People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of English

Impact of Formative Assessment on Raising Students' Motivation: Case of Third Year EFL Students at The University of El-Oued

Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Magister in Assessment an Testing

Presented by: **Supervised by:**

Mr. SAOUD Ammar   **Dr.** MOUHADJER Noure Eddine

Board of Examiners:

- **Prof.** BENMOUSSAT Smail	**Prof**	**President**	University of Tlemcen
- **Dr.** MOUHADJER Noure Eddine	**MCA**	**Supervisor**	University of Tlemcen
- **Dr**. NEGADI Mohammed Nassim	**MCA**	**Examiner**	University of Tlemcen
- **Dr**. BENMOSTEFA Nawal	**MCA**	**Examiner**	University of Tlemcen

Academic year: 2016

Dedications

To the soul of my mother

To my dear father for his sacrifice and prayer

To my wife for her continuous help and patience

To my sisters and brothers for their love and support

To my three pearls Alaa, Tasnime, and Maymouna

Acknowledgements

In the name of Allah the most Compassionate, the most Merciful

" Ask, and it shall be given you; seek, and you shall find; knock, and it shall be opened unto you. For everyone who asks receives, and the one who seeks finds, and the one who knocks it will be opened " Anonymous

First and foremost, I would like to express sincere gratitude to my supervisor, Dr. MOUHADJER Noure Eddine, for his professional guidance and continuous encouragement throughout my thesis work. I am enormously thankful for his insightful comments which have been inspiring to finalise this work.

I am particularly fortunate and thankful to the board of examiners: Prof. BENMOUSSAT , Dr.NEGADI, and Dr, BENMOSTEFA for devoting some of their time and having accepted reading and commenting on this thesis.

I am truly indebted to the staff of the great teachers who taught us in the theoretical year, namely, Prof. BENMOUSSAT , Dr. BAICHE, Dr. SEMMOUD, Dr. BENMOSTEFA ,and Dr. ZIDANE. I sincerely appreciate their instructional practice, on-going support, and hospitality.

This thesis could not have been accomplished without the kind involvement of the participants in my study. I am truly grateful to the teachers and students who accepted to take part in this research.

Special thanks goes to those who helped me along this journey: Ferdjani Abdelhamid, Atik Zid Ouahid, Ghedeir Brahim Mohammed, Zid Mourad, Hmouda Naoufel, Berra Yamina, and Zouari Fatma.

ABSTRACT

The main purpose of this study is to investigate the impact of formative assessment practices on raising students' motivation at the University of El-Oued. It also aims at exploring teachers' current understandings of formative assessment and feedback to enhance students' motivation and achievement. In order to achieve the aforementioned objectives, a descriptive research design was employed to allow both quantitative and qualitative description of the relevant features of the collected data. The study entails the use of students' and teachers' questionnaires and classroom observation. The questionnaires were administered for both teachers and third year EFL students at University of El-Oued to find out about students' and teachers' attitudes towards formative assessment besides their views about receiving formative feedback in raising their motivation. The analysis shows students' positive attitudes towards their teachers' formative assessment and feedback during instruction. Furthermore, the results of the classroom observation reveals that students are highly motivated and have a strong desire towards learning when the formative assessment practices are introduced .The findings show that formative assessment practices in English language at university classes is an integral part of the teaching and learning process. Thus, it is recommended that teachers should incorporate it into their classes to enhance their students' motivation.

Table of Contents

Chapter One: Literature Review: Formative Assessment, Feedback and Motivation

Chapter Two: Methodology and Research Design

List of Tables

List of Figures

List of Abbreviations and Acronyms

EFL	English as a Foreign Language
ESL	English as a Second Language
F	Frequency
FA	Formative Assessment
L2	Second language
LMD	Licence Master Doctorate
N	Number
P	Participant
PD	Professional Development
S	Statement
SA	Strongly agree
SD	Strongly disagree
SLR	Self-Regulated Learning
OECD	Organisation for Co-operation and development

General Introduction

The concept of formative assessment has come to the fore in the field of English language teaching. Researchers agree that formative assessment is inextricably linked to teaching and learning. In educational terms, formative assessment is defined as an on-going dynamic process of assessment for learning so that teachers can make informed judgments about students' progress and to detect their strengths and weaknesses.

Recently, formative assessment practices in the classroom,i.e., self-assessment, peer assessment, feedback have been considered an essential element to improving student learning. In fact, it aims at enhancing student achievement and often intends to get beneficial feedback which could lead to student progress. Initially, feedback is definitely regarded as a part of formative assessment which helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding or skill, this in turn, guides them to find ways to obtain their learning outcomes. Evidently, formative assessment is one of the key strategies that, if used correctly, can effectively enhance student learning.

In short, the hallmarks of formative assessment are questioning, immediate feedback to teachers and students, peer-review, task-focused goals, along with other strategies that help educators adjust teaching techniques to further enhance student learning and achievement .

Within the context of higher education, the formative assessment is generally well-acknowledged, its importance in student learning is undeniable .In the field of second language learning , the implementation of formative assessment practices is a common practice and receiving much attention. In this specific context, formative assessment is integrated with teaching, where both the teacher and students share the responsibility of initiating formative assessment. In this vein, teachers will initiate formative assessment in their classes only if it is perceived as valuable and useful. Purposefully, this is the starting point for this study and motivates the research questions. The present study is based on investigating the impact of formative assessment on raising students motivation.

Formative assessment is said to be the lifeblood of learning and cannot be separated from teaching and learning. Initially ,formative assessment is the teachers' everyday input as well as students' everyday output. Moreover, teachers' formative assessment seeks to provide positive feedback to the students as a key component to improve their achievement . In the field of English language teaching , there is an appeal to stress the importance of formative

assessment in shaping students' achievement. Actually, English language teachers, like their students, need to understand the formative role assessment plays in motivating students and generating evidence for them to use in adjusting their own teaching pedagogies that consequently optimizes learning. For students, learning English needs students to be motivated and have high self-esteem. Thus, teachers should be fully aware and better prepared to meet the diverse learning demands of their students.

Basically, throughout this study we tend to highlight the eminence of formative assessment on students' progress, putting much emphasis on its role in enhancing students' motivation. We also aim to explore teachers' practices in enhancing students perceptions about formative assessment process.

Undoubtedly, the value and impact of formative assessment are highly influential on students' achievement and teachers mastery of this process is of a paramount importance to make the ends meet. Therefore, the purpose of the study is two-fold; (1) to investigate the attitudes of Third year EFL students at the university of El-oued towards the impact of formative assessment on raising students' motivation ;(2) to probe the understandings of English language teachers of the University of El-oued about the effectiveness of formative assessment practices in their teaching.

Indeed, it has been widely accepted that formative assessment practices are valuable in improving the involvement of students. While formative assessment has been well established internationally, it is deeply rooted in Algerian higher educational institutions. If the primary purpose of assessment is to acquire high quality learning, then formative assessment ought to be understood by classroom teachers, educational leaders, parents and policy makers in Algeria as the most critical assessment practice. Obviously, this call was made following reports by many researchers in the field of education that formative assessment, if effectively implemented, can indeed raise students' achievement and motivation.

The aforementioned problematic leads to the formulation of these main questions:
1. Does formative assessment have a positive impact on raising students' motivation?
2. What are English language teachers' understandings of formative assessment?

These research questions yield to the following hypotheses:
1. Formative assessment has a positive impact on raising student's motivation.
2. English language teachers know the concept of formative assessment and its nature.

In order to probe the potential effects of formative assessment on enhancing students' motivation for learning, the researcher has opted for an adequqte methodology to find out answers to the research questions and confirm or disconfirm the raised hypotheses. A descriptive type of case study was incorporated to investigate the systematically and randomly chosen sample of one hundred (100) Third Year EFL students at the university of Eloued and twenty (20) teachers using a mixed methods approach which includes the use of both qualitative and quantitative approaches to gain more valuable data. Indeed, three research instruments have been utilised namely, students' and teachers' questionnaires and classroom observation.

This research work entails four chapters:

The first chapter is devoted to the theoretical part of this study. Precisely, this part attempts to review the literature of the concept formative assessment and its relationship with the teaching and the learning process. More specifically, the literature review covers the main concepts, perspectives, and most relevant research results regarding the origins and evolution of formative assessment. In this chapter, the relationship between formative and summative assessment is established. Besides, the definition and benefits of formative assessment and the significance of formative feedback in the assessment process are discussed. Moreover, the challenges that encounter teachers in implementing formative assessment practices are delineated. Finally, the second concept of motivation as a psychological trait is reviewed by giving scholarly definitions and stating its different types and concluding by demonstrating the impact of formative assessment on raising students motivation.

As far as the second chapter is concerned, the methodology for conducting this study is described. In this chapter, research design procedures (a combination of qualitative and quantitative methods) are presented in order to meet the outlined objectives and the selection of data collection instruments are justified (classroom observation, students' questionnaire and teachers' questionnaire). It also will profile the sampling issues, the procedures of piloting the questionnaires, carrying out the classroom observation ,and discussing the statistical procedures to analyse the gathered data.

With respect to the third chapter, it is mainly devoted to the discussion and interpretations of the results obtained from data collection methods. Finally, chapter four will summarise the work, and highlight the main findings and discuss the pedagogical implications of the results.

The limitations of the study and some recommendations for future research will be proposed as well.

This study is significant in a number of ways:

Firstly, since there exists a limited literature on teachers' formative assessment practices and its impact on students motivation in the field of ELT in El Oued. A study of this kind will help enlighten the teachers on their knowledge of assessment in general and formative assessment in particular. Therefore , the study will be a significant asset to formative assessment literature at the university of El-oued. Secondly, the findings of this study may help curriculum developers, educators and teachers about the impact that formative assessment practices have on student achievement and motivation. Finally, the results of this study may provide insights for educational assessment policy regarding formative assessments.

CHAPTER ONE

Chapter One: Literature Review: Formative assessment, Feedback and Motivation

1.1. Introduction

Since this study investigates teachers' and students' attitudes towards the impact of formative assessment in raising EFL students' motivation, it is necessary to provide a thorough explanation of its three major aspects: formative assessment, feedback and motivation . This chapter is, then, divided into three sections. The first section elaborates on the concept of formative assessment by stating scholarly definitions and presenting its relationship with summative assessment. Besides, it highlights its outstanding role and significance in education. The second section provides an in-depth discussion about the concept of feedback, its efficacy in assessment process, and the eminence of self and peer assessments in engaging students in the active process of their learning. The last section portrays the concept of motivation, its distinct types, its significance in EFL classes. Much emphasis, is laid on the impact of formative assessment on EFL students' motivation.

1.2. Assessment Defined

The term assessment has been the subject of much debate and discussions, many scholars and linguists have explored the topic deeply. In current literature dealing with assessment, there is a plethora of definitions. A more typical definition regards assessment as an integral process of gaining information about students learning and making value judgments about their progress (Black & Wiliam,1998) .According to Zidane (2010) assessment falls into different forms according to the function they fulfill such as internal assessment which focuses on the individual student learning and it is limited to the curriculum while external assessment is not tied to a particular class and then used to judge students achievement at a larger rate .

In the same sense, it is defined by Palomba and Banta as follows "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development"(Palomba and Banta,1999 ,p.4, quoted in Madani ,2012,p.8).Assessment is a process of identifying and gathering information about learners and receive formative feedback where teachers analyse these information gathered to adjust their learning and in order to seek ways of addressing needs and means of overcoming barriers to learning. Teachers need to have a clear understanding of different language tools including the strengths, weaknesses and appropriate use of each of the tools and processes, so that they can make informed judgments about how to use these tools with English language learners .

In this respect, Crooks (2002) argues that the purpose of school-based assessment is to improve students' learning and to give feedback to parents and students. Assessment provides teachers with information regarding the learning needs of the students so as to provide a clear and up-to date picture of students' current capabilities, attitudes' and progress. Further, Brown & Hirschfield (2008) add that students are frequently assessed in schools for the purpose of making them accountable. Broadly speaking, assessment is then an act of interpreting students' performance, and evidence can be collected through a multitude of means. Thus, the purpose of assessment is to improve learning and adjust teaching (Aouine, 2011).

Accordingly, classroom assessment helps teachers obtain useful feedback on what, how much, and how well their students are learning. Therefore, teachers can then use this information to refocus their teaching to help students make their learning more effective. Put it simply, it is general term which includes all methods used to gather information about students' knowledge ,ability, understanding, attitudes, and motivation.

1.2.1. Significance of Assessment in Education

Recently, the role of the assessment has evolved, the process of enactment of assessment in the classroom to enhance learning has proven to be challenging to teachers. In fact adding new strategies into the classroom practice has proven insufficient and evolutions in educational theory have required teachers to rethink their roles to help students maximise their learning and becoming effective learners.

Assessment and its role in teaching and learning have interested scholars and generated educational research since the 1970s, when researchers began to question the effectiveness of the traditional focus of classroom assessment: measuring, grading and evaluating students' performances to external standards (Gipps, 1994). In this vein, such assessment typically involved a process of collecting, interpreting, and recording student performances against a set task or criteria of achievement (Stiggins & DuFour, 2009), and was typically aligned with behaviourist understandings of teaching and learning.

1.2.2. Definition of Formative Assessment

Formative assessment is the practices the teacher undertakes to gain immediate feedback on students learning. Through these practices teachers can diagnose and analyse students' strengths and weaknesses towards improving and shaping teaching and learning where students can be aware to follow their progress in achieving their learning objectives. A more

typical and explicit definition of formative assessment which is provided by Black and Wiliam(1998), defined it as" Encompassing all those activities undertaken by teachers and, or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (cited in Andrade &J.Cizek2010,p.23)

Black and Wiliam (1998) suggest that formative assessment refers to "all those activities undertaken by teachers and by their students in assessing themselves, which provide formative feedback to shape and develop the teaching and learning activities in which both teachers and students are engaged" (p.8)

Wiliam (2011) summarizes some of the definitions for formative assessment (and assessment for learning) that have been proposed over the years, and suggests that the most comprehensive definition is that adopted by Black and William (1998):

> Practice in a classroom is formative to the extent that evidence about
> student achievement is elicited, interpreted, and used by teachers, learners,
> or their peers, to make decisions about the next steps in instruction that are
> likely to be better, or better founded, than the decisions they would have
> taken in the absence of the evidence that was elicited. (p. 9)

Wiliam and Black (1998) define formative assessment as the activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Many researchers have looked at the effects of formative assessment on student achievement and have found that the results are promising when consistently incorporated into the curriculum. Broadly speaking, when formative assessment is used properly it provides the teacher with feedback about how well the students understand what is being taught and if any adaptations in instruction need to be made.

Irons (2008) defines formative assessment as" Any task or activity which creates feedback (or feed forward) for students about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgment"(p.7). Additionally, Hall and Burke (2004) argue that" Formative assessment has two strands, both of which have the intention of guiding future learning. The first is to inform teacher planning by identifying strengths and weaknesses, while the second feeds directly into pupil learning"(p.28).

1.2.3. Operational Definition of Formative Assessment

When we attempt to examine and investigate the nature and impact of formative assessment, it is necessary to operationalize the construct of formative assessment into observable scales . Operationally, therefore, what are the key scales of formative assessment? McManus (2008) identified the following five attributes as critical features of formative assessment :

- ✓ Learning Progressions: Learning progressions should clearly articulate the sub goals of the ultimate learning goal.
- ✓ Learning Goals and Criteria for Success: Learning goals and criteria for success should be clearly identified and communicated to students.
- ✓ Descriptive Feedback: Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.
- ✓ Self- and Peer-Assessment: Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning.
- ✓ Collaboration: A classroom culture in which teachers and students are partners in learning should be established. (McManus ,2008,p.28)

1.2.4. Brief History of Formative Assessment

Understanding assessment as a tool to promote student learning is not a particularly new idea, since the beginnings of formal education , teachers have sought to assess student for their benefit of the system. In educational terms, the emphasis on student learning is precisely the core of formative assessment is used throughout history. As Socrates is the early practitioner of formative assessment so he provided his students with questions and their responses to evaluate their learning. Thus we can say, it was primary attribute of formative assessment. Questions used as a tool to assess the student's feedback formatively by Socrates.

The root of formative assessment can be traced to a monograph of the American Educational Research Association (AERA) in which Michael Scriven (1967) first coined the term of formative evaluation (Andrade & Cizek, 2010). Scriven explained the effectiveness of formative assessment in school programs and curricula, because this process is used together information from evaluation which in turn, can effectively contribute to the reform of the program (Ibid,p5-6).

The concept of formative evaluation received boarder recognition when it is popularized by influential scholar called Benjamin Bloom in his book entitled The Handbook

of Formative and Summative Evaluation of Student Learning (1971) stated that a clear distinction between the two concepts (Ibid, p.6). Since the introduction of the concept, formative assessment has enticed in its meaning and it has grown substantial interest and research.

In this sense, Black and William (1998) concluded many studies on formative assessment and explored its design and the primary goal is together information for the purpose of adapting teaching and learning to current functioning and future needs of student (Andrade & Cizek, 2010). In addition, Stiggins (2005) addressed the issue of formative assessment as a student-centred activity. From this perspective he argued that the key of consumer and user of the information yielded by formative assessment in the students.

Additionally, one of the most comprehensive descriptions of formative assessment has been produced by Shepard (2008) when she presents a model of formative assessment as a tool for helping to guide student learning as well as to provide information that teachers can use to improve their own instructional practice.

1.2.5. Formative Assessment in Higher Education

The context of the present study is higher education, a context that has its own characteristics and that differs from the school context. For example, at school, time is arranged and managed for the students. Students learn what is already known and are not expected to extend that knowledge. In addition, they have frequent access to teachers in the classroom. In school, students are expected to choose correct answers from among a limited range of acceptable choices; these are often indicated by teachers.

Conversely, higher education demands a great deal of independent study from the students outside the classroom. Moreover ,There are also higher expectations of students' critical and analytical thinking; that is, students have to extend and speculate on what is known. Further, university students have less frequent access to academic staff. Most commonly ,in higher education there is a range of classes taught in different formats, such as lecturers, tutorials, online learning, laboratory or field work, and in-class and take-home exams. In addition, university classes can be very large. University students are expected to provide a broader range of responses which include their own critical analyses.

In higher education, there is discussion about shifting away from teacher-centered learning to more student-centered learning, in which students can claim more ownership of their education. Not surprisingly, higher education institutions need to support this change and

encourage a learning environment that will allow students to take this ownership (Ahmed & Teviotdale, 2007 as cited in Gonzalez,2012,p.27). In the last two decades much work has been done in the area of formative assessment that provides evidence that the use of formative assessment can enhance student achievement. Indeed, formative assessment is very important for higher education since it has many benefits for students, teachers and tutors, and universities as a whole. However, formative assessment is generally acknowledged in higher education, its important role in student learning is often overlooked (*ibid*, 2012).

1.2.6. Formative Assessment System

Ultimately, feedback when used as part of a formative assessment system, is a powerful way to improve student achievement. Feedback by itself, though, is less useful as Hattie and Timperley note, "Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed" (2007, p. 82 as quoted in Frey and Fisher,2011,p.2). Thus, Hattie and Timperley propose a formative assessment system that has three components: feed-up, feedback, and feed-forward (see Figure 1.A). Feed-up ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed. Obviously, feedback provides students with information about their successes and needs. Feed-forward guides student learning based on performance data. All three are required if students are to learn a high levels. Each of these three components has a guiding question for teacher and students:

• Where am I going? (feed-up)

• How am I doing? (feedback)

• Where am I going next? (feed-forward)

Purpose → To reduce discrepancies between current understanding/performance and a desired goal.

The discrepancy can be reduced by :

Teachers

Providing appropriate challenging and specific goals

OR

Assisting students to reach goals through formative assessment systems

Students

Increased effort and employment of more effective strategies

OR

Abandoning, blurring , or lowering the goals

Effective formative assessment systems answer three questions :

Feed-Up

Where am I going ?

Feedback

How am I doing ?

Feed-Forward

Where am I going next ?

Figure 1.A . A Formative Assessment System

Source : From Visible learning : A synthesis of over 800 meta-analyses relating to achievement(p.176), by J.Hattie, 2009, New York : Routledge.

1.2.7. Formative Assessment vs Summative Assessment

In education, there are two types of assessment: formative assessment, also called assessment-*for*-learning, and summative assessment, also known as assessment-*of*-learning. First, formative assessment is described as on-going dynamic process of assessment for learning which designs its practice to serve the purpose of promoting students' learning. Moreover, it is focused on enhancing student development and to provide immediate feedback which could lead to student improvement. By contrast, summative assessment is not intended to improve teaching and learning while in progress like formative assessment methods are, but rather is used to collect evidence at the end of a course or program to examine whether or not educational objectives were achieved. Additionally, it occurs at the end of a unit or program. It is also used with formative assessment to determine student achievement and program effectiveness. In short, summative assessment should form part of students' grades and ranking.

Arguably, scholars distinguish two kinds of assessment - formative and summative- are discussed in literature. Crooks (2002) explains this:

> Firstly, assessment of learning (often described as summative assessment) aims to provide a well-founded, clear and up-to-date picture of a student's current capabilities or attitudes, progress over time or further growth needs and potential. Secondly, assessment for learning (often described as formative assessment) is focused on enhancing student development, and often involves relatively unstructured interactions between student and student or teacher and student rather than a planned formal assessment event (p. 241).

Comparatively speaking, summative assessment is considered to be a powerful tool , as it contributes to text marks, academic reports and qualifications. On the other hand, formative assessment creates space for competence constructing narratives of students and it informs current teaching. In the same line of thought, Stiggins, Arter, Chappuis, and Chappuis, (2007) suggest that both the teachers and the students use formative assessment results to make decisions about what actions to take to promote student learning and adjust teaching pedagogies. They indicate that assessment is an on -going dynamic process. Additionally, Other researchers like Bell and Cowie (1999) have observed that interactive formative assessment was challenging for beginning teachers or for more inexperienced teachers with a

new class. In fact, teachers' own attitudes towards change can also act as a positive or negative factor in bringing about innovations.

Torrance and Pryor (1998) state that " formative assessment is about discovering what the learners know, understand or can do. Summative assessment in contrast is about whether the learners know, understand or can do a predetermined thing" (p.153). Besides , Bloom, et al. (1971) also noted that the term 'summative evaluation' is to indicate the type of evaluation used at the end of a term, course, or program for purposes of grading, certification, evaluation of progress, or research on the effectiveness of a curriculum, course of study, or educational plan. It is argued that the essential characteristic of summative evaluation is that a judgment is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction, after the learning or instruction has taken place.

Accordingly, Wiliam (2011) further states that the major difference between formative and summative assessment lies in their use rather than the timing of the assessment. Actually, an assessment can be summative and formative at the same time, based on their functions. Indeed, summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations. So, the summative assessment used by teachers as an instrument to measure the students ' performance in learning which is taken place at the end of unit , or in tests , and examination in order to get a diploma or a job .On the other hand, we have the formative assessment which is known as the assessment *for* learning .

In contrast, formative assessment or assessment *for* learning occurs during the course of teaching writing to inform teaching and learning about the effectiveness and the appropriateness of the instruction. As indicated previously, it enables students to improve their learning in general and writing in particular. Thus, formative assessment must have existed as long as there has been teaching . Furthermore, Clark (2006) argues that it "puts emphasis on shaping students ' writing while they are still in the process of writing" (p.204). As a result, assessment *for* learning provides learners with the required information, not just determining marks as summative assessment. In this way, they are provided with the opportunity whether to move forward or to emphasize the task till it is mastered.

When engaged in formative assessment practices, teachers use assessment information during learning to diagnose student needs, plan the next steps in instruction, provide students

with targeted practice, and offer effective feedback. Basically, students use assessment information to offer each other effective feedback, to self-assess, and to set goals for improvement. They can also use it to track, reflect on, and share their progress. (Stiggins et.al,2007)

Ideally, When teachers engage in summative assessment, they use assessment information after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter of unit tests, and term projects, for example. One form of assessment supports learning, the other verifies it. (ibid)

Thus, the difference between the two types of assessment is clearly illustrated in Black's analogy "When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment" (Black, 1998, quoted in Benmostefa, 2013,p.88).

1.2.8. Characteristics of High-Quality Formative Assessments

As for the effectiveness of formative assessments is concerned, there are some basic requirements that should be met in order to provide accurate information. For this purpose, Herman and Baker (2005) delineated six criteria that determine the validity and effectiveness of formative assessments. These criteria are briefly discussed:

1. Alignment to standards, which defines the knowledge, concepts, and skills that students should learn at each level.

2. Provision of diagnostic information on not only students' academic performance but also why the students are performing at certain levels and what to do about it. This aspect of performance assessment is of paramount importance for EFL learners since their level of proficiency in English determines their success in content-based learning. Such information can help teachers to facilitate student learning in the English language and reduce unnecessary linguistic complexity of the instructional materials with which students have difficulty.

3. Fairness for students from different cultural and linguistic backgrounds. However, variables such as unnecessary linguistic complexity and cultural factors may introduce bias into the formative assessment outcomes. Such biases may have a more profound impact on English language learners than any other subgroup of students . To provide a fair assessment for all students all sources of biases should be identified and controlled.

4. Reliability and validity, meaning that they provide accurate information about what students know and are able to do. To ensure the validity of formative assessment for English language learners, all sources of measurement error, including biases due to linguistic and cultural factors, should be identified and controlled. It also measures a construct that is irrelevant to the purpose of the practice (language). Thus, linguistic factors may seriously affect the validity of inferences drawn using this assessment.

5. Utility; that is, formative assessment should provide useful information for teachers, students, and parents.

6. Feasibility of formative assessment. As previously discussed, many teachers perceive formative assessment as extra work and they claim that there is no time to do formative assessment in class. Admittedly, if formative assessment meets the characteristics previously described, then it will have important benefits for students learning. (As cited in Gonzalez, 2012, p.74)

1.2.9. Role of Teachers and Students in Formative Assessment

Since the formative assessment is the partnership that involves teachers and learners with their learning goals. So this process based on these two pedagogical elements and the roles of both teachers and students will be investigated below.

1.2.9.1. Teachers' Roles in Formative Assessment

According to Western and Northern Canadian Protocol for Collaboration in Education (2006), Formative Assessment occurs throughout the learning process. It is interactive, with teachers:

• Aligning instruction with the targeted outcomes.

• Identifying particular learning needs of students or groups.

• Selecting and adapting materials and resources.

• Creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.

• Providing immediate feedback and direction to students (p.29).

Formative assessment is effective when teachers set clear goals for a lesson in order to achieve the intended outcomes. In this vein, Heritage (2011) argues, "To achieve maximum transparency for students, teachers share the learning goal, or actively create it with students, at the beginning of the lesson. In addition, teachers communicate the indicators of progress towards the learning goal or determine them in collaboration with the students." (p.18).

Heritage (2011) further illustrates the indicators thoroughly as follows:

> These indicators serve as signposts for both teachers and students about progress during the lesson. With clarity about the goal and indicators, teachers can then decide how they will gather evidence of emergent learning. There is no single way to collect formative evidence because formative assessment is not a specific kind of test. For example, teachers can gather evidence through interactions with students, observations of their tasks and activities, or analysis of their work products. However, there are two important points about evidence collection. First, whatever method teachers use to elicit evidence of learning, it should yield information that is actionable by them and their students. Second, evidence collection is a systematic process and needs to be planned so that teachers have a constant stream of information tied to indicators of progress. At the same time, of course, teachers will also be collecting evidence "on-the-fly" – those unplanned, spontaneous moments when students do or say something that give an indication of where they are in relation to the lesson goal.(Heritage,2011,p.18)

To put it another way, teachers should set _with the end in mind_ different objectives to reach, and he will check for understanding when he transmits knowledge whether his students grasp it or not so as to measure their progression and know his effectiveness as a teacher. Initially, the teacher has a myriad of techniques to elicit the evidence of high quality of feedback and the type of formative assessment such as: questioning ; questions which require complex answers to detect the real level of students .

