre-test is 243.

III.3.2.5.2. Post-Test Scores

Table 05

The Post-test Scores

Students 'number	Scores
Student 01	10
Student 02	8
Student 03	20
Student 04	14
Student 05	16
Student 06	12
Student 07	20
Student 08	16
Student 09	14
Student 10	12
Student 11	8
Student 12	10
Student 13	12
Student 14	16
Student 15	12
Student 16	14
Student 17	12
Student 18	16
Student 19	10
Student 20	8
Total	260

30% is the total scores of percentages of the students who have excellent level in English stress pattern use, 55% of the students have average level while 15% have less than the average, the total scores in the post-test is 260.

III.3.2.6.Findings and Discussion of the Pre and the Post Test

After we classified the students' scores in the tables, we compare the two tests scores. To analyses the results, we collect students' scores who have affected by the implementation of Performance-Based Assessment.

Table 06

Students who have affected through implementing PBA

Number of the students	Before the treatment(using PBA)	After the treatment
Student 03	16	20
Student 04	12	14
Student 05	15	16
Student 06	10	12
Student 07	18	20
Student 08	15	16
Student 09	13	14
Student 10	11	12
Student 13	11.5	12
Student 14	14	16
Student 15	10.5	12
Student 16	13	14
Student 18	13.5	16
Total	172.5	194

This table shows that students developed their capacities in English stress pattern use, most of the students are enhanced in using stress pattern via Performance-Based Assessment. The total scores of the students who have enhanced after the treatment which is 194. While before the treatment, the total scores are 172,5.

Table 07

Students who did not affect through implementing PBA

Number of the student	Before the treatment	After the treatment
Student 01	11	10
Student 02	9.5	8
Student 11	8	8
Student 12	10	10
Student 17	12.5	12
Student 19	10.5	10
Student 20	9	8
	70.5	66

The table above illustrate the students who were good at stress pattern use in which they got good high scores before the use of PBA comparing with the lower scores they had after the treatment. Therefore, the total of scores before the treatment is 70.5 while after the treatment is 66.

Conclusion

In this chapter, we tackled the methodological design of this research in which we discussed and analyzed the result obtained from data collection instruments. From the results of the teachers 'interview and both tests (pre-posttest), we conclude that Performance-Based Assessment can be an effective method to enhance students stress pattern use. Besides, PBA is a helpful method to improve students stress pattern use. It is observed from the results that PBA has positive effect on the students 'capacities in which they show improvement in English stress pattern use.

ChapterIV

Pedagogical implication

Introduction

In order to introduce this new method (PBA) of teaching and assessment, teachers need the pedagogical implication to integrate PBA as a method of teaching and assessment in their classes. Instructors need to opt for some ways in order to help students to overcome the target language problems these ways called pedagogical implications.

The instructors should follow some producers, processes, steps and strategies in order to guide them and the learners as well. In this regard, instructors should be aware of the importance of adopting some suggestions and new methods that make the teaching process easy and serve the learners' needs. «Recently, many language instructors, materials designers, and scholars have been interested in investigating the effectiveness of a variety of strategies and methods that can be employed in the EFL classes to facilitate the learners' mastery of language skills and optimize the teaching and the learning process". (Kabooha, H. R ,2016)

IV.1. Communicative approach to language teaching (CLT)

Communication in language classroom is a necessity, both teachers and learners should be aware of it. CLT enables learners to communicate using the target language. Through Performance -Based Assessment learners will be able to express themselves and enhance their abilities to communicate the target language. CLT is an approach aims at enabling the learners to conduct an effective communication in the target language at various situations (real life situation).Moreover, communicative approach supports the main aim of PBA which is enabling learners to use the target language in real life situations since "CLT was developed to provide language learners with the ability to use the target language in real life conditions."(S.SadoughvaniniS. Shamsudin,2013).

In this respect, communicative approach as an integral part of language teaching program helps students to develop their communicative competence through exposing the student to real life situations, which Performance-Based tasks beings to classroom.