1.2.9.2. Students' Role in Formative Assessment

Undoubtedly, Students are the key element in the teaching-learning process. Thus, formative assessment is a learning partnership that involves both teachers and students. So students are considered as a key factor for making this process go further and further in the successful path .Indeed, students are the motivational factor, because students have the right to make the decision, if they want to learn, and improve their thinking in a positive manner or not .Hence, students should be engaged in the projects and classroom performance formally (Stiggins , et al 2004).

The students' role in formative assessment begins when they have a clear conception of the learning target. On the face of it, Heritage (2011) clarifies, "Just as the teacher is collecting evidence in relation to the goal, so too are the students through self-assessment, a

separate, but complementary feedback process. In self-assessment students engage in metacognitive activity, a hallmark of effective learning" (2011,p.19).

Ideally, the students' role also includes peer-assessment. In peer-assessment, students give feedback to their classmates that is intended to be constructive and help them make progress towards the lesson goal. In fact, peers assess each other's learning against the same indicators that they use to check on their own learning when they are engaged in self-assessment. Initially, peer feedback has a number of advantages both for those students providing the feedback and for those receiving it. Surely, it involves thinking about learning and can deepen students' understanding of their own learning because they have to internalize the learning goal and progress indicators in the context of someone else's work. The final point about the students' role in formative assessment is that they actually use the feedback. More importantly, the students have to both reflect on their learning and use the feedback to advance learning (Ibid).

1.3. Feedback

Feedback, as defined by Brookhart (2007), is thought to be a critical component of good formative assessment. In this very specific context, students can assess their own competence as a result of feedback received from an instructor. Besides, students can use this information to inform their learning and further their study. Moreover, feedback should also be immediate when basic skills are being assessed. On the grounds of these , Brookhart(*ibid*) further notes that for topics that take longer to develop, feedback should be given once patterns are developed by students, and should be given in a descriptive, non-judgmental manner.

In a meta-analysis, Bangert-Drowns,et al (1991) studied the effects of feedback. To fulfill this, findings showed that feedback improved and promoted learning when given appropriately. Interestingly, when students were able to produce their own feedback, such as on simple tasks, external feedback tended to promote negative impacts on the learning process. In short, the important factor was that feedback given needed to be "mindful" to promote learning.

1.3.1. Significance of Formative Feedback in Assessment

Feedback is a significant aspect of assessment to support learning. A related point worth raising here is that feedback can exist in various forms, from written comments in the form of grades or marks to oral responses or gestures to students. Feedback is often is embedded in to the teaching/learning process. From an instructional standpoint, teachers can either plan

feedback to students or it can be a spontaneous process. Admittedly, it is an important component in the assessment for learning process both for the teachers and for the students (Bell & Cowie, 2001; Black & Wiliam 1998).

According to Hattie and Timperley's (2007) findings, feedback in the formative function can reduce the gap between students' current understanding of their performance and the goals they are trying to achieve. As mentioned, feedback from teachers in a traditional context, which is a one-way communication, has been criticized due to students becoming dependent on teachers (Sadler, 1989), so in the present conception, it is considered that feedback should be interactive. Ideally, effective feedback enables learners to self-assess, self-reflect, and self-regulate their learning (Butler & Winne, 1995; Sadler, 1989). Put differently, self-regulated learning is defined as the process of learners setting their own goals for their learning, and then monitoring and regulating their motivation, behaviour and cognition to reach their goals. During this process, teachers' facilitative feedback is seen to be significant to successful achievement.

Formative assessment and feedback aim to enable students to self-assess, reflect and monitor their learning to grow as lifelong learners. According to previous studies, feedback is significant in influencing learning (Black & Wiliam, 1998; Sadler, 1989) can act as a facilitator in enhancing performance and it is significant in the classroom structure as a whole. Ideally, teachers would use evidence gained from formative assessment to make changes in teaching, while students would receive feedback to improve their learning. Feedback within the assessment for learning then is information about the students' current/desired performance, and in a formative conception of feedback, students also have knowledge about the desired quality for their work, and are able to perform self-monitoring and self-regulation to enhance their learning (Dixon, 2011).

In order for feedback to be formative, it has to be communicated to students in a way they are able to engage with the feedback. Certainly, students' understanding and engaging with the feedback is considered significant (Sadler, 2010), and an essential condition in bridging the gap between current and desired achievement (Ramaprasad, 1983; Sadler, 1989). As Boud (2000) claims, unless students use the feedback to improve their work and performance, neither the provider nor the receiver of the feedback will know its effectiveness. In short, formative feedback is intended to provide the information given by teachers to close gaps and improve students' work.

1.3.2.Self- and Peer-Assessment

The formative assessment process recognises both teachers and students as important partners in the teaching and learning process. As a result teachers and students are directly involved in the process .In the same line of thought, Heritage (2010) agrees that in addition to teacher feedback, students and their peers, when they are involved, are able to share many more opportunities and receive feedback that helps to create a learning community within a classroom. This is similarly shared by Garrison & Ehringhaus (2009) when they explain that peer and self-assessment helps to establish a healthy learning community. Garrison and Ehringhaus further demonstrate that students who can reflect while engaged in meta-cognitive thinking are involved in their learning. Moreover, when students have been involved in criteria and goal setting, self-assessment is a potential step in the learning process. Actually, with peer assessment, students see one another as resources for understanding and checking for quality work against previously established criteria.

Therefore, the teacher must be the technical who knows how to provide structure and support to lay the foundation of both self- and peer-assessment so that reflection on one's own work and that of peers, collaboration, progress and improvement can be made as a natural part of the process of students' learning (Clark, 2006).

1.3.2.1. Peer-Assessment

Initially, peer assessment, as complementary to self-assessment is generally recognized as an integral component of formative assessment. Although the definition for peer assessment varies, assessors and evaluators generally agree that peer-assessment involves "one student's assessment of the performance or success of another student" (Noonan & Duncan, 2005, p. 2). Moreover, this process may involve various types of activities such as peer feedback and peer learning . That is to say, the central purpose of peer assessment is to enhance students' understandings in the cognitive and meta-cognitive process so that one's social and transferable skills are developed (Brown, Bull & Pendlebury, 1997).

Peer assessment, as formative strategy, is critical to students' interaction, understanding and learning gains (Anthony & Lewis, 2008). It enables students to take control over their own learning and to gain insight into their own performance (Heywood, 2000). A number of studies in this area found that peer assessment increases student-student and student-teacher interactions and student understandings about other students' ideas during the learning experience.

In this respect, for peer assessment to be successfully implemented in the classroom, Dochy and Segers (1999) suggested that peer assessment criteria must be made beforehand and presented in operational terms with which all students are familiar. Dochy and Segers further argue that peer assessment works well when these criteria are determined jointly by teachers and students.

1.3.2.2.Self -Assessment

Self-assessment is a process of formative assessment where students can reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly. Put simply, self-assessment is considered as a complementary component of formative assessment (Black and Wiliam, 1998) and provides a fundamental link with learning . According to Boud (1995), self-assessment is concerned with learners valuing their own learning and achievements on the basis of evidence from themselves and from others and being encouraged to take responsibility, especially when they are involved in considering criteria which are meaningful to them. In general, it is a means by which students take responsibility over their own learning.

A number of studies have investigated self-assessment and have provided descriptions of what it might look like in practice (Black & Wiliam, 1998; Hill, 1995). Convincingly, they concluded that self-assessment, if suitably organised, could lead to a significant increase in learning and achievement. Generally speaking, developing effective self - assessment is a critical component of managing one's own learning. Certainly, it requires students to have a clear picture of the learning targets, an understanding of what could count as good quality work that meets these targets, an idea of where one stands in relation to those targets and a means to achieve them (Black & Jones, 2006; Hill, 1995).

More importantly, once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. Certainly, self - assessment as an essential component of assessment for learning is beneficial to both the student and the teacher. In more educational terms, self - assessment can help students to become actively engaged in the classroom which in turn make them as active participants in the learning process. Moreover, they will have appositive attitudes towards learning and their self-esteem will be raised as independent and motivated learners.

Admittedly, self-assessment is an important tool for teachers. In this vein, Gregory, et al (2000) highlighted that when teachers employ self-assessment in their classroom, they were

able to view the gaps between what they have taught and what students have learned. Basically, this gave students time to process new information. To illustrate this, both the teacher and students can set targets relating to specific goals rather than to national curriculum levels. As a result, the students will then be able to guide their own learning, with the teacher providing help and support where necessary or appropriate.

1.3.3. Strategies of Formative Assessment

Researchers acknowledge that there are no one-size-fits-all tools or magic wand techniques as a robust method to incorporate and practise formative assessment, rather they employ five key strategies for correctly and effectively utilising formative assessment, with the specific implementation of these strategies being determined by the classroom teacher. According to Wiliam (2011,p.51) these are the five key strategies of formative assessment that are essential to help students progress:

1.3.3.1. Clarifying and Sharing Success Criteria

The first key strategy concerns the advantage of students knowing what they are going to learn. The first operational key of formative assessment is the clear understanding of learning targets. Clearly, this strategy of clarifying and sharing learning intentions and criteria for success means that students and teachers both clearly understand how success is defined.

It is important to note that clarifying and sharing learning intentions does not simply involve posting objectives on a board, but it includes various ways that teachers can make transparent to students the criteria for their success . It means coming to deeply understand characteristics of quality work, taking the time to help students see what quality work and performance look like so that the learning targets/standards are not a mystery to them .

In addition to increasing intrinsic motivation, research has shown that the discussion of criteria and exemplars in class, at least in university settings, can result in increased student understanding of standards and higher achievement .Recently, research in this particular point found that with college students a structured process involving a workshop and peer collaboration helped develop student understanding of assessment criteria and the assessment process, with a resultant significant increase in their achievement and motivation.

1.3.3.2. Engineering Effective Classroom Discussions

The second operational key strategy for formative assessment is the monitoring of student learning. In educational terms, this strategy of engineering effective classroom discussions, questions, and learning tasks focuses on the teacher's ability to diagnose the state of student learning on an ongoing basis. William (2011,p.71) points out that the most important task is to find out what students know, namely where they are in their learning.

Evidently, one technique is worthy of particular attention because of the manner in which it often permeates classroom instruction - questioning. Unfortunately, questioning in the classroom is too often done shallowly, narrowly, or ineffectively (Leahy,et al.2005).Overall, when used formatively, questioning can be for such purposes as eliciting information, probing thoughts and ideas, tapping into different types of knowledge, and instigating deeper levels of understanding . Thus, it is essential that " teachers try to find out techniques to come up with questions that provide insights into students' thinking, although teachers should try because these questions are important in improving the quality of students' learning"   (Wiliam 2011,p.77).

Apparently, a teacher may find numerous examples of formative assessment techniques that support the strategy of engineering effective classroom discussions, questions, and tasks to monitor student learning (Fisher & Frey, 2007; Heritage, 2010). Interestingly, the variety of techniques involving these pedagogical practices go beyond the scope of this study to fully explore; yet, the key point for this strategy of engineering effective classroom discussions, questions, and learning tasks is that these tools be used for the intentional purpose of monitoring student learning so that the learning gap may be closed . This is the heart of formative assessment.

1.3.3.3. Providing Feedback That Moves Learners Forward

The third operational key strategy for formative assessment is feedback. It is worth noting here that the strategy of providing feedback that moves learners forward focuses on the teacher's response to the monitoring of student learning. As its name denotes, feedback has been defined as "information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies"
(Butler &Winne , 1995, p. 5740).

Researchers have found that feedback is a key component in improving student achievement (Hattie, 2009) Specifically, feedback is found to be most effective when it is specific, descriptive, immediate, and focused on student work rather than personal student characteristics. Interestingly, the timing of feedback is also important. William (2011) argues that if it is given too early, before students have had a chance to work on the problem, they will consequently learn less. Practically speaking, giving feedback is difficult. If teachers get it wrong, students give up, reject the feedback, or choose an easier solution. Simply commenting on what is wrong is not enough.

To be effective, feedback must provide a recipe for future action. Hattie and Timperley (2007) promote " a model of feedback which emphasizes that the main purpose of feedback is to reduce the gap between the pupils' current understandings, performance and a goal"(p.86). In essence, this model aims to answer three major questions: First, *Where am I going*? This question concerns what goals are related to the learning task. The second question Hattie and Timperley's model holds as important is: *How am I going*?. This question should lead to information about progress toward the intended goal. Typically, feedback is effective when it consists of information about pupil progress, and about how to proceed. *Where to next*? Is the final question in the model and aims to address the activities needed to make better progress. Moreover, the focus of feedback should be on feedback about the task, about the processing of the task and about self-regulation. An ideal learning environment or experience occurs when both teachers and pupils seek answers to each of these questions in the model (Ibid, 2007,p.90).

1.3.3.4. Activating Students as the Owners of Their Own Learning

The fourth operational key strategy of formative assessment is self-assessment. This strategy of activating students as the owners of their own learning focuses on developing students' self-regulatory abilities. Eclectically speaking, the strategy of self-assessment seeks to encourage self-regulated learning (SRL), which has been described as academically effective forms of learning that involve metacognition, intrinsic motivation, and strategic action. In this respect, research on self-regulated learning suggests that learning improves when teachers direct students to monitor their learning and show them how to achieve their learning objectives (Butler & Winne, 1995).

Accordingly, William (2011) refers to research on the impact of getting students more involved in their own learning, which shows that activating students as owners of their own

learning can result in extraordinary improvements in achievement. Arguably, William also claims that the most obvious element seems to be the students' understanding of self-regulation. It is largely agreed that the basic idea of self-regulated learning is that the student can use and direct cognitive resources, emotions, and actions towards assigned learning goals. The most effective learners are therefore self-regulated. Consequently, training students' meta-cognitive awareness will raise their performance and make them capable of generalising what they have learned to new situations (ibid,2011).

Student self-assessment practices can be supported through the development of metacognitive skills in students (Zimmerman & Schunk, 2001).That is to say, metacognition, or thinking about thinking, involves the knowledge of cognitive processes and products and the ability to control, monitor, and evaluate those cognitive processes.

Last but not least, It should be noted teachers created nonthreatening and intrinsically motivating learning contexts by embedding assessment and evaluation in the ongoing activities of their classrooms, making students feel secured and comfortable by encouraging them to focus on personal progress and view errors as potential opportunities to learn.

1.3.3.5. Activating Students as Instructional Resources for One Another

The fifth operational key strategy for formative assessment is peer-assessment. This strategy of activating students as instructional resources for one another focuses on the role that students can play in one another's learning. Initially, that role is connected to other formative assessment scales, especially strategies of self-assessment and establishing clear learning targets.

On the grounds of this, Wiliam (2011) observed that learners often find it difficult to understand the criteria for success that the teacher has in mind; therefore, the involvement of peers can help learners understand success and monitor their own progress toward their goals. It is of vital importance that peer-assessment not only provides a complement to self-assessment, but may actually be a prerequisite for effective self-assessment. Effectively, peer learning can bring shown positive results, especially when thought is given to the issues such as context, objectives, curricular area, participants, helping techniques, length of contact, and resources needed (Topping, 2009).

According to Wiliam (2011), there appear to be four main factors to why cooperative learning has such a significant effect: motivation, social cohesion, personalization, and

cognitive elaboration. As established above, the theoretical advantages of peer response are based largely on the fact that writing and learning are social processes. In sum, using this method for organising instruction helps learners engage in a group of equals who respond to each other's work. This, indeed, creates an authentic social setting, where the writer gets feedback from real readers, sometimes several of them, in a setting that is nonthreatening to most students

Topping (2009) pointed out that peer assessment can vary across different curriculum areas, different outputs (e.g., writing portfolios, oral presentations, and test performance), and different objectives (e.g., cognitive gains, metacognitive gains, or time savings). Whatever the method utilised, it can provide helpful guidance for enacting peer assessment in the classroom. Researchers recommend that students must be guided to focus on only one or two issues when assessing each other's work. They also recommend that students, instead of making summative judgments of one another, be encouraged to identify effective elements in each other's work, point out places of confusion, and ask for the reasoning behind each other's decisions. (As cited in Oswalt,2013,p.38)

1.3.4. Efficacy of Formative Assessment

Ideally, formative assessment is often considered to be one of the most effective strategies for promoting high student performance. It is also important for improving the equity of student outcomes and developing students' learning to learn skills. In other words, it is a way of identifying the present position of learners and teachers about learning and teaching, to decide where the learners are in their learning, where they need to go and how best to go there. Until recently, studies show that formative assessment is vital component of classroom practice and its use can raise standards of achievement and motivation (Black & Wiliam, 1998).

It should be noted that formative assessment should support the learning process, and summative assessment should verify attainment of individual standards (Black & Wiliam, 1998; Sadler, 1989). Many researchers demonstrate that the main feature of formative in the assessment process should enhance students' learning. Evidently, some educators is that assessment can be used to establish students' achievement and measure their performance and attainment in learning (Black & Wiliam, 2004)

Sadler (1998) suggested that student learning increased when teachers made students part of the learning process. Teachers could do this by showing students how to self-assess. In

other words, students would formatively assess their own work. From another angle, formative assessment involves the process of teacher/student interaction in the learning process. According to most models of formative assessment, the assessment process should involve both teachers and students in reciprocal activity within a learning community. For this purpose, the teacher/students' roles, goals and interaction are designed to support learning, which is realized through the gathering of evidence and using feedback to inform learning (ibid).

The formative assessment can provide a descriptive feedback to further engaging with the learner. Actually, this kind of assessment was intended to prompt students' reflection on the task context and construct future understanding to which new knowledge could be applied. In short, this assessment practice required teachers to have the responsibility in involving students as initiators and recipients of assessment, through analysis of interactions between the curriculum and learners (Torrance and Pryor,1998)

In this vein, Shepard (2008) demonstrates that by using insight about the current understandings of learners, formative assessment allows teachers to locate guidelines and supports for them and is a collaborative process between teachers and learners to improve their (learners) performance. Likewise, Bell and Cowie (1999) considers assessment for learning as a joint teacher-students responsibility. Surely, students consider teachers' feedback plays an active role for them in making sense of ideas. They further state that student monitoring or self- assessment is the ultimate aim of feedback and formative assessment.

 Formative assessment is a part of an on-going collaborative dialogue between teacher and learner. Significantly, formative assessment was the most practiced by teachers. Indeed this is related to teachers planning prior to teaching though brainstorming to find out students' knowledge, or questioning at the beginning of the lesson to check understanding. The primary purpose is to obtain information for teachers to use to inform subsequent and future teaching, another significant aspect of formative assessment. Notably, Torrance and Pryor (1998), suggest that teachers may adjust the kinds of feedback that they offer when engaging in formative assessment and that an emphasis on interactive practices may change depending on the phase and purpose of the assessment.

1.3.5. Challenges to Formative Assessment in the Classroom

It is undeniably that formative assessment is accepted concept in the assessment community to promote student learning and achievement. Convincingly, studies by Aitken (2000) claims that teachers found it hard to develop formative assessment strategies in the face of pressures from summative examinations; were unsure of formative assessment strategies, and would not welcome the support for developing formative assessment approaches. Additionally, some teachers demonstrate that formative assessment is 'time consuming' for them to provide effective feedback and may not be practical for large classes .In this vein, Black and Wiliam (1998) identified two basic dilemmas here in changing to a system of formative assessment. The first is the nature of each teacher's beliefs about learning. They pointed out that if teachers assumed that knowledge is to be transmitted and learned, that understanding will develop later. The second relates to the beliefs teachers held about the potential of all students for learning ; a belief that each student has a fixed, inherited intelligence that cannot be altered much by schooling, and the assumption that so-called ability is a complexity of skills that can be learned. (as cited in Walani,2009,p.38)

Formative assessment is intended to have a specific and positive impact on learning whereas regular classroom assessment may be as much to do with modifying behavior as improving understanding. According to Andrade and Cizek (2010), the successful implementation of formative assessment faces several challenges , they are listed below , and briefly described :

a- **Purpose:** the most important challenge, when we implement formative assessment in the classroom, we have to identify clear purpose for the assessment, and its focus is on the learners and the appropriate feedback provided to them.

b- **Resources:** is the second challenge that faces the formative assessment .This latter requires: teachers with long experience, time for planning, feedback, and the important role of the administration .All those resources and others, in order to get effective assessment program.

c- **Preparation:** training is a significant challenge. Popham (2009), Hills (1991), and other researchers stressed training for teachers in order to have well implemented formative assessment in classrooms. Teachers must go through pre-service and in-service training.

d- **Validity:** according to Cizek (2009) validity refers to the degree to which evidence supports the interpretations or inferences that are intended to be drawn from assessment information.

e- **Accommodation:** it is an important challenge for the future of formative assessment, know students level that means what they know, and what they do not know.

f- **Compliance:** legislations and many state laws are concerned with the summative assessment, and there are numerous questions that should be answered about formative assessment. This represent an unclear challenge for implementing formative assessment in a more systematic way.

g- **Time:** is from the successful keys of formative assessment is the good division or allocation of time for both teachers and students. All those challenges, the aim is to create a better balance between "assessment of learning" and "assessment for learning" in the classroom situation. (pp.8-11).

1.4. Definition of Motivation

The English word "motivation" refers to getting someone moving. It originates from the Latin verb "movere", which means to move. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. Motivation is very hard to define. As Gardner (2006,p.242) states " motivation is a very complex phenomenon with many facets… Thus ; it is not possible to give a simple definition". This is because the term motivation has been viewed differently by different schools of thought. Relatively speaking, Myers (1996) stated that "motivation is a need or desire that serves to energize behaviour and to direct it towards a goal ".(p.297).

According to this definition, motivation is a source to move the person to the task. In this sense, Ellis (1994) , in an overview of research on motivation ,simply asserted that motivation affects the extent to which language learners preserve in learning ,what kinds of behaviour they exert and their actual achievement. WlodWoski (1985) explained motivation as " the process that can (a) arouse and integrate behaviour , (b) give direction or purpose to behaviour , (c) continue to allow behaviour to persist , and (d) lead to choosing or preferring a particular behaviour" (p.2). To put it in nutshell , motivation is considered as the energization and direction of behaviour. Thus , motivation plays a crucial role in language learning because it explains and predicts the behaviour of students and teachers as well.

1.4.1.Types of motivation

Ultimately, motivation is a psychological aspect and key factor in language learning. It is divided into different types. One scale of motivation distinguishes between integrative and

instrumental motivation and another scale makes a distinction between intrinsic and extrinsic motivation.

1.4.1.1. Integrative and instrumental motivation

When discussing motivation, it is necessary to point out the well-known distinction between integrative and instrumental motivation. Most importantly, Brown (2000) asserts that studies on motivation of second/foreign language learners often refer to a distinction between two types of motivation, integrative and instrumental motivation(cited in Bouklikha,2012). According to Gardner and Lambert (1972), there are two types of motivation : integrative and instrumental. On the one hand, the integrative motivation means learning the language with the intention of participating in the culture of its people. In this respect, integrative motivation is defined as "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language (Gardner, 1983,p. 203). On the other hand, instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. In general, these two types of motivation can affect and control the procedure and outcome of learning .Most commonly, Cook (2000) further believes that integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

1.4.1.2. Intrinsic and Extrinsic Motivation

There is also another concept in the field of motivation introduced by Ryan and Deci (2000) as self-determination theory; Ryan & Deci (2000) say that self-determination theory categorizes apart diverse types of motivation in accordance with the different rationales , causes or targets which strengthen a deed or achievement. In fact, students who have intrinsic motivation are inclined to say with intricate and complicated problems and gain knowledge from their slip and mistakes (Walker , Greene , & Mansell,2006).

This type of motivation indicates a desire or attendance to energize attention and interest in a particular manner that originates from the student himself or herself. According to Dörnyei (2001), intrinsic motivation is concerned with the student's behaviours that are performed as a result of the student's (1) natural feeling of curiosity , that is , a need to know about or discover something ; (2) desire to engage in an activity for the sake of participating in an completing the task ; (3) satisfaction of an inner drive , and (4) interest in a subject matter (cited in Yaiche ,2013,pp.12-13)

Yaiche (2013) clarifies that "the intrinsically motivated student is not driver by obvious external rewards , such as good grades , acknowledgement or recognition but is determined by internal drives , goals , challenge and enthusiasm (ibid,p.12-13). Extrinsic motivation , on the other hand , is the propensity to take part in activities because of the reasons which do not link to the activity. Thus, these reasons can be the anticipation of reward or punishment like being successful In the exam or getting a good mark (Vansteenkiste , et al. 2006).

Put it simply, extrinsic motivation is concerned with the external factors or rewards such as praise , free time , money or points toward an activity , these incentives stimulate or sustain the student's desires to engage in learning .Furthermore , extrinsic motivation is motivation to do a work or an activity as a means or a way to achieve a target .In other words, extrinsic motivation refers to rewards that obtained not from the activity , but as a consequence of the activity.

In the same line of thought , students who are extrinsically motivated perform and do activities or tasks as they thing that their contribution will cause enviable result like a reward , teacher admiration , or evasion (prevention) of punishment (Pintrich & schunk , 1996).

1.4.2. Impact of Formative Assessment on Students' Motivation

According to Black and William (1998) stated that there is a strong evidence from research that formative assessment can raise standards of student achievement. He further stated that research into the motivation and self-esteem of learners has explored different kinds of feedback on written work. Arguably, one kind gives only marks or grades. This is a judgment on the work and helps to develop" ego-involvement" in students; its effects on both motivation and on subsequent test attainment are negative. Clearly, the second kind gives only comments on what needs to be done to improve. This in turn helps to develop "task involvement". Initially, its effects are positive and it can convince all pupils, whatever their past achievements that they can do better by trying and that they can learn from their mistakes. Moreover, it produces better results.

According to Stiggins (2005, " the process of classroom formative assessment can serve an important role in enhancing student motivation and achievement" (p.1). That is to say that teachers can help enhance student performance by sharing clear defined learning goals through student involvement in the assessment process, and students in turn can take the responsibility for their own learning. Most importantly, this feeling of accountability and control may increase the students' intrinsic motivation to learn and heighten success. In

addition , teachers have the opportunity to help students succeed through the implementation and communication of quality assessments (ibid,2005).

Accordingly, Stiggins describes classroom assessment as " the process of gathering evidence of student learning to inform instructional decisions" (2005,p.5). He also states that for assessment to be effectively utilised, accurate information must be acquired and the assessment should not only reflect student achievement but also enrich student motivation and improve student success. Apparently, teachers have a professional responsibility towards the students to learn and to employ current and best practices in all facets of teaching, including assessment. Besides, the teacher must discover accept and apply this new understanding of classroom assessment to continue to describe achievement and contribute to learning and motivation (Ibid).

According to Stiggins (2005) that one method teachers can instigate the positive motivation-success cycle is to involve students in the process of assessment. Actually, one way of including students in assessment is the determination of learning or achievement targets. As mentioned previously, communicating these goals is one practical way of enhancing motivation. In addition, students can collaborate with the teacher to develop some additional desired outcomes of learning " if students play even a small role in setting (the learning achievement) targets……we can gain considerable motivation and therefore achievement, benefits" (Stiggins, 2005,p.244).

Admittedly, by becoming involved with the desired outcomes of learning, students gain motivation to learn. Effectively, another technique that can be used to engage students in assessment and to increase motivation is to " help students learn to reflect on and see their own improvement as achievers" (ibid, p.322). For example, keeping learning logs or receiving frequent updates from the teacher can raise student awareness of progress. Once again when students and teachers engage in conversation about assessment, this encourages students to consider their own cognition, which aids in the learning process (Black & Wiliam, 1998).