IV .2. Audio visual aids

Audio visual aids could be an effective tool to be used in EFL classes in order to make teaching and learning process easier, joyful and interesting. A.V aids motivate the learners to learn new aspects of the language, it brings variety to classroom which encourages learners of different learning styles to engage in the learning process. A.V aids arouse the interest of learners and help teachers in making a successful teaching learning process.

Audio visual aids pave the way to the application of Performance-Based Assessment in EFL classroom since "Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active. Kinder, S. James (in Shabiralyani et al., 2015). Audio visual aids could be beneficial for both teachers and learners; it helps teacher to make teaching process easier, joyful and interesting and make the learners motivated, active and help them to relate classroom activities to real life in the sense that A.V aids provide learners with real life situations.

In this regard, learners will enhance and improve their use of stress pattern through audio visual materials. Indeed, they will build a self-confidence to communicate the target language outside the classroom.

IV.3. Suggested steps and activities for EFL teachers

Teachers should be up to date and try to come up with new methods of teaching and assessment in order to make their classes fun and easy going.In this regard, Performance-Based Assessment is a good method to be used in EFL classroom in order to encourage students to develop and to use English language skills. For the purpose of integrating PBA in EFL classes, teachers should pursuit the appropriate steps and activities.

IV.3.1.Suggested steps

First of all, the teacher should be up to date with the change in the field of teaching and assessment. Besides, they should prepare their lesson plan in advance in order guide them in the teaching process.

Step1: Warm up the class with a game, a short story or questions in which you give hint to the students to guess what you are going to do, what the lesson is about and what kind of assessment you are going to use.

Step2: Select the appropriate activity that serves your goal and the learners' needs as well

Example: role plays, video to be watch, dialogs and/ or semi- dialogs …

Step3: Provide the appropriate material that serves your activity (data show, printed scenes …)

Step4: Inform the students about the principles of the assessment method used, and what they are asked to do.

Step5: Ask the students to perform in terms of group and /or individually.

Step6: Assess the students according to their performance depending on the rubrics of assessment that you have already prepared.

Step7: Write down the students' pitfalls then correct them orally and give the student another chance for a better improvement.

IV.3.2. Suggested activities

1- **Reading aloud**: in this activity, the students are provided with a piece of text, and they are asked to read the text out loud.
2- **Audio record:** the principle of this activity is that the teacher records the performance of each student. Then, listen to it later on in order to assess them.
3- **Role play:** in this activity, the students assumes the roles of characters in fictional settings and act out these roles.
4- **Semi- dialogues:** give the student a topic to be discussed, give them time to prepare their dialogues. Then, ask them to perform.

Conclusion

This chapter considered as a guide map for EFL teachers by presenting effective methods, strategies and producers to simplify the teaching and assessment process when using Performance-Based Assessment in EFL classes. Besides, providing teaching map which contains some suggested steps and activities that help EFL teachers in their teaching program and in assessing student.

General conclusion

General conclusion

English stress is an important area among English language skills. However, it has been neglected long ago due to the fact that it is a difficult subject to be taught. Learners are not aware of the importance of stress in spoken language. So that, this research is for presenting effective methods; Performance-Based Assessment among EFL classes at Kasdi Merbah University - Ouargla that helps in enhancing student speaking competence in terms of stress pattern use. Particularly, we try to prove that PBA has great impact on students 'stress use.Integrating PBA as an educational tool in EFL classes. Hence, to attain these goals weanswer our research questions and confirm our hypotheses.

This current research is based on qualitative and quantitative methods. In this manner, we have chosen these methods to analyze and to describe the gathered data from both teachers and students; through using interview for oral communication and/or phonetic teachers and tests (pre-posttest) for second year English license at KMUO.