Worth noting here the motivation-success cycle will continue if students witness and reflect on their growth toward learning goals. In effect, through a careful teacher guidance and practice students can become effective judges of their own work. Further research shows that when students understand and apply self-assessment skills, their achievement increases

(Black& Wiliam,1998) and that self-assessments play a significant role in increasing students' motivation to learn. In sum, through self-evaluation, students directly observe their own improvement and therefore are motivated to achieve.

By involving students in the assessment process, the teacher encourages students to create a sense of internal responsibility for their achievement. In this vein, Stiggins remarks that students " must take responsibility for developing their own sense of control over their success" (2005, p.296). This is in turn leads to greater motivation and greater academic success. According to Cauley & McMillan (2009) formative assessment is a planned process to the extent that the teacher consciously and constantly absorbs evidence of student performance and then uses this information productively, resulting in increased student motivation and engagement. Students learn more through formative assessment for four primary reasons:

1-Frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress.

2-Immediate assessment helps ensure meaningful feedback.

3-Specific, rather than global, assessments allow students to see correctly how they can improve.

4-Formative assessment is consistent with recent constructive theories of learning and motivation (p.2).

Cauley and MCMillan (2009) further noted that self-assessment also supports mastery goals through developing autonomous students. Indeed, students who practice self-assessment are in control of their learning, and that too can support the development of mastery goals. In addition, self-assessment helps students understand the expectations for the task and the steps necessary to meet the learning goal. Admittedly, when students work toward meeting clear learning targets, they have high expectations for success. Finally, self-assessment encourages student decision making about what to do and when to do it.

Arguably, feedback from formative assessments can help students set attainable learning goals. Goals that refer to specific performance standards are most effective, because self-efficacy is substantiated as students observe their own progress toward the goal (Ibid, 2009). Surely, self-efficacy is the belief an individual holds that their ability to perform the task at hand. In short, high self-efficacy is present when students are confident that when they expend appropriate effort, they can be successful. Moreover, progress toward the goal

conveys an increase in skill level to the students (Schunk & Swartz, 1993, as cited in Zimmerman & Schunk ,2001).

It is commonly agreed that the process of feedback is the starting point for formative assessment. Yet, not all feedback is effective. From a cognitive aspect formative assessment provides feedback which closes the gap between a learner's current status and the desired learning goal. It also intersects with Ryan and Deci's perspective on feedback. Like Ryan and Deci (2000), posit that feedback should be affectance-promoting and free from demeaning evaluations. In this stream, teacher feedback about the value of a chosen strategy and student progress in mastering a task improves self-efficacy. In brief, high self-efficacy can occur when the students receive rewards that are contingent on performance rather than on task engagement.

Undoubtedly, formative assessment is now recognized as one of the most powerful ways to enhance student motivation and achievement . According to Clark (2011) the purpose of classroom assessment is therefore to provide practitioners, administrators and policy makers with classroom-level data for improving teaching methods and for guiding and motivating students to be actively involved in their own learning. On the face of it, formative assessment should help students to become more effective, self-assessing, self-directed learners (Angelo and Cross 1993, p.4). Additionally, autonomy is perhaps the big idea behind formative assessment : the theoretical ideal of formative assessment is to develop fully autonomous learners who can self-assess their work, make meaningful inferences from it and plan the next steps for further progress (Black & William, 1998).

Ryan and Deci (2000) parallel authentic motivation with intrinsic motivation and note that people moved by such factors have more interest, excitement and confidence than people who are externally controlled. Indeed, cooperative learning groups foster self-determination and the intrinsic regulation of learning behavior because they are characterized by positive independence, individual accountability, face-to-face promotive interaction, the appropriate use of interpersonal , small-group skills, and group processing. Besides, cooperative learning groups support relatedness and consequently act as a powerful catalysts for higher achievement, more positive relationships among students, and greater psychological health (ibid, 2000).

To develop the drive to achieve, students need to believe that achievement is possible which means that early opportunities for success should be provided. It is then crucial to

strongly attach academic success to moderate effort (Cauley & McMillan, 2010). Clark(2006) asserted that " A major outcome ….was the change in classroom practices which increased the active engagement of students, who were encouraged to take ownership of their learning rather than being the passive recipients of the delivery of curriculum" (p.34).

It is evident that the students are not the sole beneficiary of a movement from a teacher-centered pedagogy to one which places the students and their learning needs at the heart of teaching. Actually, a student-centered approach to formative assessment could also have a positive effect on students beyond increasing achievement. According to Stiggins (2005), a strongly student-focused approach to classroom assessment is " almost certain to have impact on student effect" (p.1), including their academic efficacy, motivation, and eagerness to learn. Carefully attending to theory, research, and practice related to a student-centered approach to formative assessment will yield better understandings of the associations between formative assessment, academic motivation, and self-regulated learning.

In closing, the 2005 OECD report which explored FA practices in nine nations found that teachers who practice FA consistently indicate that students are:

       -generally able to set realistic learning targets;

       -more involved;

       -better equipped to assess their own learning;

       -positive about project activities;

       -more confident and

      -more motivated. (p.12).

1.5. Conclusion

The overarching purpose of this chapter has been to provide a thorough theoretical background of the three major concepts of the present study, namely, formative assessment, feedback and motivation. The first section of this chapter surveys a wide range of scholarly definitions of formative assessment as being a prominent educational construct, and elaborated on its relationship with the teaching and learning process. The significance of assessment in education is highlighted, an operational definition of formative assessment is delineated, the relationship between formative assessment and summative assessment is stated. Enough space was also devoted to the high quality formative assessment, the significance of formative feedback , the efficacy of formative assessment in classrooms and the challenges that encounter teachers when implementing the process. The second section

was intended to discuss the notion of motivation in English language learning context . Much emphasis, however, was laid on the nature of the impact of formative assessment on raising students motivation for learning.

The following chapter describes the research methodology. It focuses on the methodological framework that will be adapted for the research, followed by the research design; methods of data collection, , data analysis strategies that were used, as well as a discussion and interpretations of the quantitative and qualitative findings of the study.

CHAPTER TWO

Chapter Two: Methodology

2.1.Introduction

This chapter is devoted to describe of the research design and the procedures used in this study ,i.e., the way in which the research is carried out ,including the approaches implemented for collecting data, the research instruments, participants and sampling, data analysis methods and the rationale for selecting it to answer the research questions.

2.2.Research methodology

Methodology refers to the theoretical paradigm or framework in which the researcher is working; to the approach (quantitative or qualitative) he or she is following; and to the methods he or she is using to gather and analyse data in order to answer the research questions. In other words, research methodology is a systematic way of solving a problem by explaining, describing or predicting a phenomenon.

2.2.1. Research Design

The first thing the investigator to bear in his mind is the research design which refer here to as the plan to conduct research and involves the intersection of philosophy, strategies of inquiry, and specific method. Essentially, research design is defined by Kothari (2004) as a conceptual framework with a variety of techniques used for the collection, measurement and analysis of data. In this sense, it includes a well-organized outline of what the investigator will do from defining the research problem to the final analysis of the data.

Every type of empirical research has an implicit ,if not explicit, research design .In the most elementary sense is the logical sequence that connects the empirical data to a study initial research questions and, ultimately, to its conclusions. Additionally, Ary, et al (1990) demonstrate a research design is "description of the procedures be followed in testing the hypothesis"(qtd.in Griffee,2012,p.43).

This study aims at investigating the attitudes of the students and teachers of El-Oued university towards the usefulness of formative assessment practices in enhancing EFL students' motivation, and the teachers' formative assessment conceptions, perceptions and practices .Thus, it was perceived that a descriptive case study, employing two questionnaires and classroom observation as research tools, would be most suited to the nature of this research project. The main goal of the descriptive case study is to assess a sample in detail and in depth, based on an articulation of a descriptive theory—what is

already known about the phenomenon. Yin (2003) states that when a case study aims at presenting a complete description of a phenomenon within its context, it is a descriptive one (cited in Duff, 2008, p. 32). Johnson (1992) writes that "the purpose [of case study] is to understand the complexity and dynamic nature of the particular entity, and to discover systematic connections among experiences, behaviors, and relevant features of the context" (quoted in ibid., p. 32).

The rationale for selecting such a research strategy to conduct this study is:

- To provide a very detailed and comprehensive description and analysis of the attitudes of students and teachers of English language at El-oued towards the impact of formative assessment in raising students motivation, and the factors underlying these attitudes relying on multiple sources of evidence.
- To examine the effect of these attitudes on their instructional practices, and hence, develop an understanding of formative assessment from teachers' point of view.

- to provide database materials that could be interpreted by future researchers and used in teacher development programmes.

The task of implementing any new approach or technique, formative assessment in our case, is assigned to teachers whose perspective is a crucial factor in determining the success of the implementation of these approaches or techniques because teachers are the individuals who implement them. This is why it was assumed that studying teachers' attitudes towards formative assessment as a motivating tool would be of great importance in developing a clear and deep understanding of this issue; hoping that the final findings would contribute to solving this problem.

Gall, Gall, and Borg (2003) define case study research as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (quoted in Duff, 2008, p. 22). This definition underlines some strengths of case study which place it among the mostly used research methodologies by researchers. Case studies allow the focus on special cases—instances—such as an individual, a group of people, a school, a community, an organisation, a workplace, etc., with the purpose of probing deeply and analysing a phenomenon within its real environment from a holistic and participant-involved perspective. Indeed, this enables researchers to go beyond the boundaries of the traditional research paradigms.

Cohen, et al (2000) postulate that the observations of such instances permit the establishment of generalisations about a wider population; but they should be handled with care and related to theoretical framework (Mikkelsen, 2005 cited in Blaxter, et al, 2006, p.72).

According to Cohen et al. (2000), case study has been valued as a research paradigm above other paradigms for the following principal advantages:

- Case study data is drawn from people's experiences and practices and so it is seen to be strong in reality and more persuasive and more accessible.

- Case studies allow for generalizations from a specific instance to a more general issue.

- Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.

- Case studies can provide a data source from which further analysis can be made. They can, therefore, be archived for further research work.

Because case studies build on actual practices and experiences, they can be linked to action and their insights contribute to changing practice.

Yin (2003a) states that another key feature that distinguishes case study from other research strategies is that it draws on such multiple resources of evidence—instruments—as documents, archival records, interviews, questionnaires, direct and participant observations, and physical artifacts. This wide range of data collection tools allow researchers to gather quantitative and qualitative data, and hence, answer different types of questions.

All in all, the above-mentioned definitions, advantages and hallmarks explain the notion of descriptive case study and justify its use as a research design for carrying out the present research project. It is particularly meant to provide an overall picture of what happens in EFL classrooms without any control over the context or manipulation of the independent variable (teachers' attitudes, views, perceptions about formative assessment) or dependent variable (students' motivation). It seeks to describe, investigate and analyse what happens in EFL classes at university of El-oued , with regard to the role of formative assessment techniques in improving students' motivation, through teachers' conceptions, perceptions, and practices .

This study aims at investigating the impact of the classroom formative assessment on raising students' motivation in Third Year students of English language of El-Oued

university and how teachers use assessments formatively in their instructional practices to raise the level of their students' motivation and achievement.

The present study is a case study of first year EFL students at the university of El-Oued. The purpose of this study is to investigate the impact of classroom formative assessment on raising students motivation and how teachers use assessments formatively in their instructional practices to raise the level of students' motivation.

Case study attempts to describe relationships that exist in reality, very often in a single organization. Case studies may be positivist or interpretivist in nature, depending on the approach of the researcher, the data collected and the analytical techniques employed. Case study can be defined in a variety of ways. A case study was chosen to specify what is general as stated by Nisbet and Watt (1984,p.72): A case study is a specific instance that is frequently designed to illustrate a more general principle. It is the study of an instance in action(Adelman et al. quoted in Cohen et al, 2000). Furthermore, the great value of the case study approach is that it provides a more detailed, qualitative and exploratory approach to research.

Bell(1999) states" a case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect to be studied in some depth with a limited time scale" (qtd in Nunan,1992,p.86). Additionally, Nunan (1992)stated that"methodologically, the case study is a 'hybrid' in that it generally utilises a range of methods for collecting and analysing data, rather than being restricted to a single procedure"(p.74).Evidently, according toYin(1984) 'A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used'(yin,1984 qtd in Nunan,p.76)

Van Lier(2005)states that" case study research is primarily a form of qualitative and interpretive research, although quantitative analysis are sometimes used if they are deemed relevant. It relates in various ways to other kinds of research, such as ethnography, and experimental research" (p.195).

According to Yin (1994), the case-study design must have the following five components: its research question(s), its propositions, its unit(s) of analysis, a determination of how the data are linked to the propositions, and criteria to interpret the

findings. According to Kazdin (1982), the major characteristics of case studies are the following:

> • They involve the intensive study of an individual, family, group, institution, or other level that can be conceived of as a single unit.
>
> • The information is highly detailed, comprehensive, and typically reported in narrative form as opposed to the quantified scores on a dependent measure.
>
> • They attempt to convey the nuances of the case, including specific contexts, extraneous influences, and special idiosyncratic details.
>
> • The information they examine may be retrospective or archival.

2.2.2.Research Approach

When conducting research it is necessary to determine which approach is being implemented. Hence the ultimate purpose of any research project is to provide answers to questions through the use of a particular research approach depending on the nature and type of research. In fact, there are two basic approaches to research, quantitative approach and qualitative approach. Duff (2008) states that "although generally associated with qualitative research, cases may be analyzed quantitatively as well" (p. 33). Given this, and as the present study employs features of both qualitative and quantitative research methods, namely two questionnaires and a classroom observation , it is vital to devote a section to discussing these two research approaches and highlight their connection to this case study research.

The present case study has been undertaken for the sake of investigating the impact of formative assessment practices on students' motivation using mixed methods approach which involves the combined use of quantitative and qualitative approaches with the endeavour of offering the best of both.

Methodologists argue that the nature of the research tackled , the research questions and the aims of the study determine the research methodology and methods to be used. However it is the researcher's responsibility to decide which specific methodologies will allow him or her to obtain better results. While many researchers opt for a quantitative or qualitative approach in isolation, others however, combine them together in a single study

drawing on the appropriateness of such a combination to answer different types of questions and provide rich data.

In the world of research, there are two main approaches to gathering and reporting information: qualitative and quantitative approaches. The qualitative approach to research is focused on understanding a phenomenon from a closer perspective. The latter is generally carried out to obtain numerical data e.g., numbers and percentages; whereas the former is based on careful and detailed descriptive data that do not make use of statistics .The quantitative approach tends to approximate phenomena from a larger number of individuals using survey methods. In this research corner, I describe methods that are generally used in each strand of research. Each approach has its benefits and detriments, and is more suitable to answering certain kinds of questions.

2.2.2.1. Quantitative Approach

Unlike qualitative approach which is concerned with understanding, quantitative approach is concerned with explaining (the social world). Being so, quantitative research is typically one which operates within positivist assumptions. Blaxter et al. (2006) define positivism in the following words:

> This is the view that social science procedures should mirror, as near as possible, those of the natural sciences. The researcher should be objective and detached from the objects of research. It is possible to capture 'reality' through the use of research instruments such as experiments and questionnaires. The aims of positivist research are to offer explanations leading to control and predictability (p. 60).

The assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically through measuring events and performing statistical analysis. Likewise, social sciences must follow this paradigm for the sake of obtaining data that is reliable, valid, and generalisable.

According to Punch (2005, as quoted in Blaxter et al., 2006) "quantitative research is empirical research where the data are in the form of numbers" (p. 64).The previous definitions reflect, in fact, the major characteristics enjoyed by quantitative research approach as being more scientific and objective and seeks to establish general laws or principles (Blaxter et al., 2006). The findings are more precise, more representative of the population under investigation and can provide a better understanding of the phenomenon

studied because they are statistically calculated. Quantitative researchers are greatly concerned with providing data that is reliable and valid, and aim at using their findings to draw conclusions beyond the participants of their study. This trend is reflected in this study through the researcher's attempt to generalize his findings about the university teachers of El-Oued over the larger population—Algerian teachers—in a bid to draw a further holistic picture on the attitudes of the Algerian English language teachers towards the impact of formative assessment on raising students motivation. According to Cohen et al. (2000), this is one of the attributes of a descriptive case study employing both quantitative and qualitative methods.

Lodico et al. (2010) states that quantitative research often falls into two classes—experimental or non-experimental. The former is designed to determine cause-effect relationships, and the latter—which is the case of the present study—uses numbers to describe preexisting groups or to determine whether a relationship exists between variables.

2.2.2.2. Qualitative Approach

Punch (2005) defines the qualitative research as "empirical research where the data are not in the form of numbers" (Qualitative research is, thus, concerned with the collection and analysis of information in as many non-numeric forms as possible. "It tends to focus on exploring, in as much detail as possible, smaller numbers of instances or examples which are seen as being interesting or illuminating, and aims to achieve depth rather than breadth" (Blaxter et al., 2006, p. 64). Denzin and Lincoln (2005, as cited in Lodico, Spaulding & Voegtle, 2010, p. 34) assume that the role of the researcher in a qualitative study is that of an observer. This position, Denzin and Lincoln add, enables the researcher to uncover reality and give meaning to the phenomena being studied through the power of observation. Other qualitative research techniques—for example, interviews and photographs, and so on—bring the researcher in close contact with the participants in order to capture their perspectives on the meaning of reality. Additionally, qualitative researchers study their participants in naturalistic settings while searching for the meaning and understanding of the human experience (Lodico et al., 2010).

As qualitative research is concerned with *understanding*, it is considered to be deeply rooted in interpretivism. Blaxter et al. (2006) state that interpretivist approaches to

social research see interpretations of the social world as culturally derived and historically situated. Interpretivism is a research paradigm which is based on the notion that social reality is created and sustained through the subjective experience of people involved in communication. It suggests as well that the social sciences are concerned with understanding (of the social world) as compared to explaining, which forms the basis of seeking causal explanations and is the hallmark of the natural sciences. The distinction between understanding and explaining underlies the distinction between qualitative and quantitative research approaches (*ibid.*).

Although there are significant differences between quantitative and qualitative research strategies, which may be viewed as a reflection of the weaknesses of every single approach if dealt with alone, combining both approaches in a single research project would give more strength to the research and more credibility to its findings. Table 2.1. below illustrates the main differences between quantitative and qualitative research approaches:

Qualitative Research	Quantitative Research
• concerned with understanding behaviour from actors' own frames of reference • naturalistic and uncontrolled observation • subjective • discovery-oriented and inductive • process-oriented • ungeneralisable: single case studies • valid: real, rich, deep data • holistic	• seeks the facts/causes of social phenomena • obtrusive and controlled measurement • objective • verification-oriented and deductive • outcome-oriented • generalisable: multiple case studies • reliable: hard and replicable data •particularistic

Table 2.1. Differences between quantitative and qualitative research approaches

(Adapted from Oakley, 1999 as cited in Blaxter et al., 2006, p. 65)

As mentioned beforehand, a good number of methodologists consider the combination of quantitative and qualitative research approaches together in a single study permits researchers to benefit from the advantages of both approaches in order to answer different

types of questions and obtain richer and more reliable data. According to Madrigal and McClain (2012), the advantages of combining both approaches are:

- While quantitative research requires the standardization of data collection to allow statistical comparison, qualitative research requires flexibility, allowing you to respond to user data as it emerges during a session.

- You can use qualitative research to identify the factors that affect the areas under investigation, then use that information to devise quantitative research that assesses how these factors would affect user preferences.

- While quantitative researchers aim at performing statistical analyses, qualitative researchers look for trends in the data, that is, statements that are identical across different research participants.

- Qualitative research studies can provide researchers with details about human behaviour, emotion, and personality characteristics; whereas, quantitative ones can provide numerical data from which important facts about the subject matter can be derived. (p.81)

Drawing on a pragmatist view, the researcher assumed that using qualitative and quantitative approaches would be an ideal methodology to yield convincing answers to the research questions posed and gather more valid and reliable data about the attitudes of El-oued university teachers towards the impact of formative assessment practices on raising students motivation and the teachers conceptions, perceptions and practices of this process. While quantitative information obtained from the questionnaires will provide reliable data that can be measured, classroom observation qualitative information will provide more valid and interpretive data which allow deeper and richer description and analysis of the phenomenon investigated.

2.2.3. Participants

The participants in the present study were selected out from the Department of English language at El-Oued University during the academic year (2015-2016). The sample consists of 100 third year EFL students. 77 are females and 23 males. They belonged to the same age grouping from 19 to 28 and shared approximately the same educational background i.e. they all have studied English for at least 7 years. The teachers who participated in this study were 20 respondents holding different degrees varied from Master, Magister and Doctorate.

2.2.4. Sampling

Sampling is an important component of most educational research projects. According to Cohen et al. (2007), "the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (p. 100). The significance of sampling comes from the fact that the precision of conducting the sampling procedures will determine the extent to which the research findings enable the researcher to draw conclusions beyond the real participants of the study—generalisability.

Sampling refers to the selection of a sample of elements from a large group of objects, and the sample is , according to Lodico et al. (2010), "a smaller version of the population, the group to which the researcher would ultimately like to generalize or apply the results of the study" (p. 25). Samples allow researchers to work with a smaller, more manageable group out of the realistic population.

As this study draws on features of quantitative and qualitative research methods, the researcher used both probability and non-probability sampling strategies to collect data from the students and teachers questionnaires respondents and the classroom observation respectively.

Concerning the quantitative attitudinal questionnaire, a probability simple random sampling technique was used to select respondents. Blaxter et al. (2006) define this technique as one "where every individual or object in the group or 'population' of interest . . . has an equal chance of being chosen for study" (p.164). Many researchers consider simple random sampling as the most widely understood approach among all the

probability sampling approaches for the various advantages it entails. Gorard (2001) states: "Random sampling has two key advantages. It is free of the systematic bias that might stem from choices made by the researcher, and it enables the analyst to estimate the probability of any finding actually occurring solely by chance" (p.19). These two advantages, among others, make the results obtained through randomisation more representative of the population of the study and more reliable.

Talking about qualitative studies, Lodico et al. (2010) argue that "qualitative researchers select their participants by using purposeful sampling. Purposeful sampling involves the selection of participants who have key knowledge or information related to the purpose of the study" (p. 34). Drawing on this view, the researcher opted for a non-probability sampling technique to select participants for the teachers questionnaire. This type of sampling involves "handpicking supposedly typical or interesting cases" (Blaxter et al., 2006, p. 163). That is, researchers generally choose their subjects according to their own judgment. This includes the subjects' ability to provide the information essential for the study depending on their own experiences and knowledge on the study under investigation, the constraints of time, costs, etc.

2.2.5. Research Methods

 As previously articulated, two main data collection instruments were employed by the researcher to gather quantitative and qualitative data, namely two questionnaires and classroom observation. In this vein, Cohen et al. (2000) state that research manuals confirm that questionnaires and observations are two very accepted methods for collecting data in educational research.

2.2.5.1. Students' Questionnaire

The questionnaire is, generally, a document consisting of a limited number of questions or other forms of items designed especially to ask for information appropriate to explain and test research problems (Jonker and Pennink, 2010,as cited in Yaiche). It is, typically, regarded as a useful research instrument that provides qualitative and numerical data on behaviours, attitudes and opinions from numerous informants; therefore, it has been widely employed to investigate problems in many fields, including, behavioural sciences, social sciences and English language teaching research (McDonough and McDonough, 2006). It is defined by Brown as, "Any written instrument that presents

respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (qtd. In Mackey and Gass, 2005,p.92). In the same line of thought, Wilson and McLean view the questionnaire as the suitable data collection method for gathering survey information, providing data of structured and quantitative nature, being able to be administered without the presence of the researcher, and being easy to analyse as well (Cohen et al., 2000). Depending on how they are structured, planned and ordered, the questions or items used in a questionnaire must be designed carefully to obtain valuable qualitative and quantifiable results. In fact, there are several types of questions and response styles in questionnaires, including:

- Factual questions: seek to give the researcher some personal information or facts about the respondents such as demographic characteristics (e.g., age, sex), occupation, level of education and residential location.

- Close-ended questions: precise a variety of responses from which the respondents have to select. In general, this type includes many kinds of questions such as, a) Dichotomous questions which entail a 'yes'/'no' response. b) Rating scale is the one in which degrees or intensity of response are offered in a form of choices to a given question or statement. c) Multiple choice questions are the kind in which a range of alternative responses is prescribed for the respondents to tick only one or several choices. Such questions are used to elicit responses about opinions, attitudes and perceptions.

- Open-ended questions: require the respondents to produce a free piece of writing using their own words through the provision of a blank space (e.g., dotted lines) to fill in. This type of questions seeks to obtain personalized data about views, attitudes and perceptions along with reasons for why such answers are given (Cohen et al., 2000). Closed questions are, thus, quick and easy for the respondents to answer but they do not permit the inclusion of actual opinions, justifications and comments to the prescribed alternatives. However, these questions tend to be easy to code and very useful for quantitative treatment and analysis. Open-ended questions, on the other hand, are difficult and time consuming to administer but they enable the respondents to explain and clarify their responses, and suggest new issues. Hence, the data they provide are of qualitative nature. Nonetheless, if diverse responses are given, it will be a hard task for the researcher to code and interpret them (Dawson, 2009). Accordingly, Dornyei (2007) claims that the

questionnaire may be used to result in three types of data depending on the nature of the questions. It provides factual data about the participants; behavioural data in terms of actions, life styles and habits; and attitudinal data mainly about opinions, beliefs, interests and values. The effective questionnaire is the one that offers valuable information for the researcher, thus the latter has to pay enough attention to the question-sequence and wording while preparing the questionnaire. The most appropriate sequence should be clear and smoothly moving from the general to the specific and from the close-ended questions to the open-ended questions. In the earlier questions, the researcher has to ask for factual information using simple items. Then, move on to closed questions giving unambiguous statements or questions. Finally, the open-ended questions have to be inserted in an accessible way asking for only one piece of information at a time (Kothari, 2004,p.114).

To put in a nutshell, the questionnaire popularity in many fields of research can be attributed to the fact that it is immensely versatile in its nature and exclusively capable of obtaining an incredible quantity of information in a relatively short period of time.

2.2.5.2. Teachers' Questionnaire

The first tool used in this study was an attitudinal questionnaire, which aimed at gauging university teachers' attitudes towards the impact of formative assessment on raising students motivation, the perceptions underlying these attitudes and teachers' instructional preferences. The reason for utilising a questionnaire as the first phase of this study was to gather data from a relatively large sample of the realistic population, that is, the teachers of El-Oued. Cohen et al. (2000) believe that the merits reported on questionnaires place them as very popular data collection methods in educational research. These include:

a) questionnaires are more economical (as they save the researcher's and participants' time and effort),

b) they can be used in small-scale and large scale issues,

c) they encourage greater honesty from respondents as they are anonymous (reliability),

d) they can be administered without the presence of the researcher, and

e) they can be used to provide numerical data.

Although questionnaires are flexible and cheap data collection tools, they might have the following disadvantages: a) the percentage of returns is often too low; b) respondents may be unwilling to write their answers (Cohen et al., 2000).

It is vital for any researcher to identify the scale of measurement (or type of data) to be obtained before determining the questionnaire design, because this indicates the type of statistics to be used to analyse the data (Lodico et al. 2010). Data are of four types: nominal, ordinal, interval or ratio. As for the present study, the researcher aimed at collecting ordinal data—indicate order e.g. from strongly agree to strongly disagree— which were obtained through utilising a Likert rating scale. According to Brace (2004):

> The Likert scale (frequently known as the 'agree–disagree' scale) . . . presents respondents with a series of attitude dimensions (a battery), for each of which they are asked whether, and how strongly, they agree or disagree, using one of a number of positions on a five-point scale . . . . Responses using the Likert scale can be given scores for each statement, usually from 1 to 5, negative to positive" (p.86).

Two major qualities characterise Likert rating scales: a) they combine the flexibility of response with the ability of determining quantitative analysis, and b) they are very useful means for determining attitudes, perceptions and opinions (Cohen et al., 2010).

This study's questionnaire was composed of four sections. Section one was designed to obtain participants' professional and demographic data. Sections two, three, and four aimed to measure teachers' conception of Formative assessment, their perceptions, their instructional practices and the factors impacting on their attitudes respectively. Twenty-four Likert items, each employing a 5-point format, were designed and distributed between the sections two, three and four (Appendix 2).

Apart from the first section wherein participants were asked to tick the appropriate choices and provide the necessary information, the response options for sections two, three, and four were: strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). Respondents were asked to tick once for each item in the space that best represented their opinions. Table 2.2. below shows the number of items in each section and their focus.

SECTIONS	ITEMS	FOCUS
1	——	Background information about participants.
2	1—8	Teachers' conceptions of Formative assessment
3	9—15	Teachers' Formative assessment perceptions
4	16—24	Teachers' Formative assessment practices

Table 2.2. Distribution and Focus of Teachers Questionnaire Items

2.2.5.3. The Classroom Observation

The methodology of participant observation is appropriate for studies of almost every aspect of human existence. Through participant observation, it is possible to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations. In this respect, Marchal and Rosman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79).

The methodology of participant observation is exceptional for studying processes, relationships among people and events, the organization of people and events, continuities over time, and patterns, as well as the immediate sociocultural contexts in which human existence unfolds. Interestingly, observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993). Demunck and Sobo (1998) describe participant observation as the primary method used by anthropologists doing fieldwork.

Put differently, the methodology of participant observation consists of principles, strategies, procedures, methods, and techniques of research. Ultimately, the methodology of participant observation aims to generate practical and theoretical truths about human life grounded in the realities of daily existence. According to(Dewalt &Dewalt, 2002) participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. Besides, it provides the context for development of sampling guidelines. SchensulL, Schensul, and Lecompte (1999) define participant observation as "the process

of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (p.91).

Bernard (1994) adds to this understanding, indicating that participant observation requires a certain amount of deception and impression management. Most anthropologists, he notes, need to maintain a sense of objectivity through distance. He further defines participant observation as the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members will act naturally, then removing oneself from the setting or community to immerse oneself in the data to understand what is going on and be able to write about it. Additionally, he includes more than just observation in the process of being a participant observer; he entails observation, natural conversations, interviews of various sorts, checklists, questionnaires, and unobtrusive methods. Evidently, Participant observation is characterized by such actions as having an open, nonjudgmental attitude, being interested in learning more about others, being aware of the propensity for feeling culture shock and for making mistakes, the majority of which can be overcome, being a careful observer and a good listener, and being open to the unexpected in what is learned (Dewalt &Dewalt, 1998).

2.3. Data Collection Procedures

This section will be dealing with the procedures followed by the researcher to collect the quantitative and qualitative data of this research using the instruments mentioned beforehand, namely, questionnaires and classroom observation.

2.3.1. Piloting the Questionnaire

The term ―pilot study refers to a mini version of a full-scale study, as well as the specific pre-testing of a particular instrument such as a questionnaire or an interview. It is often used to test the design of the full-scale study which, then, can be adjusted. Pilot studies are a crucial element of a good study design.

Before administering the questionnaire to participants, the researcher carried out a pilot study to ensure its quality. Blaxter et al., (2006) define piloting as "the process whereby you try out the research techniques and methods which you have in mind, see how well they work in practice, and, if necessary, modify your plans accordingly" (p. 137). Piloting any data collection tool would increase its reliability, validity and practicality (Wilson and McLean 1994, cited in Cohen et al., 2000, p. 341), because feedback which

researchers receive from participants enables them to reword the items or modify them, add items or delete others, minimise the risks of bias and to correct grammatical and spelling mistakes as well. All in all, the ultimate purpose of the pilot study is to make sure that the tool designed to collect data is suitable to be used on a larger scale (Cohen et al., 2000).

The pilot study of the questionnaire was conducted during the 1st week and 3rd week of December 2015 and went through two main stages. First, it was critiqued by an experienced university teacher, who expressed his satisfaction with the form and content of the questionnaire design and proposed a few suggestions. The second phase of the pilot study was carried out with 5 university teachers, who were purposefully selected from the realistic population of the study, therefore, represented the research population. The five teachers (two females and three males). All of them hold Magister degrees .Their working experience ranged from three years to more than seven years.

The researcher had either studied or worked with all participants of the pilot study. Thus, he was quite aware of their competence, commitment and willingness to contribute to such studies. In order to investigate potential areas for further investigation, a preliminary questionnaire was administered to three students from third year LMD English language one week before the administration of the survey questionnaire to check the usability of the questionnaire items. Indeed, Confusing or misleading items were eliminated from the questionnaire.

They were thought to be able to spot any inconveniences, vagueness of contents, and/or any other problems with this data collection method. These were the reasons behind the selection of the pilot study participants. Among the five cases of the questionnaire pilot study, one was sent by e-mail (electronic) and the others were given by hand (hard copies).

All the questionnaires—electronic and print—were returned, and feedback from the experienced university teacher and participants resulted in a few changes such as reordering the scale values from 5–1 to 1–5 in sections two, three and four; correcting some spelling mistakes; and reordering the items of section four. In addition, participants found no difficulty in understanding the statements and ticking their choices.

2.3.2. Distribution of The Questionnaire

There are many different ways to administer questionnaires. According to Blaxter et. al (2006), questionnaires can be administered face-to-face, by post, over the telephone, or over the Internet.

The questionnaire was distributed to 100 third year students studying English Language at the university of El-oued in order to investigate how formative assessment impacts their motivation and attitudes towards English language learning.

The researcher explained and clarified the purpose of the research to the participants before questionnaire distribution. The questionnaire was done in the presence of the researcher to illustrate any difficulty might happen and to ensure comprehension. Respondents were reminded that their participation will be kept confidential and used for research purposes only.

Prior to the distribution of the questionnaire, the researcher carried out many telephone calls and sent many e-mails to teachers asking for their help in recruiting participants for the questionnaire and explaining its focus. After positive response was received, distribution of the questionnaire started.

2.3.3. Carrying out the Participant Observation

For systematic data collection on English teachers formative instructional practices and their impact on raising students motivation, Actually four sessions of the teachers were observed and the results recorded with some reflections made. This tool was particularly adapted because it has the greatest potential to represent all aspects of formative assessment practices that can help teachers and students focus on their teaching and learning progress . Additionally, it may serve as a reflection of teacher increased understanding of this process. The tool also provides a useful bridge between theory and practice by laying out a foundation for a good assessment practice which is used formatively to enhance students motivation.

The observation therefore focused on the teaching and learning activities that went on during the teaching and learning process (e.g. grouping of students for instruction, assessment during the course of the lesson, the content of lesson and independent work, evidence from classroom discussion and interaction, etc.).

Observation is an appropriate instrument because it enables the observer to study a phenomenon (actions or behaviors) in its reality as well as gather data first-hand. This prevents interpolation of information by factors that stand in between. On the grounds of this opportunity, the researcher was able to track information about the teachers instructional practices in general and their formative assessment practices in particular.

2.3.4. The Aim of Classroom Observation

While collecting data through observation, the researcher aims to provide careful descriptions of students' motivation and its related constructs such as interest, needs, ,engagement, actions and self-esteem through and activities in the classroom. It offered the observer with the opportunity to record direct information as it occurs in a setting. The researcher as participant observe two sessions and then acted as a teacher to be observed by a colleague. Indeed, the researcher tries to investigate and record the phenomenon of interest in order to achieve a complete understanding of what is happening during the observation section, and to gain an objective sight of the setting being investigated. Moreover, regular observations of the participants in the selected site enabled the researcher to achieve profound understanding of the participants' motivation in context and collect data of qualitative and quantitative nature.

To put in a nutshell, observation was used as a means to explore and describe how EFL students motivation is impacted by the implementation of formative assessment practices. The researcher will be able to see how students learn, behave, interact, participate, and experience the setting and of course the impact of such practices on their motivation. Therefore, a kind of observational design was adopted to the planning of a particular schedule as it will be discussed in the following sub-section.

2.3.5. The Description of Participant Observation

Participant observation, for many years, has been a hallmark of both anthropological and sociological studies. In recent years, the field of education has seen an increase in the number of qualitative studies that include participant observation as a way to collect information. Qualitative methods of data collection, such as interviewing, observation, and document analysis, have been included under the umbrella term of "ethnographic methods".

The researcher conducted the classroom observation phase in the first week of May,2015 at the university of Eloued. The researcher played the role of participant observer presented two sessions in his oral expression class of Third year students. The first two session passed without the incorporation of formative assessment practices while in the second session, the teacher introduce three formative assessment practices, namely Think-pair-share, The Four Corners and Exit Slips. The next two sessions were presented by another teacher of Oral Expression and did his sessions as previously mentioned. The aforementioned practices are introduced in a bid to know their impact on students' involvement, engagement and motivation.

In conducting this research , the researcher adopted the role of teacher participant observer since he presented two sessions integrating formative assessment practices to investigate students' motivation. The researcher presented the sessions, observed and videotaped the classroom interactions, actions, engagement and motivation.

All observed classes were videotaped and thus all participants were aware that the researcher was doing the observations. The entire duration of each class was observed and recorded, with the exception of the fifteen minute break. The researcher did interact with the students in order to engage them in the activities let them to be active participants in the learning process not just as passive recipients of knowledge .

The researcher explained the research project to the helping teacher in order to obtain his permission to be observed and to participate in the research. The researcher also explained the purpose of the study to him but did not inform him of the specific research questions. Once the teacher agreed to participate, the researcher explained the general objective of the research to the students and told them that he would be in the class holding an observation grid and taking field notes .At this point, the researcher asked the students for their the consent to participate and be videotaped. Also made it clear that they had the right suspend their participation at any time.

In the data collection phase, the researcher observed the videotaped classes. This was described above. The final phase took place on the last day of observation, when he thanked the students for having participated in the research study. He reminded them that their identities would be kept strictly confidential and the video would be forwarded to the researcher and used exclusively for research purposes.

2.4. Data Analysis Methods

Responses of participants gathered from the questionnaires and observations represent the raw data essential for the researcher to carry out the necessary analysis. One of the purposes of analysis is to seek explanation and understanding. So, at this very stage, it is vital for researchers to organise and prepare the data gathered for analysis; be aware of the available data analysis methods; decide on the most suitable one for their research; and be ready to summarise their findings accurately and draw up practical conclusions from them. As the data collected in this study is both quantitative and qualitative, different methods of analysis will be adopted. These methods are explained below.

2.4.1. Quantitative Data Analysis

According to Cohen et al. (2000), any quantitative researcher should engage in a very essential process before analysing data, i.e., 'data reduction'. This process consists of two main stages: editing and coding. Editing aims at identifying and eliminating errors made by respondents, and according to Moser and Kalton (1977), it accomplishes three tasks:

1- Completeness: refers to whether or not all questions are answered,
2- Accuracy: refers to whether or not all answers are accurate (mistake-free),
3- Uniformity: refers to whether or not the interviewer has interpreted instructions and questions uniformly (cited in Cohen et al., 2000, p. 348).

The second stage in reducing data is coding. This implies assigning values or scores to each answer or statement to allow for statistical analysis to go smoothly. Depending on the design of the questionnaire itself, coding can be planned before the completion of the questionnaire (pre-coding), or can be developed after it (post-coding) (Cohen et al., 2000).

For the case of the present study, and as the researcher is employing a Likert rating scale, all statements were coded in advance. Each statement in the questionnaire had five options of response with a different score for each one: strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). Being so, the major task at this stage was to check that all statements were ticked appropriately and that there were no ambiguous responses. After the accomplishment of the process of data reduction, analytical procedures of the raw data started.

As quantitative studies provide data in a numeric form, descriptive statistics can be used to analyse this type of data. Lodico et al. (2010) state that "almost every study using a quantitative measure will use descriptive statistics to depict the patterns in the data" (p. 48). Descriptive statistics used in this study entails calculating frequencies (the number of times a score happens) and percentages (the percentage of each score) for every statement in the questionnaire. Summaries are, then, represented in frequency tables and bar charts. All of these analytical procedures can be produced by hand, or by computer using either a spread sheet or a statistical package such as SPSS (Gorard, 2001). In this study, the researcher used a spread sheet.

2.4.2. Qualitative Data Analysis

Analytical procedures followed when analysing qualitative data may differ from those applied for analysing quantitative data due to the nature of the factual information obtained from qualitative data collection methods—classroom observation in the case of this study. Thus, the qualitative analysis is almost inevitably interpretive and less accurate than quantitative analysis which draws on numerical data (Cohen et al., 2000).

Creswell (2012) assumes that "There is no single, accepted approach to analyzing qualitative data, although several guidelines exist for this process . . . . It is an eclectic process" (283). The rule of thumb in any qualitative data analysis is to establish themes or trends that arise from participants' responses; and this can be achieved through extensive reading and highlighting emerging patterns. Within this respect, Madrigal and McClain (2012) postulates that hearing a statement from three participants and more makes it a trend or theme.

Creswell (2012) proposes six steps for analysing and interpreting qualitative data:

1- preparing and organizing the data for analysis;
2- exploration of the data through the process of coding it;
3- using the codes to develop descriptions and themes;
4- representing the findings through narratives and visuals;
5- making an interpretation of the meaning of the results;
6- conducting strategies to validate the accuracy of the findings.

Qualitative analysis may be carried out by hand or through the use of a computer. However, and since qualitative computer software programs need some training, many

researchers prefer to hand analyse their data, particularly, when their database is rather small (Creswell, 2012). Hand analysis enables researchers as well to keep track of files and locate text passages (*ibid*.).

As for the present study, the researcher resorted to an eclectic approach to hand analyse the qualitative data. This process involved reading all field notes many times; marking essential statements and jotting down notes, dividing them into categories according to the questions and grids of the observation in a bid to establish themes; representing the findings through narratives and visuals; interpreting the data; and finally drawing conclusions.

2.5. Conclusion

This chapter included three major sections: the research methodology, the data collection procedures and the methods of data analysis. Within research methodology, the research design and approach were fully discussed together with the participants, the sampling techniques and the data collection tools. A detailed justification of the different methodological choices was as well given. Secondly, all data collection procedures were thoroughly described. This included the pilot study, the questionnaires administration, the selection of the participants, and the carrying out the observations. Finally, the chapter ended by presenting the statistical analysis techniques used to analyse the raw data. Analysis and interpretation of the quantitative and qualitative data collected will be presented in chapter three.

CHAPTER THREE

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

 In the previous chapter the researcher has described the design of the present research work which involved the selecting of a number of data collection techniques, namely classroom observation and two questionnaires. The main results obtained from the three data collection tools are going to be systematically analysed, discussed, and interpreted in this chapter in an attempt to answer the outlined research questions.

 The discussion attempts to illuminate classroom teachers perceptions and understandings of the value and the impact of formative assessment on students motivation. This chapter, therefore, stands for the practical (analytical) part of the study which involves the combine use of both qualitative and quantitative data analysis techniques.

3.2. Analysis of the Students' Questionnaire

 Quantitative findings of the students' questionnaire are divided into two sections. The first section presents the background information of the participants. The second section examines students' attitudes towards the impact of formative assessment practices and its effective role in enhancing El-oued University students' motivation towards learning English Language.

3.2.1. Students' Background Information

  This section provides a thorough analysis of the questionnaire participants' demographic information including two main variables: gender, age. This analysis is supported by pie charts.

3.2.1.1. Gender

 Participants of the study were one hundred (100) Third Year LMD students at the university of El-Oued at English Language Department. Figure (1) below shows that the female students rated higher than males. 78% of the participants were female (N=78) and 22 of them were males (N=47). 78 (females) are about three times the number of males (22).
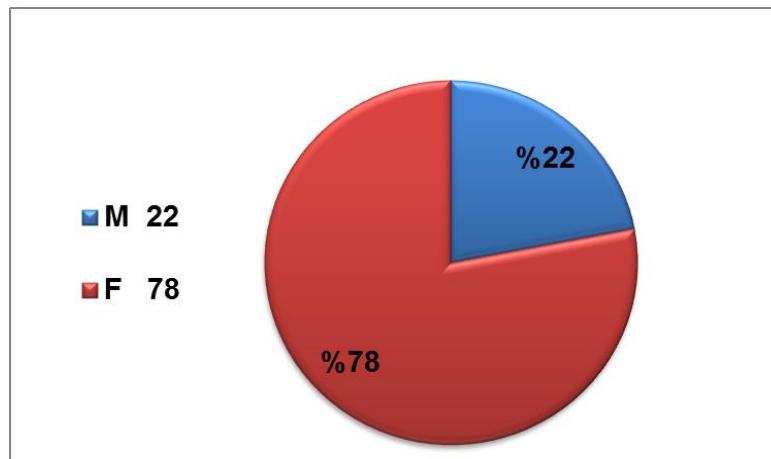
Pie chart 3.A. Students' gender

3.2.1.2. Age

Age of the respondents were classified into five (5) categories of age range. Figure (3.B)below displays that 77% of participants (N=77) aged between 20 years and 22, and 13% of them form(N=13) were between 23 and 25. Students whose ages range from 26 to 28 responded 4% of the participant (N=4), and those from 29 to 30, 2%, that is (N=2) students. Those who exceeded 30 responded 4% of the participants (N=4).
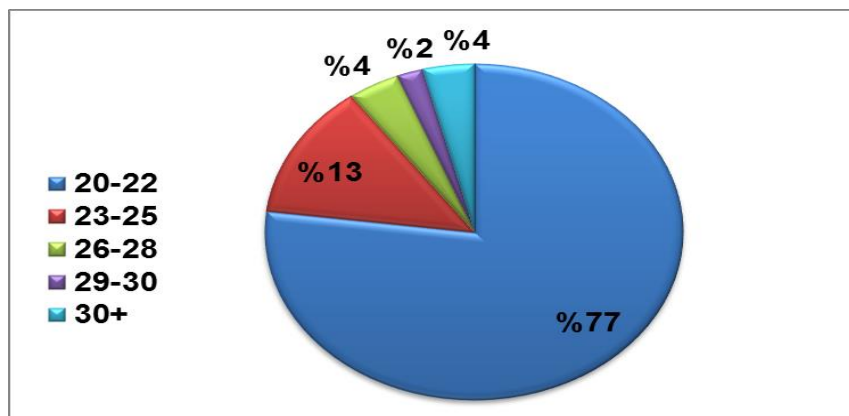
Pie chart 3.B. Students' age

3.2.2. Students' Attitudes Towards the Impact of Formative Assessment

The second section of the questionnaire seeks to gauge students' attitudes towards the impact of formative assessment on raising students motivation in EFL classes at the university of Eloued in a bid to answer the first research question. It comprises eleven statements that examine different aspects of factors and elements of formative assessment. Frequencies and percentages of students' responses to the eleven statements are summarised

in Table 3.1. below, then, each statement is represented through a bar graph and analysed independently.

S.	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1	40	40	54	54	3	3	3	3	00	00
2	39	39	38	38	16	16	6	6	1	1
3	29	29	58	58	9	9	4	4	00	00
4	19	19	56	56	18	18	3	3	4	4
5	33	33	33	33	14	14	15	15	5	5
6	16	16	58	58	21	21	5	5	00	00
7	26	26	40	40	21	21	11	11	2	2
8	31	31	41	41	18	18	6	6	4	4
9	43	43	39	39	12	12	5	5	1	1
10	41	41	49	49	6	6	3	3	1	1
11	24	24	51	51	18	18	6	6	1	1

Table 3.1. Frequency and percentage distribution of students' attitudes

Statement 1: Current feedback system helps in raising students' performance level. This statement is intended to find out whether the feedback students receive from their teachers and peers raises their performance or not. The findings in figure(3.1) below show that respondents strongly agreed , and agreed to this statement respectively 54% agreed, 40% strongly agreed (i.e., a total of 94%), and 3% were undecided. Students who disagree with the statement were 3%.
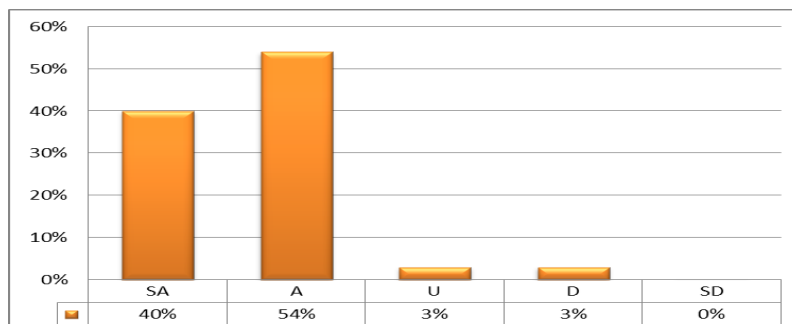
Bar graph 3.1. **Feedback helps in raising students' performance**

Statement 2. Formative assessment activities are aimed at achieving students' learning objectives. This statement is concerned to check the effectiveness of the activities and practices the teacher uses to help students achieve their learning objectives. The respondents responded respectively with 39% strongly agreed and 38% agree, (with a total of 77%) while 16% neither agree nor disagree. 6% of the respondents replied disagree to the statement and 1% strongly disagree.
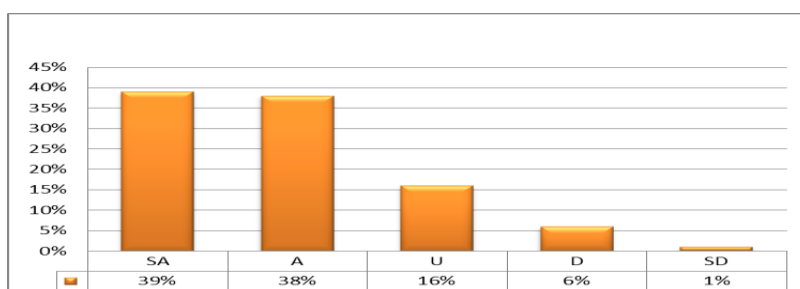
Bar graph 3.2. **Formative assessment to achieve learning objectives**
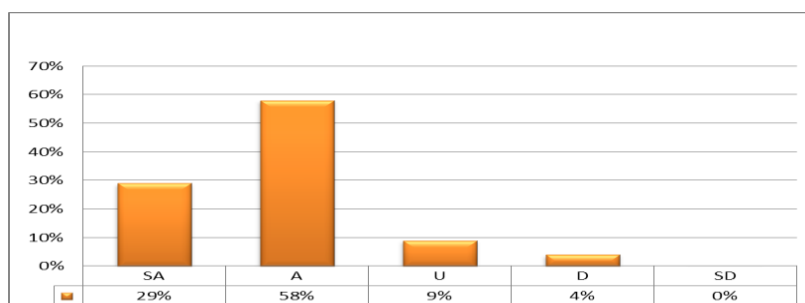
Statement 03: Feedback system is effective in evaluating student's learning needs. This statement describes whether feedback system is useful in measuring their learning needs. Initially, the agreement rate was very high 58% agreed and 24% strongly agreed with statement , 9% were undecided, and 4% disagreed.

Bar graph 3.3. **Feedback is effective and student's learning needs**

Statement 04. Formative assessment helps in raising students' motivation. This statement shows the impact of formative assessment on raising learners motivation. It can be inferred from student responses that most of the students see formative assessment as motivational tool. Hence 56% reflects the response "strongly agreed". Nineteen (19) means 19% indicate agreement to this statement. Despite that, a sum of 75% responses out of the total responses of 100 with a cumulative percentage of 75%. However 18% of the respondents replied undecided , 3 % disagree , and 4% strongly disagree.
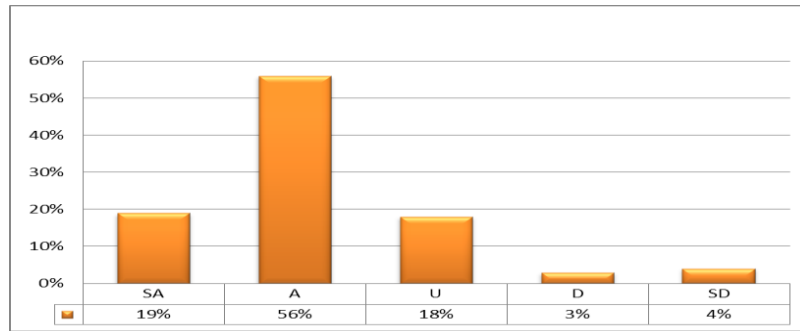
Bar graph 3.4. **Formative assessment raises students' motivation**

Statement 05: Formative assessment system is effective in giving opportunity of self-evaluation. This statement means that classroom assessment system gives learners the opportunity to evaluate themselves. Interestingly 33% of the responses say strongly agree and agree respectively, while 14% were undecided, 15 respondents (15%) disagree with the statement and 5% strongly disagree.
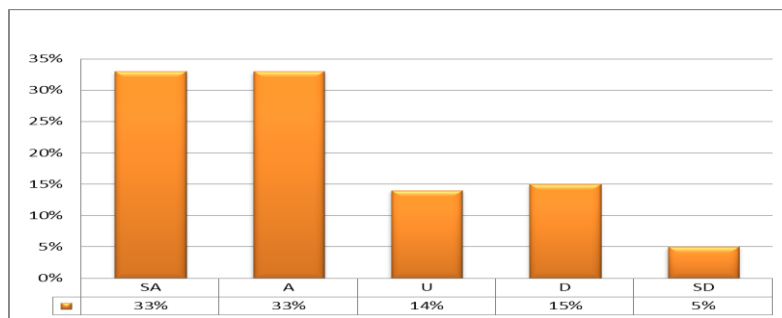
Bar graph 3.5. **Classroom assessment is effective in self-evaluation**

Statement 06. Current formative assessment helps students to become aware of potential gaps between their current learning and desired learning. As shown in figure (3.6) below, they expressed their agreement and 16% showed strong agreement with the statement when considered together , these two agreement rate constituted 74% , that is 74 respondents out of 100. While 21% remained undecided, 5% of the respondents replied disagree to the statement.
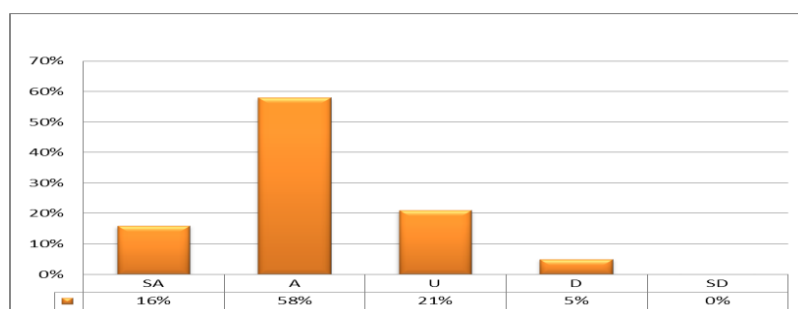
Bar graph 3.6. Formative assessment and students potential gaps

Statement 07. Formative assessment guides students through ways which they can remove the potential gaps and improve their weakness. As reported, figure (3.7) illustrates that 100 responses given in the above item, 26% of the responses were in favour of "strongly agree" as well as 40% indicates "agree". Interestingly 21% indicated they are "undecided". Among the remaining responses 11% replied disagree and 2% disagree.