Regarding the importance of English stress pattern, both teachers and student should be aware that stress pattern is an essential element to improve English language pronunciation and to achieve effective communication. Therefore, EFL learners need to use stress pattern in their speech not only learning them by heart, and teachers need to bring stress pattern form theories of learning to practice; through real life situations, role plays …

Furthermore, from the findings we come to answer the questions of the current research that PBA has great extent in helping learners to improve their speaking competence. Additionally, teachers are enthusiastic to integrate PBA in the teaching program. Besides, authentic class including authentic materials and practices (data show, headset, role play and dialogues…) is a helpful way for learners to achieve English proficiency in terms of stress pattern use.

With a respect to our hypotheses stated before, we confirm that PBA is a helpful method to be used in EFL classes in the sense that it has a great impact on learners in terms of enhancing their speaking competence, rise their awareness about the importance of stress pattern.

From the interview and both tests results, Performance-Based Assessment is relevant method to teach and assess learners' stress pattern use. And it motivates learners to communicate the language. In this respect, it should be included in our curriculum as a method of teaching and assessment as well.

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From You tube

Scientific Accent

PHONETICS-8: Syllable Structure

- https://www.youtube.com/watch?v=JPPhYnqhjxc

Word stress in English / How to pronounce

- https://www.Youtube.com/watch?V=efNSXTGKAsE

Pronounce English words correctly / word stress/ syllables/ pronunciation

- https://www.Youtube.com/Watch?V=XAIoSV4z6KY.

Alternatives in Assessment

- https://www.youtube.com/watch?v=TSfYddYvF_g

performance based assessment

https://www.youtube.com/watch?v=KWayNIvuxMc

Appendices

Appendix A

Teachers' interview

      Dear teachers, we will be so glad to have this interview with you concerning our topic dissertation which is entitled Implementing Performance Based Assessment on Stress. We would like that you help us by being clear while answering the following questions.

1-How long have you been teaching phonetic/ oral session?

2-Which technique(s) do you usually use to assess learners` oral performance?

3-what is the best or successful way to assess a learner`s use of stress pattern?

4-If you want to enhance the learner`s awareness about the use of stress in speaking, which method would you like to adapt?

5-Do you think that the written test shows the student`s real performance?

6-Do you have any idea about alternative assessment types especially Performance Based Assessment type?

7-To what extent Performance Based Assessment could be helpful to know the students` real level?

8-Do you think that the application of Performance Based Assessment will be easy at the English department at KasdiMerbah University Ouargla?

9-Did you ever try to introduce Performance Based Assessment in your class? Why?

10-If you would use Performance Based Assessment in the class. How will you do that?

Thank you

Appendix B

The pre -test

1-Put a tic above the stressed syllable on the following words:

Accomplish- activity- ambitious - apology - authority – authorize – biography – brother – characterize – community – opportunity – philosophy – photography – television – conclusion – emergency – democracy – pregnancy – potential – responsibility.

2-Classify the words according to their stressed syllable.

Imagination – important – understand – photographer – computer – potato – position – reception – comparison – phonetic – creativity – plastic – pronounce – conversation

First syllable	Second syllable	Third syllable

Appendix C

The post- test

A little over six months ago, the British people voted for change. They voted to shape a brighter future for our country. They voted to leave the European Union and embrace the world, and they did so with their eyes open: accepting that the road ahead will be uncertain at times, but believing that it leads towards a brighter future for their children - and their grandchildren too. And it is the job of this Government to deliver it. That means more than

negotiating our new relationship with the EU. It means taking the opportunity of this great moment of national change to step back and ask ourselves what kind of country we want to be. My answer is clear. I want this United Kingdom to emerge from this period of change stronger, fairer, more united and more outward-looking than ever before. I want us to be a secure, prosperous, tolerant country - a magnet for international talent and a home to the pioneers and innovators who will shape the world ahead. I want us to be a truly Global Britain – the best friend and neighbor to our European partners, but a country that reaches beyond the borders of Europe too. A country that goes out into the world to build relationships with old friends and new allies alike. I want Britain to be what we have the potential, talent and ambition to be. A great, global trading nation that is respected around the world and strong, confident and united at home.