	SA	A	U	D	SD
■	26%	40%	21%	11%	2%
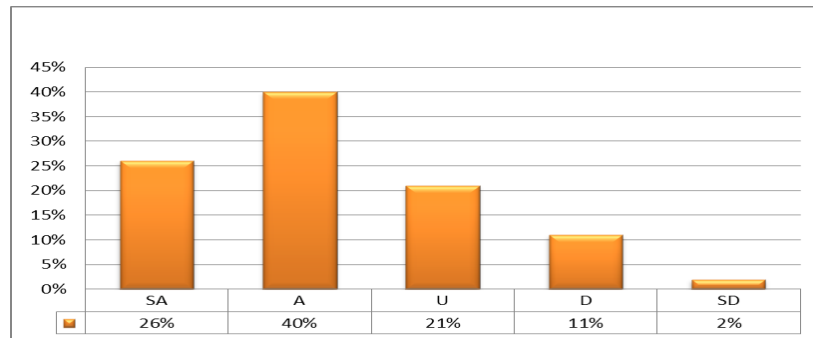
Bar graph 3.7. Formative assessment to remove potential gaps

Statement 08: Students get individual attention of instructor in areas of weaknesses. To this particular statement, 31% and 41% of responses say that they strongly agree and agree respectively. Making an aggregate of 72 with percentage 72%. Also 6% said they disagree and 4% strongly disagree while 18% remained undecided.

	SA	A	U	D	SD
■	31%	41%	18%	6%	4%
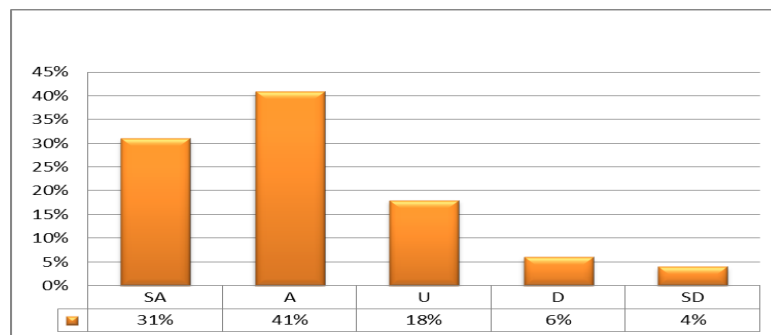
Bar graph 3.8. Attention of instructor in areas of weaknesses

Statement 09: Formative assessment helps in identifying your strengths and weaknesses. Through this statement, 43% of the respondents selected strongly agree and 39% replied with agree, thus cumulative percentage of 82% .Additionally, 6% of the respondents indicated undecided and 3% replied disagree to the statement, and 1% said strongly disagree.

	SA	A	U	D	SD
■	43%	39%	12%	5%	1%
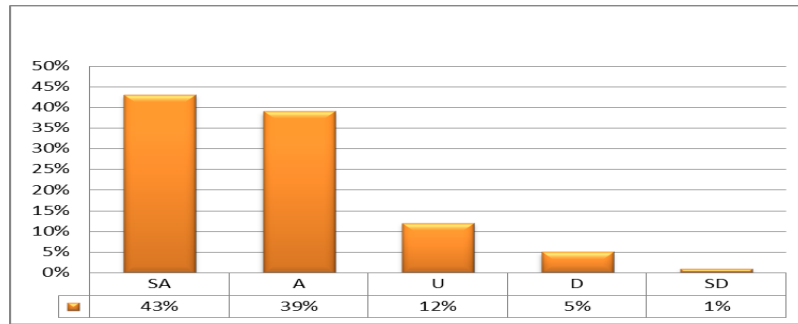
Bar graph 3.9. Formative assessment to detect strengths and weaknesses

Statement10. Formative assessment encourages students to improve their performance in learning. The findings revealed that classroom assessment improves students' performance. For instance, 41% of the respondents said they strongly agree and 49% of the respondents agree, both giving percentage sum of 90%. However 5% replied disagree with the statement and 1% strongly disagree, the remaining were undecided.

	SA	A	U	D	SD
■	41%	49%	6%	3%	1%
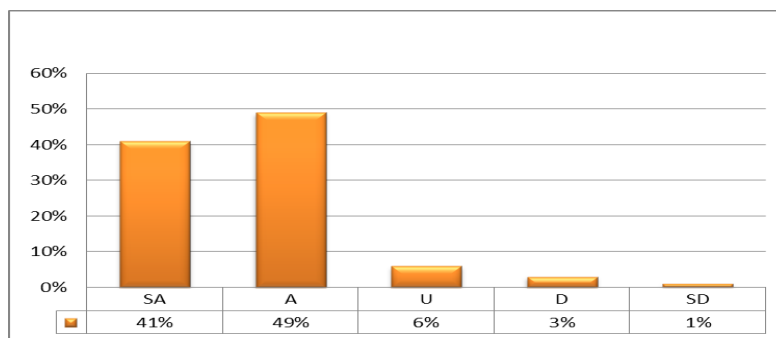
Bar graph 3.10. **Formative assessment to improve students' performance**

Statement 11. Formative assessment suggests the ways which learning could be improved. This statement shows that 24 respondents replied that they strongly agree and 51% of them also agree to the fact that formative assessment practices improve learning. Thus, it can be said that these two responses computed gives a cumulative percentage of 75% and 6% disagree and only one agree, the remaining 16% were not sure.

	SA	A	U	D	SD
■	24%	51%	18%	6%	1%
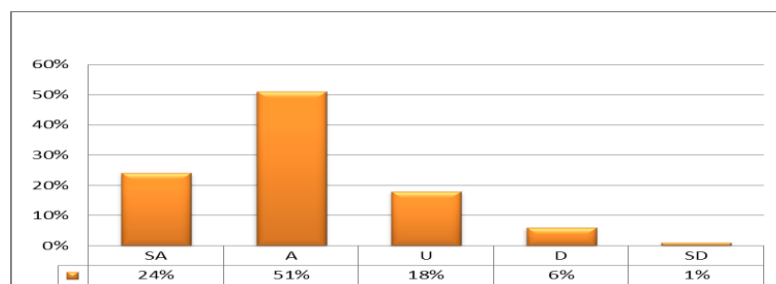
Bar graph 3.11. **Formative assessment to improve learning**

3.2.3. Discussion and Interpretation of Students' Questionnaire

The major purpose of this descriptive research was to investigate the impact of formative assessment on raising students motivation. The findings of this study based on the views and attitudes of the participants regarding how they can positively benefit from the results of formative assessment practices in their learning.

In the beginning, the first statement in the results revealed that current feedback system raises student performance level. In effect, formative feedback was effective in helping the L2 learners acquire the target language. Indeed, this is largely clear that most of the participants agree with this statement. Actually, formative feedback gives students signs about their progress and help them improve their learning. It seems that formative feedback lead to increases in language proficiency.

In the second statement, most of the informants show their agreement about the effectiveness of formative assessment in achieving their learning objectives. As for the importance of feedback in evaluating students' needs as stated in statement three, most of the participants showed their agreement and declared that through substantial feedback and constructive formative assessment they can express and show their learning needs. In sum, formative assessment allows students to receive feedback; precisely, the points they need to concentrate on and it shows them what to do next to improve.

More importantly, the impact of formative assessment in raising students motivation is widely seen here. Surely, the majority of the informants react positively to this statement. Moreover, in statement five, showed that formative assessment is potential strategy in giving opportunity for students to self-evaluate. Evidently, most of the respondents express their agreement to the statement. Indeed , in self-assessment students reflect on the quality of their work, judge the degree to which it reflects stated goals or criteria. Therefore ,it is useful to engage students in a careful self-assessment to boost learning and achievement. It does so by providing them with constructive feedback about their own understandings and performances. Besides, actively involving students in self-assessing their work has been associated with remarkable improvements in performance. Further, self-assessment help students to be more confident because they feel that their self-esteem is high and actively seek help from their teacher and fully engage in learning.

It is highly advisable that teachers introduce self-assessments which can lead to an open interaction with students and give teachers a better understanding of students' difficulties in

performance. When students become self-assessors of their works, they will have some kind of judgment about their progress. Indeed, when teachers help students appreciate their strengths and detect their weaknesses, students become more effective in improving their learning skills which in turn, leads them to be highly motivated and their awareness is raised. In short, self and peer assessment are considered as effective tools to improve student learning ,where students become active participants of the whole process of language learning and to be aware of their individual improvement as autonomous lifelong learners.

In addition, it is well known that formative assessment helps students to become aware of potential gaps between their current learning and desired learning. Indeed, the results demonstrate that the majority say yes to this particular statement. Formative assessment is intended to modify his or her thinking or behaviour for the purpose of improving learning .It can also be used to identify gaps in learning.

Undoubtedly, formative assessment guides students through ways to remove or bridge the potential gaps in learning and improve their weaknesses as in statement seven. In fact, through results, most of the respondents agree with the statement. Consequently, formative assessment helps teachers and students identify their strengths and weaknesses. As it is mentioned, 72% of the students show their preference of formative assessment as a useful tool to detect flaws and positive points in student performance. Interestingly, whenever a teacher identifies a student's weakness, s/he should make it clear that the comments relate to a particular task or performance, not to the student as a person. More importantly, the results indicate that formative assessment is of paramount importance specifically in improving students' performance and learning as a whole. This can be clearly seen in statements ten and eleven respectively when the majority of respondents expressed thier positive agreement.

Finally, it is worthy to note that formative assessment with its informative feedback can strongly influence motivation, encouraging interest, commitment, and responsibility as active parts in their learning . In short, the role of effective feedback on a student's progress is undeniable. Certainly, it helps students identify gaps in knowledge to reach the desired learning outcomes and to clarify what good performance is. In essence, the process of formative assessment facilitates self-assessment to help students reflect on their learning. In this vein, formative feedback delivers high quality information to students about their learning and encourages peer dialogue among students which in turn, encourages positive motivational beliefs and self-esteem.

3.3. Analysis of the Teachers' Questionnaire

Quantitative findings of the teachers' questionnaire are divided into four sections. The first section presents the background information of the participants. The second section investigates teachers' attitudes towards the conception and understandings of the formative assessment process. The third section explores the teachers' perceptions of formative assessment process on their instructional practices to know its usefulness. The fourth section elaborates on the formative assessment practices that teachers implement in their classrooms. That is, to know whether or not teachers incorporate formative assessment practices in their classes.

3.3.1. Teachers' Background Information

This section provides a thorough analysis of the teachers' questionnaire demographic information including four main variables: gender, age, degrees, and years of teaching experience. This analysis is supported by pie charts.

3.3.1.1. Gender

Participants of the study were 20 English Language teachers from El-Oued University. Eleven (or 55%) of the sample were female teachers and nine (or 45%) were males. Figure (3.C.) below displays the percentage of both males and females participated in the present study.
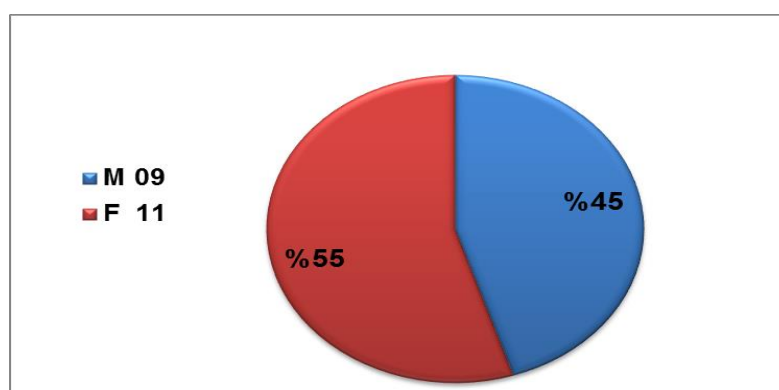

Figure 3.C. Teachers' gender

3.3.1.2. Age

Twenty completed questionnaires were received from teachers who are teaching English Language at the university of El-Oued. The ages of the teachers in the sample were classified into four categories of age range. As displayed in Figure(3.D)   below, 40 % of the

participants (N= 8) were between 20 and 29 years, and 30 % of them (N= 6) were between 30 and 39 years. Teachers whose ages exceeded 50 represented 10% which is the last teachers percentage that counted the lowest number (N= 2). The total percentage of first two age ranges amounts to 70 %, which means that the majority of the teachers are youth.
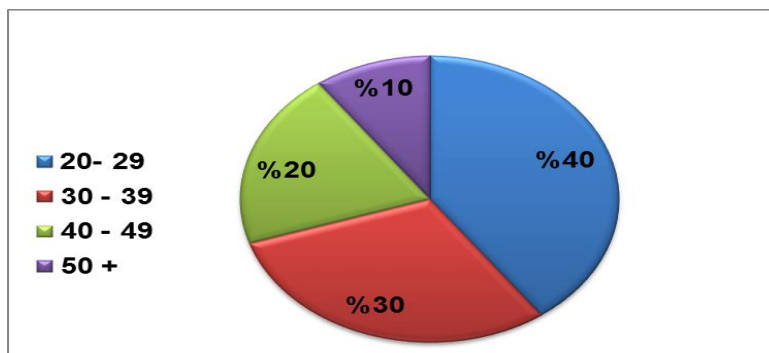
Figure 3.D. Teachers' ages

3.3.1.3. Teaching Experience

Participants' teaching experience ranged from one year to more than twenty years. 50 % of them had an experience less than five years, and 30% were between five and 9 years. Teachers experienced between ten and twenty years represented 10 % of the number of participants. There were just two teachers who had had an experience of more than twenty years which amounted to 10 % of the participants.
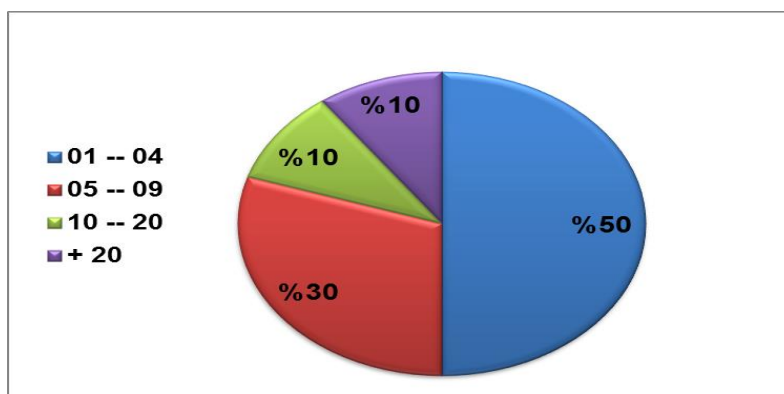
Figure 3.E. Teachers' years of teaching experience

3.3.1.4. Academic Degrees

As in Figure (3.F) the number of teachers who had magister degree was the largest (N=13) representing a percentage of 62 %, these teachers had degrees whether in applied Linguistics, Didactics, Literature or Translation. Second highest rate was for the teachers with

Master's degree and Classical Licence represnting 32%, that is, 6 teachers. One teacher had Doctorate degree.

Figure 3.F. Teachers' academic degrees

3.3.2. English Language Teachers' Conception of Formative Assessment

   The second section of teachers' questionnaire seeks to gauge teachers' attitudes towards the concept formative assessment process and to show their understandings of its practices in their classes in a bid to answer the second research question. It comprises eight statements that examine different a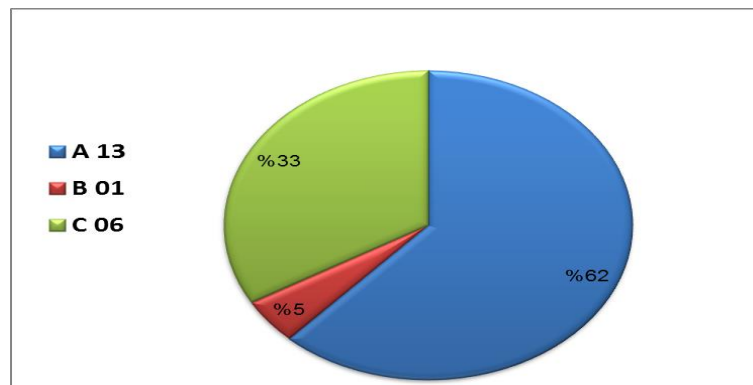spects of teachers' attitudes. Frequencies and percentages of teachers' responses to the eight statements are summarised in Table (3.2) below, then, each statement is represented through bar graphs and analysed subsequently.

   Table (3.2) shows responses from the questionnaire administered to twenty (20) respondents in an attempt to address teachers knowledge of formative assessment process with certain responses provided in that regard.

S.	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
1	15	75	3	15	2	10	00	00	00	00
2	11	55	7	35	00	00	00	00	2	10
3	13	65	7	35	00	00	00	00	00	00
4	8	40	9	45	2	10	00	00	01	05
5	4	20	3	15	1	5	00	00	12	60
6	7	35	10	50	3	15	00	00	00	00
7	7	35	8	40	2	10	3	15	00	00
8	12	60	5	25	00	00	1	5	2	10

Table 3.2. Frequency and percentage distribution of teachers' conception

Statement 1. It is a "continuous" or "ongoing" instructional process. Regarding the first statement , as shown in Table (3.2) , suggests that the teachers who responded to this particular questionnaire statement understand that formative assessment is continuous, therefore, a valid percentage of 75%, a representative of 15% of the respondents and 15 (3%) respondents strongly agreeing and agreeing to the statement respectively. Two of the respondents replied undecided with a percentage of 10%.

|	SA	A	U	D	SD
	75%	15%	10%	0%	0%
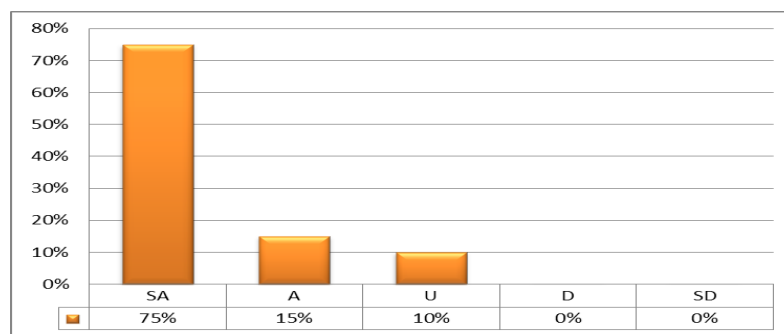
Figure 3.12. Formative assessment is a continuous process

Statement 02: Students are active participants of learning and need to evaluate and monitor their own understanding**.** The purpose of this statement is to show how English Language teachers' responses to the item "students are active participants of learning and need to evaluate and monitor their own understanding". The findings stated that most of the teachers conceive their students as active stakeholders of their own learning who need to evaluate and monitor their own learning process. For instance, 11 of them (55% valid percentage) said they strongly agree, 7 respondents (a valid percentage of 35) responded agree, both giving percentage sum of 90%, while only 2 respondents (10%) disagree with the item.

	SA	A	U	D	SD
	55%	35%	0%	0%	10%
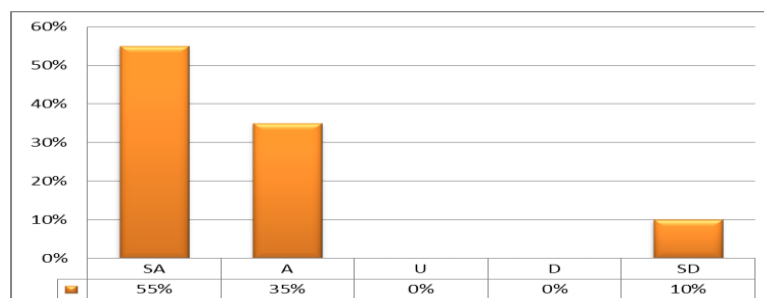
Figure 3.13. Students as active participants of learning

Statement 03: Formative assessment is used to provide feedback and to improve instructional strategies**.** Through this questionnaire statement, statistics also show English Language teachers' responses to this statement "formative assessment is used to provide feedback and to

improve instructional strategies". An shown in the table (3.2), a large number of 13 respondents out of 20 with a valid percentage of 65 replied that they strongly agree and 7 respondents (35%) also agree to the fact that formative assessment is used to provide feedback and to improve their instructional strategies. Actually, these two responses computed gives a cumulative percentage of 100.

	SA	A	U	D	SD
	65%	35%	0%	0%	0%
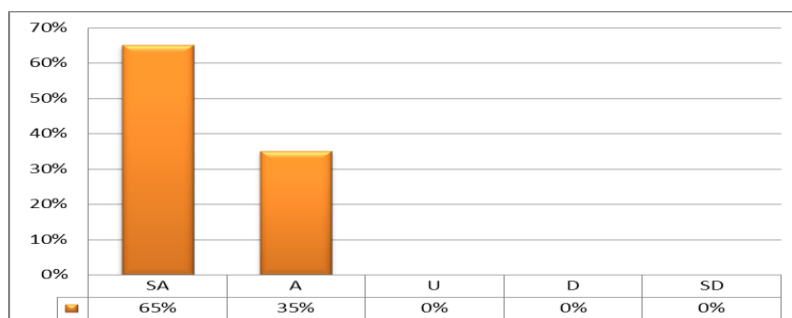
Figure 3.14. Formative assessment to improve instructional strategies

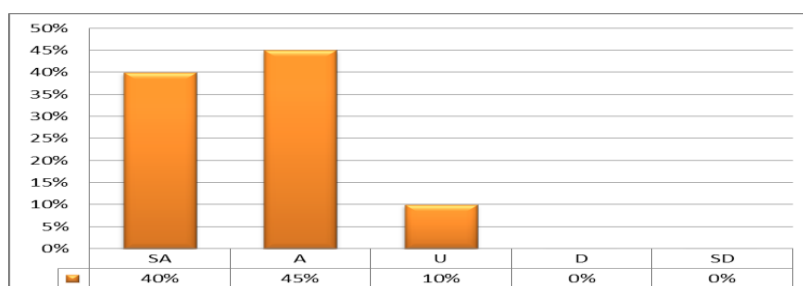**Statement 04.** Formative assessment is used to close the gap that exists between what is learnt and what is yet to be learnt. It can be deduced from Table (3.2), statement 4 that, respondents conceive formative assessment as such. Hence 8 (40%) responses on the table reflect the response strongly agree. Nine (9) (45%) also indicate agree to this. however, a sum of 17 responses out of the total responses of 20 with a cumulative percentage of 85. In the same run, (2) not sure (10%), disagree (0%) and strongly disagree (1) (5%).

	SA	A	U	D	SD
	40%	45%	10%	0%	0%

Figure 3.15. Formative assessment to close the learning gaps

Statement 05. Formative assessment is for the purpose of grading, ranking and certifying students at the end of their programme of study, end of term or unit. The statement 5 as Table (3.2) illustrates, of the 20 responses given to the above item, 4 (20%) of the responses were in favour of strongly agree as well as 3 (15%) indicating agree. While the remaining responses, strongly disagree was ticked the most frequently with 12 (60%) .Just one (5%) indicated that he is not sure.
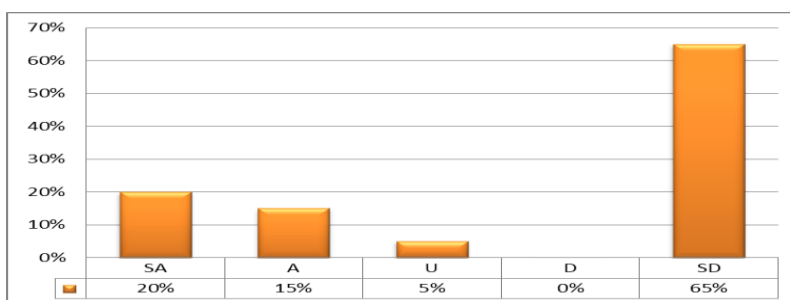
Figure 3.16. Formative assessment is for grading and ranking

Statement 06. The use of integrated strategies enhances learning (performance) and motivates a shared responsibility for learning among learners. To this statement, participants answers varied for instance, 7 (35.%) out of 20 responses attest to the teachers saying they strongly agree to the statement. Also 10 (50%) said they agree making an aggregate of 17, thus a cumulative percentage of 85.Three (15%) respondents on the table indicated undecided.
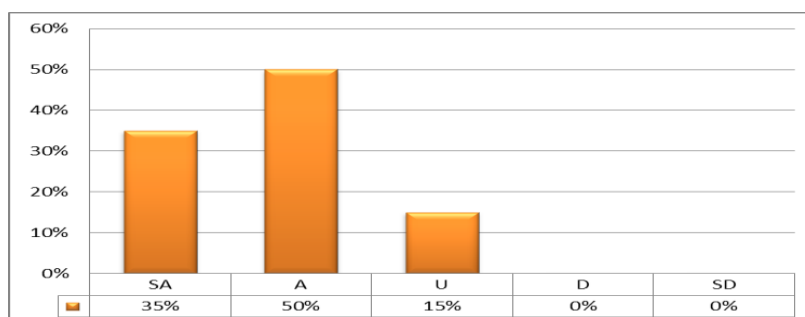
Figure 3.17. Performance and motivational strategies

Statement 07. Formative assessment creates an avenue for learners with a myriad of skills to track and manage their own learning development. Dealing with this particular questionnaire statement, (7) teachers (35%) out of 20 responses ticked, selected strongly agree that their understanding of formative as the statement stated on the questionnaire. Regarding the response agree, 8(40%) responses as can be seen from Table (3.2) , statement 7. Besides, 2 (10%) responses also went in for not sure, 3(15%) disagreed and no respondent indicating strongly disagree.
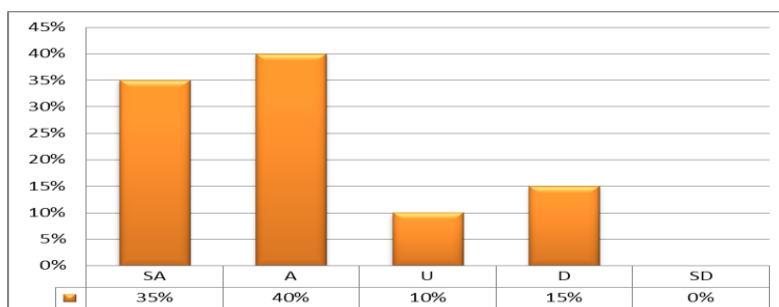
Figure 3.18. Formative assessment manages learning development

Statement 08. Peer and self-assessment of students' learning is part of formative assessment. This marked the last statement in Section B of the questionnaire that intended to gather English teachers' formative assessment conceptions. As previously shown in Table (3.2) , item 8, 12 respondents making 60% answered strongly agree, 5 (25%) respondents for agree, No one chose undecided, 1(5%) said they disagree and 2(10%) also ticked strongly disagree all out of 20 responses given.
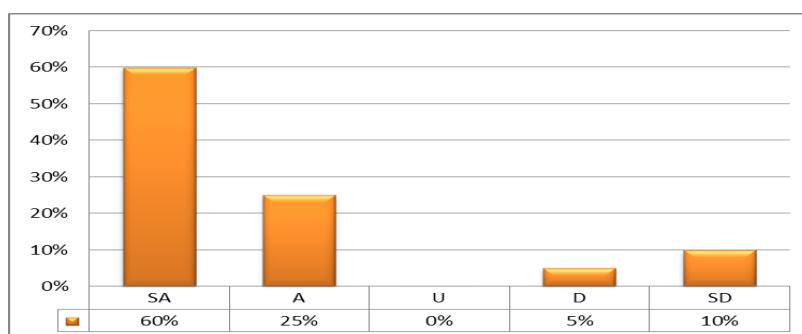
Figure.3.19. Peer and self-assessment is part of formative assessment

3.3.3. English Language Teachers' perceptions of formative assessment

Furthermore, in the researcher's quest to investigate answers for research question two. This part of the analsyis tries to target section C as worded here **"**How do English language teachers in El-Oued perceive formative assessment?". The data in Table (3.3)   discuss these statements.

S.	SA		A		U		D		SD	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
9	00	00	00	00	3	15	2	10	15	75
10	00	00	1	5	1	5	10	50	8	40
11	6	30	11	55	3	15	00	00	00	00
12	17	85	3	15	00	00	00	00	00	00
13	18	90	2	10	00	00	00	00	00	00
14	16	80	3	15	1	5	00	00	00	00
15	1	5	00	00	3	15	8	40	8	40

Table 3.3 Teachers' perceptions of formative assessment

Statement 09. Formative assessment is not different from summative assessment**.** Significantly, the data in Table (3.3)   statement 9 reveals that a good number of English

Language teachers of El-Oued perceive formative assessment to be different from summative assessment. In this respect, about 15 responses out of 20 valid responses were strongly against the response that "formative assessment is not different from summative assessment". This number of responses represents 75%. Also, 2 (10%) disagreed with the statement. The remaining 3 (15%) respondents indicated that they were undecided.
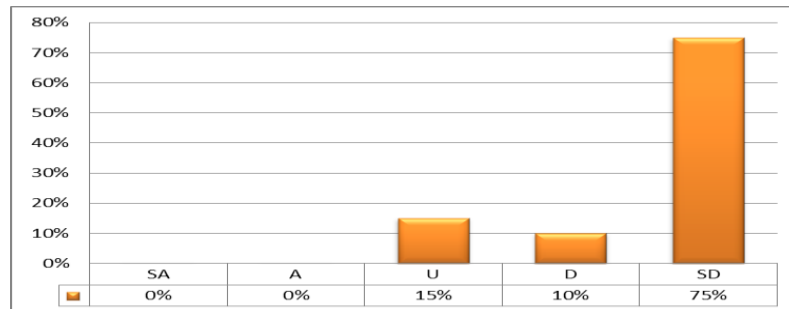
Figure 3.20. Formative assessment vs. summative assessment

Statement 10. Formative and summative assessments serve the same purpose. The results in table (3.3), statement 10 demonstrated that 10 (50%) and 8 (40%) of respondents strongly disagreed and disagreed respectively to this perception. Surprisingly, no respondent reply strongly agree and agree to the said perception. Also 3 (15%) said they are undecided to the statement.
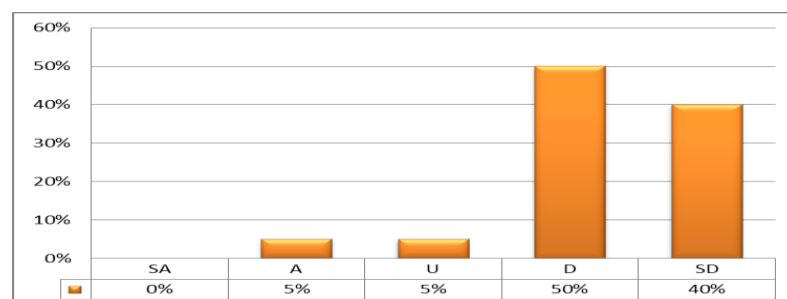
Figure 3.21. Formative and summative assessments

Statement 11. Formative assessment enhances the efficacy of my instructional strategies as an English language teacher . Furthermore, in Table (3.3) , statement 11, about 11 (55%) of the respondents agreed that through formative assessment the efficacy of their instructional strategies is enhanced. Also,6 (30%) strongly agreed.

	SA	A	U	D	SD
	30%	55%	15%	0%	0%
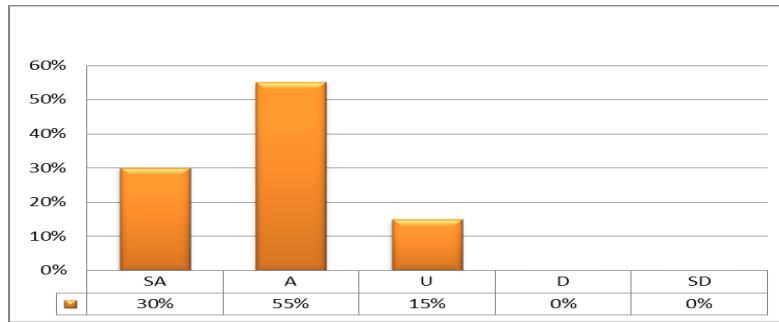
Figure 3. 22. Formative assessment enhances instruction

Statement 12. Formative assessment and feedback are useful tools towards the improvement of learning. The statistics may lead to say that most English language teachers perceive formative assessment and feedback to be useful to the improvement of students learning with 17 (85%) strongly agreeing and 3 (15%) agreeing, making a cumulative 100% (Table 3.3 , stement12).

	SA	A	U	D	SD
	85%	15%	0%	0%	0%
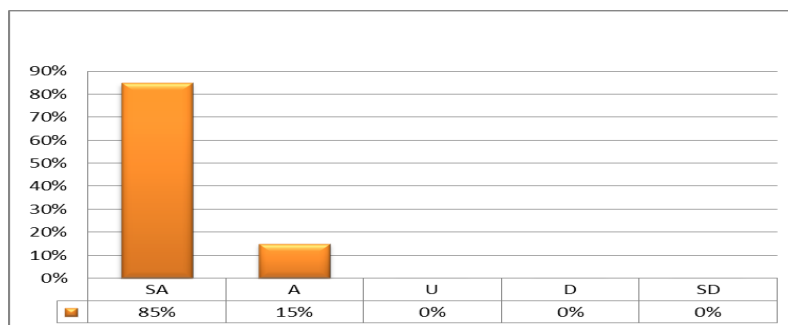
Figure 3. 23. Formative assessment and feedback improve learning

Statement 13. Formative assessment and feedback are useful tools towards the improvement of teaching. At this point, the teachers in Table (3.3) , statement 13 perceive formative assessment and feedback to be useful toward the improvement of learning, from Table(3.3) , the data display that teachers perceive formative assessment and feedback to be useful toward the improvement of teaching too. Indeed here , a total of 20 respondents strongly agree (18) and agree (2) to the usefulness of formative assessment and feedback to teaching out of 20 respondents.

	SA	A	U	D	SD
■	90%	10%	0%	0%	0%
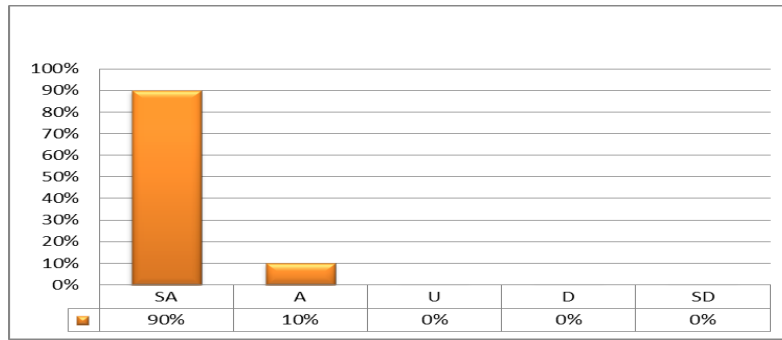
Figure. 3. 24. Formative assessment and feedback improve teaching

Statement 14. Formative assessment enhances self-esteem, motivation and positive attitudes to learning in my students. Interestingly, a total of nineteen (19) (95%) out of 20 respondents perceive formative assessment to be enhancing self-esteem, motivation and attitudes to learning among their students. In respect of this, 16 (80%) strongly agree and 3 (15%) agree. Despite that, 1 (5%) of the respondents is not sure of this particular purpose. (Table3.3, statement 14).

	SA	A	U	D	SD
■	80%	15%	5%	0%	0%
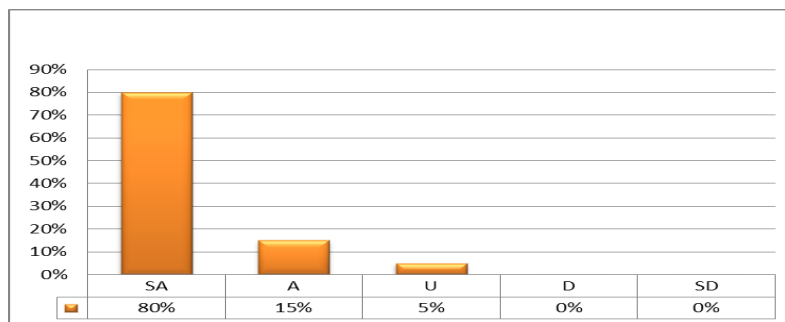
Figure 3. 25. Formative assessment enhances self- esteem, motivation

Statement 15. Formative assessment is an extra work to me as a teacher. It should be noted that a significant number (16) of the teachers perceive formative assessment is not an extra work to them (Table 3.3, item 15). Thus, 8(40%) strongly disagree and 8(40%) agree. Nonetheless, 1 (5%) strongly agree . Three (3) (15%) of them as depicted were undecided whether it is an extra work or not.
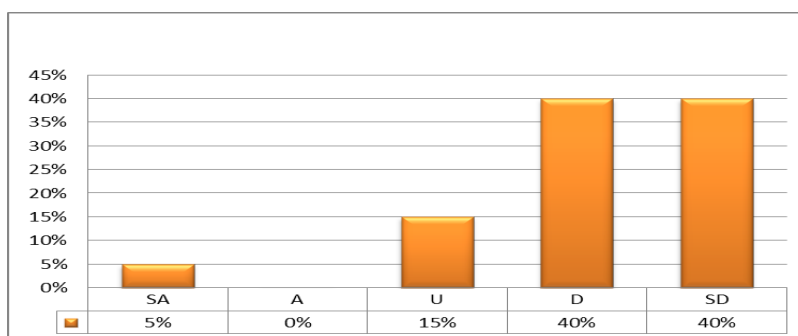
Figure 3. 26. Formative assessment is an extra work

3.3.4. Teachers' Formative Assessment Practices

In our attempt to investigate the section D of teachers' questionnaire which targeted Eloued university teachers practices'. The following are results from the questionnaire to trace their views about instructional practices. Table(3.4) shows more details.

S.	SA		A		U		D		SD	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
16	12	60	1	5	5	25	2	10	00	00
17	5	25	11	55	4	20	00	00	00	00
18	12	60	7	35	00	00	1	5	00	00
19	6	30	11	55	2	10	1	5	00	00
20	15	75	3	15	1	5	00	00	1	5
21	5	25	6	30	4	20	5	25	00	00
22	9	45	6	30	1	5	1	5	3	15
23	4	20	8	40	4	20	2	10	2	10
24	7	35	8	40	5	25	00	00	00	00

Table 3.4. Teachers' formative assessment practices

Statement 16: I am clarifying and share learning intentions and success criteria with students. As for the analysis of item 16 , the statistics here in Table (3.4) indicate that most English Language teachers clarify and share learning goals and success criteria with their students in lessons. This is because 12(60%) and 1 (5%) responded strongly agree and agree respectively to this item making an aggregate of 13 (65%) out of 20 respondents (Table 3.4). Despite this massive practice endorsed by13 of the respondents, 5 (25%) said they undecided and 2 (10%) saying they disagree.
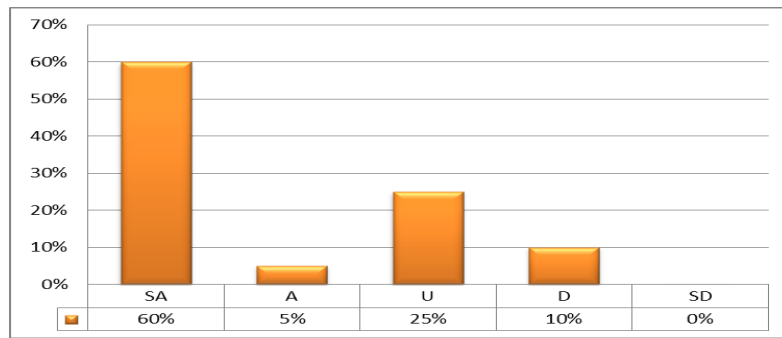
Figure 3. 27. Sharing learning intentions and success criteria

Statement 17. I link formative assessment practices to instructional goals**.** The results from Table (3.4), tends to mean that many English Language teachers link their assessment practices to instructional goals. Thus, a representative of 11 (55%) and 5(25%) of the respondents agree to this statement on the likert scale as the results here in the table show. The remaining 4(20%) said they are undecided.
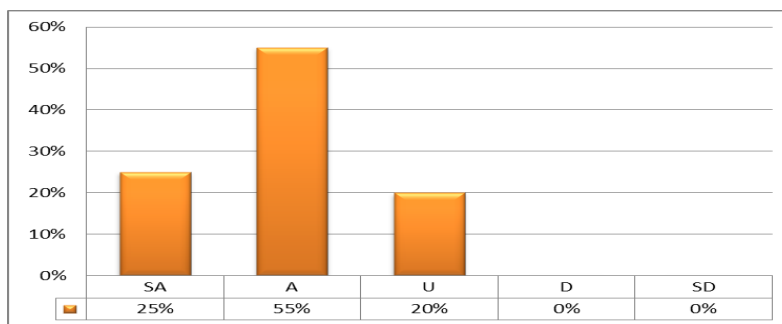
Figure 3. 28. Formative assessment practices and instructional goals

Statement 18: I integrate formative assessment strategies into instruction**.** A significant number of English Language teachers integrate formative assessment strategies into instruction (Table 3.4). This is confirmed by the responses for strongly agree 12(60%) and agree 7 (35%). Also just one (5%)respondent said disagree to this statement.
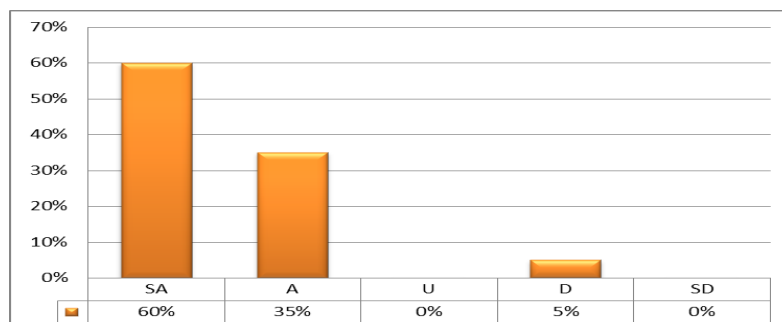
Figure 3. 29. Formative assessment strategies into instruction

Statement 19: I provide on-going feedback to stimulate action for improvements in learning .With this particular statement that sought to gather the teachers' views whether they provide on-going feedback in detail to stimulate action for improvements in students' learning, 11(55%) chose agree and 6 (30%) stated strongly agree. Therefore, it can be postulated that most English Language teachers provide feedback that is continuous in detail in order to stimulate learning among their students. In this sense, 2 teachers 2 (10%)said they are undecided and 1(5%) disagree (Table 3.4, statement 19).

	SA	A	U	D	SD
	30%	55%	10%	5%	0%
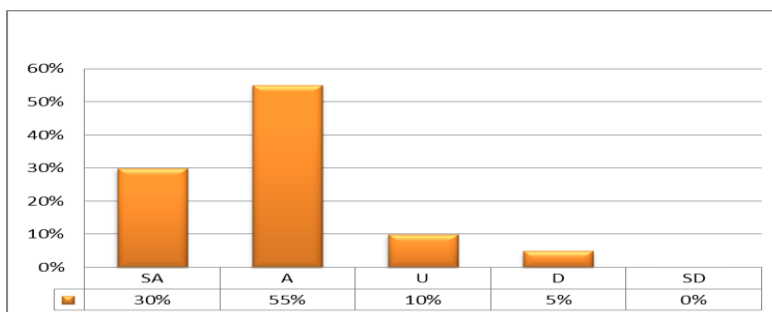
Figure 3.30. providing feedback to improve learning

Statement 20. I construct and undertake assessment strategies, as well as adopt various teaching strategies to raise students motivation. Actually, the construction and undertaking of assessment strategies and the adoption of varying teaching strategies in raising students motivation is common formative assessment practice among many English language teachers. This is confirmed by the data in Table 3.4, statement 20, where 15 (75%) of the respondents strongly agree and 3 (15%) agree to this particular statement even though 1 one (5%) is not decided, and 1 (5%) strongly disagree.

	SA	A	U	D	SD
	75%	15%	5%	0%	5%
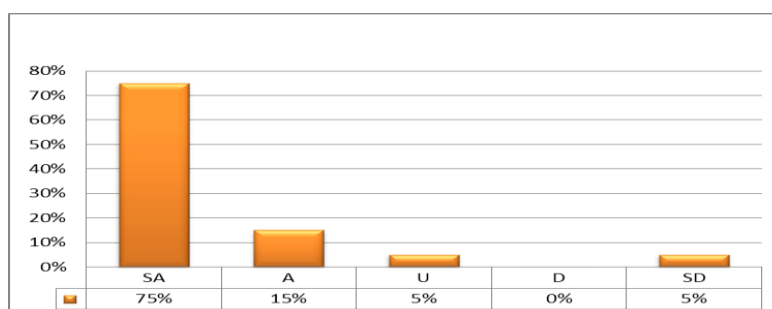
Figure 3.31. Assessment strategies that raise students' motivation

Statement 21. I offer feedback to students at the initiation session, in the lesson and after the lesson. Among the 20 respondents to this statement in Table(3.4) , it can be deduced that a large number of respondents offer feedback in all three stages of lessons to students since

5(25%) strongly agree and 6 (30%) also agree. 5(25%) however disagree and 4 (20%) undecided.
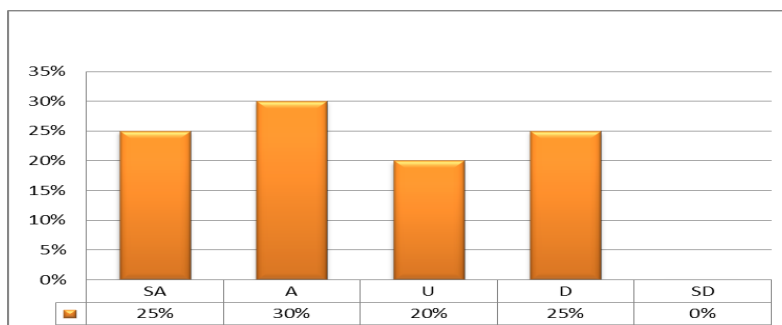
Figure 3.32. Offering feedback to students

Statement 22. I encourage students to do peer-assessment during my lessons. This questionnaire statement aimed to ascertain the extent to which the respondents encourage their students to engage in peer assessment during lessons, 9(45%) indicated that they strongly agree and 6 (30%) agreed. Nevertheless, 1 (5%) responded undecided, 1 (5%) disagree and 3 (15%) also strongly disagree (Table 3.4, statement 22).
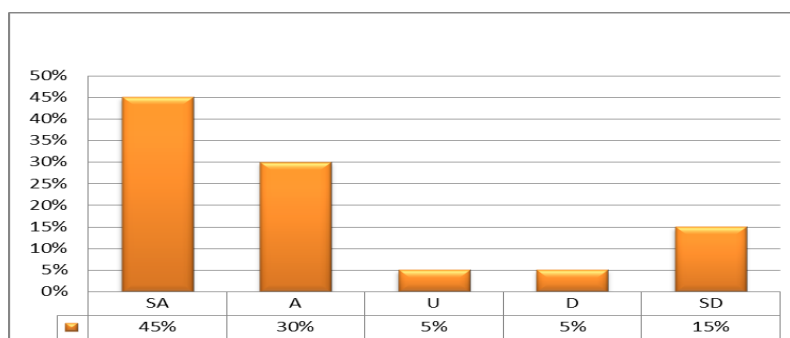
Figure 3.33. Encouraging peer-assessment during lessons

Statement 23. I encourage students to do self-assessment during my lessons. Even though in Table (3.4) , statement 23, 4(20%) of the respondents are not sure of the formative assessment practice of encouraging students to do self-assessment during their lessons and 4(20.7%) aggregate also disagree, many of them agree to this practice. Eventually,12 (60%) respondents in each case strongly agree and agree that they encourage students to do self-assessment during English language lessons.
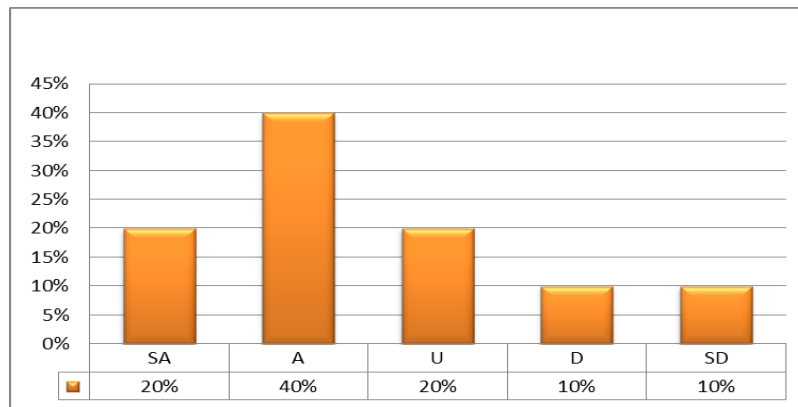
Figure 3.34. Encouraging self-assessment during lessons

Statement 24: I use the evidence I gather to determine the next instructional steps.The final item on the likert scale in section D of the questionnaire sought to gather the teachers responses to the use of evidence gathered in the formative assessment process to determining next instructional steps. From the data analysis in Table(3.4) , statement 24, it can be said that 15 respondents (75%) of them collect evidence and use the evidence to inform necessary (next) instructional steps. Specifically, 7 (35%) strongly agree to this practice and 8 (40%) also do agree .In addition, 5 (25%) also not being sure whether they use evidence for that purpose.
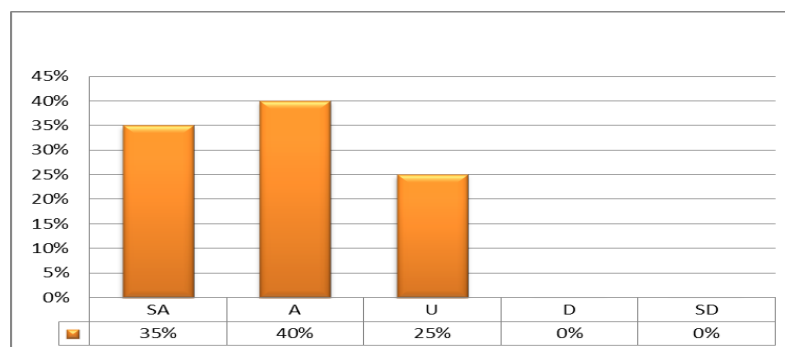
Figure 3.35. Evidence in the next instructional steps

3.3.5. Discussion of the Teachers' Questionnaire

The study generally gathered data pertinent to the question of teachers understandings and conceptions of formative assessment. Most of the participants in Table 3.2 understood the meaning of the concept formative assessment. Apparently the questionnaire results largely indicate that English Language teachers understand the nature and purpose of formative assessment as outlined in the literature gathered from various experts in the field. Actually, their responses (teachers) as analysed in chapter three (Table 3.2) is a confirmation of what

Torrance and Pryor (1998) gathered in separate studies that it is encouraging to note that teachers in the present study had a much clearer understanding of formative assessment.

It can, therefore, be deduced from the data gathered that a number of teachers in the study understand formative assessment to be ongoing that in the process sees students as active participants in the teaching and learning, gather and interprets evidence regarding students' learning state as well as accordingly provide feedback for adjustments in instructional strategies. In short, these teachers' conceptions of the term is in line with what researchers said. A significant number of the respondents agreeing that it is for the purpose of grading, ranking .

Arguably, research in this area presented in the literature review shows that assessment for formative reasons facilitate the different assessment purposes. For instance, William (2011) and Black and Wiliam (1998) strongly maintain that formative assessment is an ongoing, dynamic process involving far more than frequent testing and measurement of student learning.

The second phase of teachers questionnaire is targeted and the teachers perceptions of formative assessment are analysed. From Table 3.3, it is confirmed by many teachers that formative assessment is important in English Language lessons (Table3.3 , statement 18). It is also evident that many teachers perceive formative assessment is not different from summative assessment and this perception is matched to their misperception that they both perform the same purpose. This is confirmed by Stiggins (2005) and the report on the UK teachers' perception that most teachers in high schools according to their study did not know the difference between summative and formative assessment clearly (MacMillan, 2000).

The questionnaire results (Table3.3) again largely indicate that these teachers perceive formative assessment to have a significant impact on students' learning and the adjusting of teachers' teaching strategies. This is also not different from the findings of Black & Wiliam (1998); when they all agree that the ultimate purpose of formative assessment is to promote teaching and learning. In this regard, the teachers agreed that formative assessment is important in the English language classroom.

It is also evident from the findings (Table 3.3) that formative assessment is perceived by the teachers to be a useful tool to enhance self-esteem and students motivation towards learning. Similar to the perceptions as in Table 3.3, statements 20, 21 and 22 , Heritage (2010) posit that formative assessment informs both the teacher and students about any adjustments

that should be made in the teaching and learning process to improve students' understandings and achievements.

As for the final section on discussion of teachers questionnaire is concerned, the statistics in Table 3.4 generally depicts that English Language teachers' formative assessment practices are not different from what is presented in the literature considering the processes and main characteristics of the concept. The (questionnaire) findings (Table 3.4) of teachers' formative assessment practices proves that, the sharing of learning goals and outcomes with students is used among the teachers of El-Oued. Even though success criteria sharing was not a common practice among the teachers, it can be said that with the meeting of the first active element in the cycle of formative assessment which is the declaration of learning intentions (Clark, 2006), the teachers' practice was in line with the literature. It indicates that the teachers understand as shown in Tables 3.2, 3.3 and 3.4 and demonstrated in their practice. Indeed, that is in line with the statement saying that good or effective teaching demands instructors to communicate and indicate clearly to learners the learning outcome.

3.4. Analysis of Classroom Observation

In the present study, the researcher opted for participant observation. Classroom observation was conducted to investigate the teacher's and student's behaviours interactions and actions where formative assessment is used as strategy to raise students motivation.

The participants were Third year LMD English language students. To collect the required data the teacher organized sessions with another teacher of oral expression module. Each teacher present two sessions. The two sessions were done without formative assessment activities. The second ones were carried out with the integration of formative assessment activities. The second two sessions were videotaped on May 12,13[th] ,2015. While the first two sessions were presented by the researcher and the other two sessions presented by another teacher of oral expression. (each session was of an hour and half with 30 students)

Classroom observation was established so as to provide an answer to the research questions. It enabled the collection of interesting and reliable data about the formative assessment practices and their impact on raising student's motivation. It also helps the researcher to cross-check data obtained from the other instruments of research, namely, the two questionnaires of teachers and students. It provides a set of teacher's and students' behaviours that occurred in the target setting. The main aim was to observe students' level of

motivation when exposed to formative assessment activities. Classroom observation enabled the collection of the following data.

3.4.1. Teacher-Student relationship

The teacher-student relationship is one of the key elements within the learning environment. They can lead to academic and motivational outcomes when these relationship is well established, it leads to a positive classroom environment, additionally, a negative relationship between students and teacher can negatively impact the students' achievement and learning environment.

The researcher as an observer has noticed that the teacher has good supportive relationship with the students. More specifically, the teacher provided a good and supportive attention in order to create a safe climate for student to feel self-confident in turn students feel motivated and stimulated to learn English language, and actively engaged with the teacher. It was clear that teacher greets his students warmly and asks about their feelings to freshen the atmosphere and break the ice. More importantly, the teacher responds positively to the students' questions and corrects their mistakes intelligently. Moreover, the teacher circles (moves around) the classroom, listens attentively to students who contribute during discussion take notes and asks questions. Notably, the teacher cares for his students by giving them the same chances and opportunities to participate in the learning process.