Abstract

The current Research Sought to examine the impact of Implementing P-B-A on EFL Students use of stress pattern. to reach the goals of this research 2nd year English students license at KMUO have been chosen to participate in this investigation. In light of the study purpose, a qualitative method of experimental study has been used in order to compare their levels before and after the treatment. Additionally, a quantitative method has been used for semi-structured interview to gather the teachers view towards implementing Performance-Based Assessment in EFL classes, in which 20 students have been chosen randomly and 2 teachers of phonetic and /or oral communication. The findings show that using PBA has a great impact in enhancing students speaking competence (stress pattern use) and rise their awareness about the importance of stress pattern. In respect of all these impacts, PBA can be used as an educational tool in EFL classes to help students to develop their language skills and rise their motivation.

Keywords: PBA, EFL classes, stress pattern, language skills, oral communication and phonetics.

ملخص

تهدف هده الدراسة إلى تقصي مدى تأثير التقييم القائم على الأداء على استخدام طلبة اللغة الانجليزية كلغة أجنبية لأنماط الشدة . للوصول إلى أهداف هذا البحث تم اختيار طلبة السنة ثانية ليسانس انجليزية في جامعة قاصدي مرباح ورقلة للمشاركة في هذا التحقيق . في ضوء الغرض من الدراسة ,يتم استخدام طريقة كمية لإجراء دراسة تجريبية لطلاب من اجل مقارنة مستوياته مقبلة بعد العلاج. بالإضافة إلى دالك يتم استخدام طريقة نوعية للمقابلة الشبه منظمة من اجل جمع وجهات نظر الأساتذة فيما يخص استخدام التقييم القائم على الأداء في الفصول الدراسية للانجليزية كلغة أجنبية حيث تم اختيار 20 طالبا بشكل عشوائي و إستادين في علم الصوتيات و/ أو التواصل الشفوي.

تظهر النتائج إن ا لتقييم القائم على الأداء له تأثير كبير في تحسين كفاءة الطلبة التحدث (استخدام أنماط الشدة) و رفع وعيهم بأهمية أنماط الشدة. بالنظر إلى كل هده التأثيرات يمكن استخدام التقييم القائم على الأداء كأداة تعليمية في منهاجنا الدراسي من أجل مساعدة الطلبة في تطوير مهارات اللغة و زيادة تحفيزهم.

الكلمات المفتاحية : التقييم القائم على الأداء,فصول الدراسية للانجليزية كلغة أجنبية , مهارات اللغة , المفردات اللغوية التواصل الشفهي .

Résumé

Cette étude vise à étudier l'impact de l'évaluation basée sur la performance sur l'utilisation du stress modèle par les étudiants d'Anglais comme langue étrangère. Pour atteindre les objectifs de cette recherche, les étudiants de deuxième année licence d'université KasdiMerbah Ouargla ont été choisis pour participer à cette enquête. À la lumière du but de l'étude, une méthode quantitative d'une étude expérimentale a été utilisées afin de recueillir leurs perceptions et de comparer leurs niveaux avant et après le traitement. Aditionellement, une méthode qualitative a été utilisée pour les entretiens semi-structurés à utiliser pour recueillir le point de vue des enseignants sur la mise en œuvre de l'évaluation basée sur la performance en tant que classe de langue étrangère. Où 20 étudiants ont été choisis au hasard et trois enseignants de la phonétique et/ou la communication orale.

 Les résultats montrent que l'évaluation basée sur la performance a un impact important en améliorant la compétence orale desétudiants (utilisation du stress modèle) et augmenter leur conscience de l'importance du stress modèle.au regard de tous ces impacts, l'évaluation basée sur la performance peut être utilisée comme outil pédagogique dans cours d'Anglais comme langue étrangère pour aider les étudiants à développer leurs compétences linguistiques et à augmenter leur motivation.

Mots-clés : l'évaluation basée sur la performance, cours d'Anglais comme langue étrangère, compétences linguistiques, phonétique et la communication orale.