Most commonly, the teacher works hard to make students communicate freely and interact with one another and share with them high expectations. This in turn makes them interested, motivated and full engaged with the lesson; as a result, these opportunities make the students feel comfortable and the ultimate purpose is to promote a sense of class belonging and participate cooperatively in classroom activities.

3.4.2. Observation Rating scale

Aiming to investigate the relative occurrence of different students' and teachers' behaviours in the classroom, a likert type scales were used to provide guidance to the observer in making decisions about five degree of incidence (poor ,low, average, and excellent) based on his judgment of what he has observed over 4 observations. It sought to address the following motivation constructs: attention, engagement, participation (interaction, communication), confidence and enthusiasm (self-efficacy).

Without formative assessment	Ratings							
formative assessment as a tool of motivation	poor		average		good		Excellent	
	Session1	Session2	Session1	Session2	Session1	Session2	Session1	Session2
1-The classroom environment was supportive and instructor provided the right support to the students			√	√				
2-The classroom process diagnosed the student's weakness and directed the individual process	√	√						
3-The communication and interaction between the instructor and students was open and appropriate					√	√		
4-The assessment process was interactive, stimulating and entertaining in nature	√	√						
5-Feedback was aimed at achieving maximum output, enthusiasm and engagement level of students	√	√						
6-Students' participation in feedback process was effective	√	√						
7-Student self-efficacy level was raised as a result of formative assessment	√	√						
8-Feedback was aimed at evaluating the areas of weaknesses and strength of learners	√	√						
9-Teacher's behaviour was empathetic to learning needs of students			√	√				
10-Students had an opportunity to express their needs through formative assessment	√	√						

Table 3.5. Classroom Observation without Formative Assessment Practices

| With formative assessment | Ratings | | | | | | | |
| formative assessment as a tool of motivation | poor | | average | | good | | excellent | |
	Session 3	Session 4	Session 3	Session 4	Session 3	Session 4	Session 3	Session 4
1-The classroom environment was supportive and instructor provided the right support to the students					√			√
2-The classroom process diagnosed the student's weakness and directed the individual process						√	√	
3-The communication and interaction between the instructor and students was open and appropriate							√	√
4-The assessment process was interactive, stimulating and entertaining in nature					√	√		
5-Feedback was aimed at achieving maximum output, enthusiasm and engagement level of students						√	√	
6-Students' participation in feedback process was effective					√	√		
7-Student self-efficacy level was raised as a result of formative assessment					√			√
8-Feedback was aimed at evaluating the areas of weaknesses and strength of learners				√	√			
9-Teacher's behaviour was empathetic to learning needs of students					√	√		
10-Students had an opportunity to express their needs through formative assessment						√	√	

Table 3.6. Classroom Observation with Formative Assessment Practices

3.4.3. Interpretation of the Classroom Observation Findings

The goal of this study is to gather data about teachers and students attitudes towards the impact of formative assessment on raising students motivation. Evidently,classroom observation, students' and teachers' questionnaires have enabled the investigator to collect a considerable amount of data concerning the motivational role of formative assessment in EFL classrooms. The aim was to explore how formative assessment effects students' motivation positively to learn English. Furthermore, the researcher tried to check teachers' understandings of formative assessment process and its impact on teaching and learning. In this section, an interpretation of the main results obtained the three research instruments is supposed to provide answers to the research questions and conform or informs the suggestions expressed in the hypothesis. In fact descriptive statistics was used along with deduction which is an inference mode to test the hypothesis and make generalizations.

Regarding the hypothesis, the previously mentioned results gathered from classroom observation showed that formative assessment strategies (think-pair-share, the four corners and exit ships) are useful (effective) tools to raise students' motivation in learning English language. For validating these results, the first five questions of students' questionnaire have been used. The findings revealed that students believe that feedback, self-assessment helps them in raising their motivational level and achieving their learning objectives. From their responses to the questionnaire items number 6, 7 and 8, it is clear that student believe that formative assessment helps them to become aware of their potential gaps between current learning and desired learning. Additionally, items 9,10 and 11 .

Evidently, as shown in tables (3.5) and (3.6) respectively, the first two sessions passed without introducing formative assessment practices. First, we can observe that the classroom atmosphere was supportive and the teacher provided the right support to the students. Besides, it is apparently clear that the assessment process was not interactive and stimulating and rated poor. Conversely, in the other two sessions where formative assessment introduced, the assessment process was entertaining in nature and interactive rated good and excellent. Significantly, the communication and interaction between the teacher and his students was open and appropriate in all four sessions. Certainly, in the first two sessions, the feedback that aimed at achieving maximum output, enthusiasm and engagement of students rated poor while the second sessions rated excellent.

At the level of motivation and self-esteem, it was clear that formative assessment raised students self-efficacy as independent learners. Interestingly, in the formative assessment practices sessions ,the students were able to evaluate their areas of strengths and weaknesses. Finally, the students when exposed to formative assessment practices and engage in activities to evaluate themselves and assess their peer' work which in turn lead them to have the opportunity to express their learning needs to achieve the desired objectives set beforehand.

3.5. Interpretation of the Main Findings

Classroom observation, students' questionnaire and teachers' questionnaire have enabled the investigator to collect a considerable amount of data concerning the effectiveness of formative assessment in motivating Third Year EFL students at the university of El-Oued. The aim was to explore the impact of formative assessment on raising students' motivation towards learning English as a second language. Furthermore, the researcher looked for the teachers' understandings and practices of formative assessment process.

In this section, an interpretation of the main results obtained from the three research instruments is supposed to provide answers to the two research questions and conforms or informs the suggestions expressed in the hypotheses. In fact, descriptive statistics is used along with deduction which is an inference mode to test the hypotheses and make generalizations.

Regarding the first hypothesis, the previously mentioned results gathered from classroom observation showed that the two sessions where formative assessment practices were introduced namely, (Think-Pair-Share, the Four Corners and Exit Slips) are useful motivating tools in making language learning effective and desirable. Interestingly, the aforementioned strategies that were implemented by the teachers make the classroom atmosphere supportive and the interaction with the teacher open and appropriate. Moreover, the assessment process in nature was stimulating and entertaining. For validating these results, the questions of the questionnaire have been used. The findings revealed that most students stated that formative assessment and feedback helps them raise their performance and motivational level in learning English as they find them effective in giving them the opportunity of self and peer assessment.

There was a general perception among the majority of the students that formative assessment and feedback helps them to become aware of gaps between their current learning and desired goals. Besides, through formative assessment students can identify their weaknesses and strengths which in turn encourages them to improve their performance and this could be clearly seen from their responses to the questionnaire items number 1, 2, 3, 4 , 5 ,6 ,7, 9 and 10. Therefore , it becomes apparent that this sample of EFL students agreed that their motivation, engagement and involvement in classroom raised when the formative assessment practices were introduced. Moreover, these findings disclosed that when the teacher creates a classroom atmosphere that is supportable, flexible, open and positive; in which students engaged in formative assessment practices on their own and with their peers and the teacher's role in the classroom is only to provide guidance, are more likely to motivate students.

Furthermore, the teachers' questionnaire adds value to results. Specifically in the section C of their perception when they stated in statement 14 that formative assessment and feedback enhances their students' self-esteem, motivation and attitudes towards learning. Therefore, in terms of achieving the aim of study that formative assessment practices are motivating as they energize students to undertake learning experiences, enhance their autonomy and promote their engagement in learning the language, has proved what was supposed in the first hypothesis.

In the second hypothesis, the researcher proposed that EFL teachers have a clear knowledge and know the concept of formative assessment ,its nature and practices. The discussions of the results demonstrated that most of the participants have much clearer the process as they used it in their instructional practice. Moreover, teachers attested that students played as active participants in learning where they were able to monitor and evaluate their own progress. This can be noticed in section B where teachers' conceptions were stated; namely, statements 1,2 and 3.

Additionally, statements 3,4,5,6, and 8 demonstrated that teachers already knew that formative assessment provide constructive feedback to both students and teacher where the learning gaps are bridged. Most of the teacher stated that self and peer assessments are considered as parts of the formative assessment process. As far as the second hypothesis is concerned, section D of teachers' stated that some teachers clarify and share learning goals and success criteria with their students. Others demonstrated that they integrate formative

assessment practices into their instructions. Furthermore, some novice teachers had little knowledge about the process so they are reluctant and face challenges in implementing it properly. Actually, in statements 12, 22, 23, and 24 most teachers offer feedback to students and encourage self and peer assessment during their lessons, also they use the evidence generated from formative assessment to determine the next instructional steps.

The discussions of the results demonstrated above suggests that for most of the participants formative assessment is as an efficient tool for English language learning that makes them self-directed students, encourages them to be fully engaged in their learning activities, become independent and autonomous learners. These data appear to support the hypotheses. Thus, one may deduce that the integration of formative assessment practices at the university EFL classes can be a motivating tool towards learning English.

3.6. Conclusion

This chapter has been designed to include and describe the empirical phase of this study. In fact, this chapter has presented the results collected by the three research instruments coupled with the interpretations and discussion of the findings.

The study yielded interesting results about the perceptions of the English language teachers and students of El-Oued university about the impact of formative assessment on raising students motivation; their conceptions, perceptions and practices are also discussed.

Most importantly, the results deduced from this study concerning the impact of formative assessment on the learners' motivation have confirmed our hypothesis , this means there is a positive influence of this process in developing and improving students learning. Given the fact formative assessment is an integral part of teaching which must be implemented in the Algerian higher education system. Thus , we know now the great deal about the impact of this process on the students' motivation. Since it is an indispensable element in learning English as foreign language.

Moreover, the analysis of students` formative assessment impact, questionnaire showed students` positive attitudes towards the necessity of formative assessment practices in enhancing their motivation towards learning as well as the teachers positive perceptions and beliefs of formative assessment practices as a useful motivating tool.

Put it differently, the results showed that students are aware of their teachers` formative assessment in enhancing their desire and willingness to learn. Concerning the analysis of

teachers' questionnaire, teachers shed light on the importance of their role during the assessment process. Particularly, they emphasized the importance of formative assessment during the various stages of students' learning helping students get self-confidence and be autonomous lifelong learners.

CHAPTER FOUR

Chapter Four: Pedagogical Implications and Recommendations

4.1. Introduction

This concluding chapter outlines the main findings of the study, and presents the major recommendations which the researcher came up with from this research project. Based on the results discussed in the previous chapter, some pedagogical implications for the successful implementation of formative assessment as a motivating tool for university students of Eloued will be proposed. This chapter also provides a number of recommendations for decision makers in relation to the strategies to be considered when implementing any systematic innovations in the field of assessment . Finally, the chapter ends up with the limitations identified by the researcher and some recommendations for future research.

4.2. Pedagogical Implications

One of the major goals of educational research is to inform practice or action. In other words, a good educational research should produce high quality findings with implications beyond the scope of study. This study indicates that not all teachers may have a complete understanding of what formative assessment means in classroom practice (Sadler, 1998). Therefore, serious consideration has to be given to the gap in teachers' understanding and knowledge, and their practice**.** In the following section, significant attention is paid to some of the findings from the study. The implications of the study are considered in relation to the formative assessment practice and teacher professional development. The following implications are supposed for teaching to enhance students motivation to learn English as a foreign language through the implementation of formative assessment practices.

4.2.1. Teachers' Formative Assessment and Feedback Practice

It has been widely accepted that formative assessment is effective when students hold the concept of quality as similar to teacher through sharing of the partnership. Sadler(1989) shows that students should possess the concept of learning goals to close the gap between their current performance and their desired learning outcomes and engage in activities to close the gap. For example, some teachers have promoted the concept and encouraged to promote similar strategies in their classrooms. As a matter of fact, they believe it is an important element to be incorporated into their classroom practice. These learning goals and success criteria became a reference point of their feedback. Thus, teachers believed good formative feedback practice related to feedback on students' success criteria. As a

result, teachers recognized that good formative assessment and feedback practice encourages teachers to utilise it to enhance students motivation towards learning.

Admittedly, peer and self-assessment are two formative assessment and feedback strategies that motivate students and help students attain evaluative and productive skills to make qualitative judgments on their work during learning. As a matter of fact, some teachers believed that the practice was less practiced and others still reluctant . Hence, the practice of peer and self-assessment was less the   utilised strategy in the classroom. Typically, Sadler (1989) further argues, for peer and self-assessment to be successful, and students reach their potential in learning and receive higher rates of achievement , educators need to train both teachers and students minds and recognize students as insiders and active players in learning. From an instructional standpoint, teachers need to accept students as they are capable of making qualitative judgments if the necessary tools were provided and a culture of shared learning practices is developed in the classroom.

4.2.2.Teachers' Role in Promoting Formative Assessment and Feedback

It is commonly agreed that within the formative assessment and feedback process, teachers need to provide students with formative feedback to promote learning and help students understand the goal they are aiming for. In addition, teachers are advised to support them to develop skills to make judgments about their learning and the required standards and help students establish a repertoire of strategies to regulate their own learning (Sadler, 1989). Hence, the role of teachers in the process is highly significant to ensure students have the resources to monitor their own learning and fully engage in activities that develop their skills as self-sustaining learners.

4.2.3.Students' Role in the Formative Assessment and Feedback Process

A related point worth raising here is the incorporation of learning strategies that promotes student participation in the process for the sake of developing a sense of belonging by becoming an insiders in the practice of learning while developing their autonomous learner identity is beneficial (Black & Wiliam, 1998). Thus, assessment for learning necessitates a need for students and teachers to radically change their roles from being teacher-centred to having teacher and student work in partnership. In this respect, research suggests that students should be independent from teachers, but rather that they should hold the key role in the process of effective learning . In fact, teachers now hold the responsibility for helping students become autonomous and self-regulating learners in

order for students to be able to judge their performance against the required goals and progress towards that goal (Butler & Winne, 1995)

4.2.4. Introducing Formative Assessment Techniques

It is fundamentally acknowledged that formative assessment is highly influential in students motivation and achievement. In this vein, Garrison, et al (2012,p.2) posit some of the instructional techniques, that can be used formatively, include the following:

a. Criteria and goal setting which engage students in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it. Clearly, establishing and defining quality work together, asking students to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy. In general, using student work, classroom tests, or exemplars of what is expected helps students understand where they are, where they need to be, and an effective process for getting there.

b. Observations go beyond walking around the room to see if students are on task or need clarification. Apparently, observations assist teachers in gathering evidence of student learning to inform instructional planning. Put simply, this evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.

C. Questioning strategies should be embedded in lesson/unit planning. Initially, asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Effectively, questions of this nature engage students in classroom dialogue that both uncovers and expands learning. For example, an "exit slip" at the end of a class period to determine students' understanding of the day's lesson, or quick checks during instruction such as "thumbs up/ down" or "red/green" (stop/go) cards are also examples of questioning strategies that elicit immediate information about student learning. Actually, helping students ask better questions is another aspect of this formative assessment strategy.

d. Self and peer assessment helps to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a

logical step in the learning process. Surely, with peer evaluation, students see each other as resources for understanding and fully involved in checking for quality work against previously established criteria.

e. Students' record keeping helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal. In this respect, all of these strategies are integral to the formative assessment process, and they have been suggested by educators and teachers for effective involvement in the instruction process.

4.2.5. Motivation as an Incentive for Learning

Longman Dictionary of Contemporary English defines motivation as " an eagerness and willingness to do something without needing to be told or forced to do it" (2003, p. 1072). Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Undeniably, students who are motivated have a desire to undertake their study and complete the requirements of their course.

Many researchers consider motivation as one of the main elements that determine success in developing a foreign language; it determines the extent of active, personal involvement in language learning . It is of vital importance to stress the assessment strategies which increase intrinsic motivation as suggested by Elton(1996) ,as they are briefly stated:

- treat students as individuals;

- expect students to show individuality, originality and creativity;

- allow choices and preferences in their learning;

- allow students to negotiate the means by which they are assessed.

In order to make learning motivating, it must:

- be meaningful;

- be challenging;

- be interesting arousing the intellectual curiosity of the learner;

- be relevant, in that it must contribute to the learner's goals in undertaking the process;

- give the learner an expectation of success;

- produce satisfaction in the learner in having achieved their goals (pp.57-68).

Therefore, there is a necessity to help students make their learning process more effective, and student motivation should be the key to the successful learning. Much has been doing in the classroom to motivate learning. Interestingly, formative assessment as a critical part of the students' learning process should also help motivate students to learn. Besides the conventional types of assessment, it is advisable to implement other methods like peer and self-assessment. Moreover, Elton(1996) states that changing assessment methods could have a positive effect on enhancing student motivation to learn. It should be noted that the key element in successful motivation is to ensure that the students are not overloaded by assessment .

From an another angle, Guskey (2003) further states that when teachers' classroom assessments become an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless. Additionally, McMillan (2000) discusses the importance of a teacher's ability to integrate assessment in classroom instruction in order for teachers to take full advantage of assessments, they must be open and willing to view them as achievement gauges, student motivators, instructional guides and be responsible for the assessment of their students.

4.2.6. Researching Student Attitudes Towards Formative Assessment

It is highly recommended that formative assessment takes place as the course is in progress and provides information about how well the students are doing, what they have achieved, what they need to work on, and how well the course is meeting their needs. The key focus of formative investment is on the learner, it answers the question "how am I doing?" instead of "how did I do?" (Starkman, 2006). Arguably, formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give students. In short, the strength of formative assessment is that it aims to improve student learning.

Most importantly, students as active participants, are willing to cooperate and they show great enthusiasm to practice when they receive specific feedback on their errors. Such feedback should include specific suggestions for improvement rather than vague comments. Thus, teachers should give students some indication of how well they have

done and how to improve. Hence, formative assessment is widely supported as an important part of student development, with formative feedback being the critical component.

Feedback as a motivating element, is a part of the teaching process. Most commonly, teachers facilitate learning by providing students with constructive feedback on their learning progress and by helping them identify learning problems (Guskey,2003). It has been noted that feedback can be both positive and negative; the experience shows that positive comments influence motivation. Certainly, praise builds students' self-confidence, competence, and self-esteem. Conversely, negative feedback can lead to a negative and threatening class atmosphere. Whenever a teacher identifies a student's weakness, he should make it clear that the comments relate to a particular task or performance, not to the student as a person.

It is assumed that, self and peer-assessments are considered vehicles to improve learning. In other words, it encourages the student to become part of the whole process of language learning, and to be aware of individual progress, so that he/she can think about (goal setting) what needs to be done in the future (planning), and can then reflect on achievement (further self-assessment). To illustrate this, the main potential for self-assessment is in its use as a tool for motivation and awareness raising: helping students to appreciate their strengths, recognize their weaknesses and orient their learning more effectively. Hence, combining self-assessment with teacher assessment means that the latter can become more effective(Harris, 1997). Indeed, the aim of self-assessment is to promote autonomous lifelong learning. Arguably, introducing self-assessment can lead to an open dialogue with students and give teachers a better understanding of students' problems.

Subsequently, the increase in interest and motivation give the students the feeling that they have some control over the decision-making, they should be involved in the development of the assessment programme that will determine their progress in foreign language acquisition. On the face of this, the students suggestions can be incorporated into the decisions of what to include and how and when to use the various components of the assessment rubric. In addition, they can help set personal goals and be given the opportunity to partake in self-assessment. Convincingly, Stiggins (2005) remarks that " students must take responsibility for developing their own sense of control over their

success" (p.5). in this sense, assessment is viewed as a self-reflective learning tool for students.

4.2.7. Conceptual Framework For Formative Assessment Practice

In these lines we focus specifically on formative assessment and feedback practices that could be applied in EFL classrooms for enhancing student motivation. Accordingly, the proposed recommendations on formative assessment practices that can be applied especially in EFL classrooms to advance student motivation, engagement and acquisition of English Language. Arguably, Nicol and Macfarlane-Dick (2006) argue that there are three conditions as pre-requisites for students to be familiar with in order to benefit from formative feedback in academic tasks, i.e., students should be familiar in advance with:

1. what good performance is (i.e. the student must possess a concept of the goal or standard being aimed for);

2. how current performance relates to good performance (the student must be able to compare current and good performance);

3. how to act to close the gap between current and good performance. (p.18)

Put it simply, the above three pre-requisites imply that in order for students to be able to compare an actual performance (of their own or of their peers) with a standard good one and take action to close the gap, the whole training process should dedicate much more effort on strengthening the students' self-assessment skills for better learning experiences. In this context, Nicol and Macfarlane-Dick(2006) have further identified seven principles for good formative assessment and feedback practice that should be applied in traditional teaching environments in order to strengthen the students' capacity to self-regulate their own performance. These seven principles are listed briefly:

a) help clarify what good performance is, b) facilitate the development of self-assessment (reflection) in learning, c) deliver high quality information to students about their learning, d) encourage teacher and peer-dialogue around learning, e) encourage positive motivational beliefs and self-esteem, f) provide opportunities to close the gap between current and desired performance, and g) provide information to teachers that can be used to structure the teaching approach. (p.199)

Similarly, other research (Gibbs & Simpson, 2004) argues that formative assessment has positive effect on students' motivation for learning and proposes a set of conditions for this to happen in traditional teaching environments. In order for student motivation to be

enhanced, assessment tasks should a) be sufficient to require students to dedicate appropriate study time, b) orientate students to allocate appropriate amounts of time and effort to the most important aspects of the course, c)engage students in related productive learning activities. Furthermore, feedback should a) be provided in sufficient detail and often enough, b) focus on students' performance, on their learning and on actions under the students' control, rather than on the students themselves and on their characteristics, c) be delivered in time for students so that it still matters for them, d) be aligned with the purpose of the related assignment e) be well received by the student and f) advance future learning by the student(p.3).

Based on this conceptual and theoretical analysis, we can argue that formative feedback and related assessment methods can support student engagement and motivation as long as they follow a specific framework of requirements and conditions:

Requirement 1: The practice should fulfill the need of autonomy and consequently behavioral engagement that is for example addressed through self-assessment practices (i.e. a student to assess their own work and assignments). In addition, the practice should also fulfill the need of relatedness and consequently affective engagement that is for example achieved through peer assessment practices (i.e. a student to assess the work and assignment of other students/peers)

Requirement 2: Formative assessment and feedback practices should help students clarify what good performance is and how much different this is with respect to their current performance. Besides, the practice should fulfill the need of competence and cognitive engagement through for example formative assessment and feedback (that is, assessment specifically intended to generate feedback on performance and improve and accelerate learning).

Requirement 3: Formative assessment and feedback practices should encourage dialogue around learning between peers and teachers ,which in turn , create positive motivational beliefs and high self-esteem.

Requirement 4: Formative assessment and feedback practices should provide information to teachers to improve their teaching approach but, concerning students, it should encourage them to take actions in order to achieve good performance. (ibid,p.3)

To put it in a nutshell, the above analysis shapes the necessary framework of requirements and to formulate related recommendations on formative assessment and feedback methods that can advance student motivation and engagement.

4.3. Recommendations for Decision Makers

Undoubtedly, formative assessment and teaching are two faces of the same coin. That is to say that assessment should effectively serve teaching and learning process. In this respect, students need to work in a natural environment at their own pace, with supportive teachers scaffolding and guiding their learning based on their individual needs.

It is critical to clearly define the purpose and role of assessment within a specific context. Above all, ethical principles must guide assessment practices and policies and students role in the process should not be denied, rather they should assume the responsibility and take advantage of these opportunities to improve their achievement. Moreover, data must be used appropriately so that there are not unexpected consequences to implementing the assessment system.

Policymakers are advised here to invest more in developing teacher knowledge and skills needed to engage in the process of formative assessment, than in the tools available for formative assessment. In fact, when instituting a large-scale assessment system policymakers must consider the time, cost, and personnel resources needed to conduct, score, report, and interpret the data. However, a systematic approach that takes key stakeholders students, teachers, and education leaders into consideration has a stronger chance of success.

4.3.1. Teacher Professional Development

In more practical and pedagogical terms, all teachers are able to embrace all the professional learning and development programmes available; schools and universities are free to choose the professional development they want their teachers to attend, and also select the providers.Arguably, development allows classrooms to become a 'black box' of information, where teachers practise their own interpretations of how best to provide formative assessment for students motivation and improve learning.

Broadly speaking, teachers are highly advised to engage in professional development on their formative assessment and feedback related beliefs, understanding and practices. Therefore, the findings of this study may be of interest to those who are responsible for

assessment related teacher PD, in that it reveals a gap in teachers' professional learning which may also exist in the university context.

This study has highlighted how both teacher practices and also teacher conceptions may be influenced by professional development . In brief ,this indication that PD does have the power to change teachers' beliefs and practices is a further incentive to engage teachers in professional learning about formative assessment.

Although professional development is not a quick fix that immediately improves teachers' existing knowledge and practice (Black & Wiliam, 2004), it can enhance teachers' knowledge and confidence to use this knowledge in a changing educational environment . This study, like others conducted through questionnaires, observations suggests that teachers need more knowledge about the effective implementation of formative assessment (Parr & Timperley, 2010).

In the same line of thought, professional development on formative assessment and feedback may not have an immediate effect on teachers' practices. It is not a matter of knowledge of a set of strategies being picked up by teachers and implemented into the classroom with little other adjustment made (James & Pedder, 2006). Ultimately, teachers engaged in PD need continuous support and opportunities to reflect on their practice and examine how old-fashioned ideas and assumptions can be transformed to meet the current practice (Shepard, 2008). Furthermore, if teachers want to make students active participants in the process of learning, attention has to be paid to developing teachers' knowledge, understanding and skills in utilising feedback that is formative and fostering self-efficacy and self-motivated students.

Significantly, classroom teachers involved in this present study revealed that carefully planned, sustained and holistic professional development is required if formative assessment is to be effectively incorporated into their classroom practices. Currently, in the Algerian Higher Education context, assessment for summative purposes is over-emphasized and assessment for formative purposes is under-emphasized, undervalued and poorly used. The evidence from the findings shows that teachers generally had a limited theoretical understanding of the theories of learning and how formative assessment could and should be integrated into the learning and teaching process, especially, those with no teaching experiences.

The Assessment Reform Group (1999) and Black and Wiliam (1998) suggested that any professional development programme initiatives in this area should focus attention on how formative assessment, as a classroom strategy, can be used to:

- provide effective feedback to pupils
- actively involve students in their learning;
- assist teachers to adjust their teaching to take account of the results of assessment;
- recognize the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning;
- assist students to assess themselves and understand how to improve. (pp.4-5)

Presumably, any professional development programmes built around these broad areas will only succeed if classroom teachers find their own ways of incorporating the ideas and practices into their own patterns of classroom experiences.

4.3.2. Classroom Climate

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The impact of classroom climate on students and teachers can be beneficial for or a barrier to learning and can effect student engagement and performance. Ultimately, creating a positive classroom environment is an important aspect of effective teaching. By creating positive classroom environments, teachers are provided the opportunity for better classroom discipline and management.

An essential aspect of formative assessment is classroom climate. Three particular elements are presented. First, power and responsibility in the classroom is not just the teacher's mission, but is shared so that teachers and students work together to share responsibility for learning. Second, the classroom has to be a non-threatening place. Students must be comfortable and have a relaxing atmosphere where they will be able to ask for help, regard errors as sources of new learning, and admit difficulties or problems without fearing that these actions will diminish them in the eyes of their teachers or their peers. Instead, they need to know that such behaviours are desirable and are characteristic of effective learners. Finally, it means that the relationships in the classroom must be reciprocal, supportive and collaborative, characterized by mutual trust between teachers and students.

4.4. Limitations of the Study

Although the study could have some useful implications for the effective implementation of formative assessment practices that raises students motivation in EFL classrooms, some limitations have to be considered. First of all, the researcher collected the data for the study according to the participant teachers' self-reported information: what the participants reported about their attitudes and practices in their classrooms.

This study was limited by the size and location of the site. That is to say, the data was collected from one year level (third year students), and ,thus a narrow demographic. Without a large sampling from various levels with varying demographics, the results are only applicable to similar sites. The data was represented from English Language third year university students of El-oued. While the results are promising for additional levels, additional data will need to be collected to attribute these results to different   levels. Another limitation, the researcher did not carry out teachers' interview to cross check the results and add more qualitative data and in turn more valid results. Therefore, this prevents the generalization of the findings to the larger ideal population—all Algerian universities.

Another limitation was that the researcher was not able to utilize tests or quasi-experiments for establishing the validity and reliability of the questionnaires items were conducted by the researcher, who constructed the questionnaires for the unique purpose of being used in the present study. However, the researcher conducted a pilot study to determine whether or not participants could understand the items of the questionnaire. The results of the pilot study showed that the participants understood all the items, and even proposed some modifications.

4.5. Recommendations for Future Research

The study primarily investigated teachers' and students' attitudes towards the effectiveness of formative assessment practices on raising students' motivation in learning English as a foreign language, and their actual classroom practices with regard to formative assessment.

Due to the limitations of demographic information, it is recommended that this study be replicated in a variety of levels and diverse settings. The study was conducted with LMD third year English Learners at El-oued Universty. To overcome the issue of

generalisability and to gain an accurate representation of the whole ideal population, other studies could be conducted in the form of a wide-scale survey. Of course, the aim is not, and cannot be, to survey all universities in Algeria, but to gain access to the biggest possible number in various regions. This is possible if future researchers adopt researcher-triangulation technique. This implies involving more than one researcher from different places employing the same tools to answer the same questions. It is recommended here to replicate the study with all students who study English at the university of El-oued.

However, teachers interviews, tests and quasi- experiments to understand whether the teachers and students really do what they report doing in the questionnaires were not undertaken. Thus, further research using interviews, tests and quasi- experiments might be carried out to understand whether, to what extent, and how university teachers actually incorporate their formative assessment practices in raising their students' motivation.

 This study provided a rich description of teachers formative assessment practices, understanding and formative feedback while the role of students have been given importance theoretically, a student perspective has been absent from the research agenda. Evidence from this study suggests that it may be challenging to teach students to become active participants in assessment or take on a role that provides them with opportunities to build their evaluative and productive knowledge. Therefore, an investigation into students' perceptions of formative assessment and their role within it would make a further contribution to the field of research regarding assessment, and would complement this study.

There have been calls to investigate the formative assessment process in the classroom in detail. There is also a need for further research on teachers' understanding of learning goals, learning intentions and criteria for success and the role they play in the feedback practice to enhance students self-efficacy, engagement and motivation for learning. Besides how teachers and students make use of them to make decisions about teaching and learning. This might include teachers' use of self and peer assessment in developing students' evaluative and productive knowledge and feedback skills. Therefore, further research and in-depth exploration within this area could form a significant contribution to the field of research on formative assessment and feedback.

4.6. Conclusion

This chapter has dealt mainly with some critical issues. Teachers' formative assessment and feedback practices are analysed. Teachers' role in promoting formative assessment and feedback is presented and students' role in the formative assessment and feedback process is emphasised.

As far as this concluding chapter is concerned, the researcher has tried to, hopefully, introduce some pedagogical implications focusing on the concept of formative assessment process and its effective role in motivating students to learn.

Furthermore , the investigator has suggested more strategies to promote teachers formative assessment practices in the field of Teaching English as Foreign Language. Therefore, a number of recommendations were proposed first to administrations, including the policy makers, also goes for teachers and students. Furthermore, this chapter focused also on formative assessment motivational benefits as an incentive for learning.

In the end, the fourth chapter entails some limitations that face the researcher in conducting this study and some recommendations for future research were delivered.

GENERAL CONCLUSION

General Conclusion

The formative assessment process is a valuable tool for teachers to observe and interact with their students in order to learn about their development on a daily basis. Indeed, formative assessment pushes teachers to be more systematic and consistent in improving learning and achievement. Moreover, it allows all students to receive formative feedback about their strengths and weaknesses to check their progress.

In effect, formative assessment is a multifaceted tool within the English teacher's repertoire that can promote student involvement in the learning process and encourage foreign language acquisition. Subsequently, there are various ways of assessing students that can encourage their positive involvement in the learning process. Interestingly, there is clear evidence that formative assessment can intrinsically motivate learning in the sense of stimulating intellectual desire and curiosity towards learning. Certainly, participating in self- and peer-assessment, students can become effective judges of their own and their peers work, thus, leading to increasing their motivation to learn. Hence, students should be aware of assessment criteria for success in learning. Moreover, their involvement into designing assessment criteria makes a study process transparent. Peer assessment also motivates improvements in student performance to learn English as a second language.

Formative assessment is a tool for achieving learning outcomes and it is based on the individuals learning. It contributes in a meaningful way to the achievement of learning outcomes, provides a more positive experience for learners and can also be invaluable for teachers, to see if the lesson aims have been fulfilled and the overall objectives have been met. As quality feedback is the key to successful formative assessment and it encourages students to become self-motivated and independent learners, teachers should give frequent, early, positive feedback to support students' beliefs that they can do well. Whatever feedback strategy is used, it should help students develop a clear sense of their own progress. Generally, as teachers begin to implement new strategies for using formative assessment as an instructional device, they will recognize the ability of students to take control of their own success and accept responsibility for their own learning. These empowering feelings will inspire and motivate students toward greater achievement. In the end, the success of formative assessment as an enabler of learning depends on the knowledge and skills of teachers to implement this approach in collaboration with their students.

This study tried to investigate the impact of formative assessment on raising students' motivation at the university of Eloued, LMD Third Year students as a case study. Actually, the aim of this study was to gauge the attitudes of English language students (from El-Oued) towards the impact of formative assessment and its usefulness in enhancing students' motivation. The study also aimed to identify the teachers' understandings of the formative assessment practices in their instruction. The following research questions were addressed:

1. Does formative assessment have a positive impact on raising students' motivation?
2. What are English language teachers' understandings of formative assessment?

To answer the above-stated research questions, a descriptive case study employing two main data collection tools: an attitudinal teachers' and students' questionnaires and a classroom observation were used. The students' questionnaire addressed 100 randomly-chosen participants. In teachers' questionnaire, 20 informants were selected among the teaching staff. Quantitative data was analysed by means of descriptive statistics, and were represented through frequency tables and bar graphs. Qualitative data was analysed according to observation grids approach, that is, transcribed and interpreted.

The results of the study indicated that teachers mostly had strong positive attitudes towards the process of formative assessment process, and stressed its usefulness in enhancing students' motivation in EFL university classes. The results also revealed that the overwhelming majority of teachers face challenges in implementing it properly and correctly due to their lack of theoretical conceptual frameworks and practical user-friendly techniques.

In addition to these positive attitudes, findings from the study suggested that a good number of teachers expressed their willingness to deepen their knowledge of formative assessment practices and feedback, and to share this process with students as active participants in their learning . This interesting finding was congruent with one of the aims of the study, which was to establish a correct understanding of formative assessment practices as a useful tool to improve both teaching and learning, and raise their awareness on its usefulness in improving students' motivation.

From a broader angle, the students responses were in favour of the efficacy of formative assessment on their achievement and motivation. Surely, students stated that they can positively benefit from the results of formative assessment, and also add that feedback was effective element in helping them acquire the target language. In this respect, the respondents

claimed that self and peer assessment helps them to be more confident and let them feel high self-esteem to be fully engaged in learning. All in all, the findings of the study provided appropriate answers to the research questions, and confirmed the hypotheses set at the onset of the study.

As for the structure of the dissertation is concerned , the study included four chapters. The first chapter dealt with the review of literature and the theoretical concepts related to the scope of the study. Chapter two was devoted to the research umbrella under which this study was conducted. Data obtained was analysed and discussed in the third chapter. Finally, some implications and recommendations for further research were presented in the fourth chapter.

This research project was driven by the theoretical claims that formative assessment plays a potential role in improving students' learning and teachers teaching and more specifically raises their engagement ,motivation and hold the responsibility for their own learning. presumably, to the researcher's knowledge, this is the first study of its kind to focus on teachers' and students' attitudes towards formative assessment impact on students motivation in higher education. Many other studies, which the researcher reviewed, surveyed attitudes of either teachers or students at the secondary level. Obviously, this adds to the significance of the study, which is hoped to have contributed to the field of educational research in Algeria, raised university teachers' awareness on the usefulness and necessity of implementing formative assessment, and proposed appropriate, practical implications and suggestions for further research.

Finally, this study remains limited regarding the findings obtained and it requires further research to unveil other issues relevant to the formative assessment as an enabler of learning and a students' motivator. Effectively, the following questions could open the door to further research: What are the most effective formative assessment strategies to enhance students' motivation to learn English as a foreign language? How could formative assessment practices be enhanced through the use of technology in the classroom to better meet the students learning needs?

BIBLIOGRAPHY

REFERENCES

Andrade, H., &Cizek, G. (Eds.) (2010). *Handbook of formative assessment.* New York: Routledge.

Aitken, R. (2000). Teacher Perceptions of the use and value of formative assessment in secondary English programmes.*: Research Information for Teachers, 3*, 15-20.

Anthony, M. C. & Lewis, D. (2008). *Alternative Assessment: An Action Research Study on the use of Peer Assessment as a Learning Tool for Education Students in a University in Jamaica.* Retrieved January 10, 2016,form Proquest fromhttp://www.waikato.ac.nz.

Aouine ,A.(2011).*English Language Assessment in The Algerian Middle and Secondary Schools: A Context Evaluation*(Unpublished Magister Dissertation, Mouloud MAAMRI University, Tizi-Ouzou, Algeria).

Assessment Reform Group (1999). *Assessment for Learning: Beyond the Black Box*, Cambridge: University of Cambridge, School of Education.

Bangert-Drowns, R. L., Kulik, C. L., Kulik, J. A., & Morgan, M. T. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, *61*, 213–237.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4), 544-559.

Bell, B., & Cowie, B. (1999). Researching formative assessment. In J. Loughran (Ed.), *Researching teaching*: *Methodologies and practices for understanding pedagogy* (pp. 198-214). London: Falmer Press.

Benmostefa,N. (2014). *Reflections Upon The Baccalaureate EFL Tests as a Source of and a Means for Innovation and Change in ELT in Algeria*, (Unpublished Doctorate Thesis, University of University of Abou Bekr Belkaid, Tlemcen, Algeria).

Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education, 85*(5), 536-553.

Bernard, H. R. (1994). *Research methods in anthropology: Qualitative and quantitative approaches* (2nd ed.). Walnut Creek, CA: Altamira Press.

Black, P. and Jones, J. (2006). Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *Language Learning Journal*. 34(1), 4-9.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. *80*(2), 139-148.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7-74.

Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research*. Berkshire: Open University Press.

Bloom, B. S., Hastings, J., & Madaus, G. (1971). *Handbook on formative and summative evaluation of student learning*. New York, NY: McGraw Hill.

Boud, D. (1995). *Enhancing learning through self-assessment*. London, Kogan Page.

Boud, D. (2000). Sustainable assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, *22*(2), 151-167.

Bouklikha, W.G. (2012). *Motivation in the ESP Classroom : The Case of Third Year LMD Engineering Students,* (Unpublished Magister Dissertation, University of University of Abou Bekr Belkaid, Tlemcen, Algeria).

Brace, I. (2004), *Questionnaire design*. London: Kogan Page Ltd.

Brookhart, M. S. (1997). A theoretical framework for the role of classroom assessment in motivating student effort and achievement. *Applied Measurement in Education, 10*(2), 161–180.

Brookhart, S.M. (2007/2008). Feedback That fits. *Educational Leadership Journal*. Association for supervision and curriculum development. Retrieved May 20, 2015, from Proquest from: http://www.waikato.ac.nz

Brown, G., Bull, J., & Pendlebury, M. (1997). *Assessing student learning in higher education*. London: Routledge.

Brown, H. D. (2000). *Principles of language learning and teaching*. New Jersey:Prentice Hall.

Brown, G. T.L. & Hirschfield, G. H. F. (2008). Students' conceptions of assessment: Links to outcomes. *Assessment in Education: Principles, Policy & Practice,* 15 *(1)*, 3-17.

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research, 65,*245-281.

Cauley, M. C., & McMillan, J. H. (2010). FA techniques to support student motivation and achievement.Clearing House: *A Journal of Educational Strategies, Issues and Ideas,* 83(1), 1–6.

Clark, I. (2006). Assessment for Learning: Assessment in Interaction. Mukogawa University, Japan.

Clark, I. (2011). Formative assessment: Policy, perspectives and practice. *Florida Journal of Educational Administration & Policy, 4*(2), 158–180.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education (5thed.).* London: Routledge.

Common European Framework of Reference for Languages(2001): Learning, teaching, assessment. Cambridge University Press, 2001. – pp. 185, 186, 192.

Cook, V. (2000). *Linguistics and second language acquisition*. Beijin: Foreign Language and Research Press and Macmillan Publishers Ltd.

Creswell, J W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed.).* Boston: Pearson Education, Inc.

Crooks. J. (2002). Educational Assessment in New Zealand Schools. *Assessment in Education, 9(2),* 237-253.

Dawson, C.(2009). *Introduction to Research Methods*: A Practical Guide for Anyone Undertaking a Research Project, UK: How To Content.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation And Self-Determination In Human Behavior*. New York: Plenum.

DeMunck, V, C. &Sobo, E, J. (Eds) (1998). *Using methods in the field: a practical introduction and casebook*. Walnut Creek, CA: AltaMira Press.

DeWalt, Kathleen M. & DeWalt, Billie R. (2002). *Participant observation: a guide for fieldworkers.* Walnut Creek, CA: AltaMira Press.

Dixon, H. R. (2011). Infusing peer assessment into classroom programmes: Descriptions of practice. *SET: Research Information for Teachers, 2*, 3-10.

Dochy, F. & Segers, M. (1999). *The use of self-peer and co-assessment in higher education: A review, studies in higher Education*, 23(3), 331-350.

Dorneyi ,Z . (2007). *Research methods in applied linguistics: Qualitative, quantitative and mixed methodologies.* Oxford : Oxford University Press.

Duff, P. A. (2008). *Case study research in applied linguistics.* NY: Lawrence Erlbaum.

Dyer, C. (1995). *Beginning research in psychology* : a practical guide to research methods and statistics. Oxford, Angleterre : Blackwell.

Ellis, R. (1994). *The study of second language acquisition*. New York: Oxford University Press.

Elton L. (1996) Strategies to Enhance Student Motivation: a conceptual analysis, *Studies in Higher Education., .* – pp. 21, 57-68.

Erlandson, David A., Harris, Edward L., Skipper, Barbara L., &Allen, Steve D. (1993). *Doing naturalistic inquiry: a guide to methods.* Newbury Park, CA: Sage.

Fisher, D., & Frey, N. (2007). *Checking for understanding : Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher, D., & Frey, N. (2011). Checking for understanding. *Principal Leadership, 12*(1), 60–62.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic.

Gardner, R. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA* Yearbook.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second language learning. Rowley, Mass: Newbury House.

Garrison, C. & Ehringhaus, M. (2009). *Effective assessment: Linking assessment with instruction*. Available at: www.nmsa.org and www.measuredprogress.org. Retrieved on May 15 th,2015.

Garrison, C.& Ehringhaus,M. (2012) "Formative and Summative Assessments in the Classroom.". *Association for Middle Level Education.* National Middle School Association; Measured Progress. Retrieved on 29 July 2015. http://www.amle.org/publications/webexclusive/assessment/tabid/1120/default.aspx.

Gonzales, M, L, L.(2012) *A Teacher's Formative Assessment Perceptions and Practices in Oral Intermediate English Courses at the Université de Montréal*,(Unpublished Doctorate Thesis, University of Montréal).

Gorard, S. (2001). *Quantitative methods in educational research. The role of numbers made easy.* London: Continuum.

Gregory, K, Cameron, C., & Davis, A. (2000). *Self-assessment and Goal Setting*. Connections publishing, Merville, British Columbia, Canada.

Gipps, C. (1994). *Beyond testing: Towards a theory of educational assessment.* London: Falmer Press.

Gibbs, G. & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and teaching in higher education, 1*(1), 3–31.

Griffee, D,T .(2012). *An introduction to second language research methods design and data .*

Guskey T. R. (2003)   How Classroom Assessments Improve Learning. [Electronic Version]. Educational Leadership, . – pp. 6-11.

Hall, K., & Burke, W. (2004). *Making formative assessment work: Effective practice in the*

primary classroom, Maidenhead: Open University Press.

Harris, M. (1997). *Self-assessment of language learning in formal settings*. In ELT Journal Vol. 51/1, 1997. - pp. 12-20.

Hattie, J., &Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77,*81-112.

Hattie, J. A. (2009). The black box of tertiary assessment: An impending revolution. *Tertiary assessment & higher education student outcomes: Policy, practice & research*, 259-275.

Heritage, M. (2010). *Formative assessment : Making it happen in the classroom.* Thousand Oaks, Calif.: Corwin.

Heritage, M. (2011). *Formative assessment and next-generation assessment systems: Are we losing an opportunity.* New York: National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Heywood, J. (2000). *Assessment in higher education: Student learning, teaching,programs and institutions.* London: Jessica Kingsley Publishers.

Hill, M. (1995). Self-assessment in primary school: A response to student teacher questions. *Waikato Journal of Education.* Department of Professional Studies, University of Waikato.

Irons, A. (2008). *Enhancing learning through formative assessment and feedback*. New York: Routledge.

James, M. & Pedder, D. (2006). Beyond method: assessment and learning practices and values. *The Curriculum Journal*. 17(2), 109-138

Kothari, C, R. (2004).*Research methodology methods and techniques (2nd Ed).*New Age International Publishers.

Leahy, S., Lyon, C., Thompson, M., &Wiliam,D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership,63*(3), 18-24.

Lodico, M. G., Spaulding D. T., & Voegtle K. H. (2010). *Methods in educational research: From theory to practice (2nd ed.).* San Francisco: Jossey-Bass.

Longman Dictionary of Contemporary English. (2003). Pearson Education Limited – p. 1072.

Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Madani,H. (2012). *Assessment of Reading Comprehension Skills: The Case of 3 A.S. Students at El Arbi Abdelkader Bouguirat Secondary School, Mostaganem,*

(Unpublished Magister Dissertation, University of University of Abou Bekr Belkaid, Tlemcen, Algeria).

Madrigal, D., & McClain, B. (2012). *Strengths and weaknesses of quantitative and qualitative research*. Retrieved from http://www.uxmatters.com /mt/archives/2012/09/ strengths-and-weaknesses-of-quantitative-and-qualitative-research.php .Retrieved onMarch04th,2016

Marshall, C & Rossman, G, B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.

Marczyk, G., D. De Matteo, &D. Festinger. (2005). *Essentials of Research Design and Methodology*. John Wiley & Sons, Inc., Hoboken, New Jersey.

McDonough, Jo, & McDonough. (2006). *Research Methods for English Language Teachers*, Great Britain: Hodder Arnold.

McManus, S. M. (2008). Attributes of effective formative assessment, from http://www.ccsso.org/Documents/2008/ Attributes_of_Effective_2008.pdf Retrieved onMarch04th,2016

McMillan, J. H. (2000). Fundamental Assessment Principles for Teachers and School Administrators. Practical Assessment, Research & Evaluation, 7(8). [Online Version] from http://PAREonline.net/getvn.asp?v=7&n=8. Retrieved on January25th,2016

Myers, D. G. (1996). Exploring Psychology. New York: Freeman & Co, p.297

Nisbet, J. and Watt, J. (1984). Case study: In J.Bell, T. Bush, A. Fox, J. Goodey and S. Goulding (eds) Conducting Small-Scale Investigations in Educational Management. London: Harper & Row,79-92.

Nicol, D., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218.

Noonan, B. & Duncan, C.R. (2005). Peer and Self-assessment in High Schools. *Practical Assessment, Research and Evaluation*. University of Saskatchewan, 10(17), 1-8, ISSN 1531-7714. Available online:http://pareonline.net/getvn.asp?v=10&n=17 Retrieved on October08th,2015

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

OECD, (November 2005). Policy Brief: Formative Assessment: Improving Learning in secondary Classrooms. P.1-8. Retrieved March 10th, 2016,from: http://www.oecd.org/publications/Policybriefs. Retrieved on March 08th,2015

Oswalt ,S.G(2013). *Identifying Formative Assessment In Classroom Creating an Instrument to observe Use of Formative Assessment Practice* , (Unpublished doctorate thesis, Boise State University Graduate College) Retrieved January 27th, 2016,from: http://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1772&context=td

Oxford R. L., Shearin J. (1994). Language learning motivation: Expanding the theoretical framework. The Modern Language Journal, – pp. 12-28.

Black.P., & Jones.J. (2006) formative assessment and the learning and teaching MFL Language Learning Journal,Winter 2006, *No*34,4-9

Parr, J. M., & Timperley, H. S. (2010). Feedback to writing, assessment for teaching and learning and student progress. *Assessing Writing, 15*(2), 68-85.

Pintrich, P.L. &Schunk, D. H. (1996). *Motivation in education: Theory, research and applications* Englewood Cliffs, NJ: Prentice Hall Regents

Pintrich, P. R., & Schunk, D. H. (2002). Motivation in education: Theory, research, and Applications *(2nd Ed.).* Columbus, OH: Merrill-Prentice Hall

Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science, 28*(1), 4-13.

Ryan, R. M., & Deci, E. L. (2000). "Intrinsic and extrinsic motivations: Classic definitions and new directions" *Contemporary Educational Psychology,25*, pp.54-67

Sadler, R. (1989) Formative Assessment and the Design of Instructional Systems. *Instructional Science* ,18(2) 119-144.

Sadler, R. (1998). Formative Assessment: Revisiting the territory. *Assessment in Education: Principles, Policy and Practice*, 5(1), 77-84.

Sadler, R. D. (2010). Beyond feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education, 35*(5), 535-550.

Shepard, L. A. (2008). Formative assessment: Caveat emptor. In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 279-303). New York: Lawrence Erlbaum Associates.

Starkman.N(2006). *Formative Assessment: Building a Better Student*. T.H.E. Journal 33(14) September - pp.1-6, 41.

Stiggins, R. (1999). Assessment, student confidence, and school Success. *Phi Delta Kappan*, *81*(3), 191. Retrieved from Education Research Complete database.

Stiggins, R. J. (2005). *Student-involved assessment for learning*. Upper Saddle River, NJ: Prentice Hall.

Stiggins, R. J., Arter, J. A., Chappuis, J., &Chappuis, S. (2004). *Classroom assessment for student learning: Doing it right—using it well*.Portland, OR: Assessment TrainingInstitute.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2007). Classroom assessment for student learning. Upper Saddle River, New Jersey: Pearson Education, Inc.

Stiggins, R., & DuFour, R. (2009). Maximizing the power of formative assessment. *Phi Delta Kappan, 90*(9), 640-644.

Topping, K. J. (2009). Peer assessment. *Theory Into Practice, 48*(1), 20-27.

Torrance, H. & Pryor, J. (1998). *Investigating Formative Assessment: Teaching, Learning and Assessment in the Classroom*. Open University Press,Buckingham, Philadelphia.

Tuttle,H.G.(2008). Formative assessment responding to your student. Routledge.

Van Lier, L. (2005). Case Study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 195-208). Mahwah, NJ: Erlbaum.

Vansteenkiste, M., Lens, W., &Deci, E. L. (2006). "Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation". *Educational Psychologist,41*(1), 19-31.

Walani,N,D. (2009). *An Investigation Into Classroom Teachers' Perceptions of The Value of Assessment For Formative Purposes In Secondary Schools*, (Unpublished master dissertation, University of Waikato, Hamilton, New Zealand) retrieved on july 25th,2015 from http://hdl.handle.net/10289/2791

Walker, C., Greene, B., &Mansell, R. (2006). "Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement". In *Learning and Individual Differences, 16*(1), pp. 1-12

Western and Northern Canadian Protocol for Collaboration in Education (2006).*Rethinking Classroom Assessment with Purpose in Mind*. Assessment for learning, assessment as leaning and assessment of learning. Manitoba Education, Citizenship and Youth Cataloguing in Publication Data.Available at: http://www.wncp.ca Retrieved on December 22nd,2015

Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree.

Wlodwoski, R. J. (1985). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.

Winne, P. H., & Butler, D. L. (1994). Student cognition in learning from teaching. In T. Husen & T. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., pp. 5738-5745). Oxford, England: Pergamon.

Yaiche,W. (2013). *Assessing the Effects of Computer-Assisted Language Learning (CALL) on EFL LMD2Students' Motivation* (Unpublished Magister Dissertation, University of University of Abou Bekr Belkaid, Tlemcen, Algeria).

Yin, R. (1994). *Case study research: Design and methods (2nd Ed.).* Beverly Hills, CA: Sage Publishing.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks,CA: Sage.

Zidane, R. (2010).*Validating Holistic Scoring for the Assessment of EFL Learners Writing Performance: The Case of Fourth Year Graduate Students at Abou Bekr Belkaid University* ,(Unpublished Doctorate Thesis, University of University of Abou Bekr Belkaid, Tlemcen, Algeria).

Zimmerman, B. J., & Schunk, D. H. (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*: Routledge.

APPENDICES

Appendix1

Questionnaire for students about the impact of formative assessment

Please fill in the following questionnaire as part of my dissertation. This questionnaire is solely formulated for research purpose and rights of participants would be kept confidential.. The nature of this research will benefit the current assessment systems followed in EFL classes. This research aims to improve the formative assessment systems in order to ensure that formative assessment systems have positive impact on motivation levels of students in terms of achieving their learning objectives.

Level:

Gender: Male ☐   **Female** ☐

Age:

Please tick the most relevant

SA = Strongly agree   A = Agree   U = Uncertain   D = Disagree   SD = Strongly Disagree

Questions	SA	A	U	D	SD
1-Current feedback system helps in raising your performance level					
2-Activities are aimed achieving your learning objectives					
3-Feedback system is effective in evaluating your learning needs					
4-Formative assessment helps in raising your motivation level					
5-Classroom assessment system is effective in giving opportunity of self –evaluation					
6-Current formative assessment helps you become aware of potential gaps between your current learning and desired learning					
7-formative assessment guides you the ways through which you can remove the potential gaps and improve your weaknesses					
8-You get individual attention of instructor in areas of weaknesses					
9-Assessment system helps in identifying your strengths and weaknesses					
10-Assessment system encourages you to improve your performance in learning					
11-Assessment system suggests the ways through which learning could be improved					

Appendix 2

Teachers' Questionnaire of their understanding of formative assessment

I am a second year magister of English Language teaching student option Assessment and Testing. Researching into *formative assessment practices impact on students' motivation and teachers perceptions of formative assessment process in first year LMD English learners of Eloued.*

The questionnaire seeks to examine the impact of teachers' formative assessment practices on raising students' motivation and exploring teachers ¨ conceptions (knowledge), perceptions and practices of formative assessment. Your answers and comments will be kept confidential. Please respond to the following questions as best as you can. There is no correct or wrong response but the response you opt for represents your best opinion. Your honest and complete responses will be most useful and helpful. Thank you in advance for your cooperation. The questionnaire is partitioned into *four (4) sections,* thus *A, B, C and D*

SECTION A

Background information:

Teaching Level: ……………………………

Gender :   Male   Female

Age : 20-29   30-39   40-49   50+

Number of years of teaching English Language   < 5yrs   5-9yrs

**   10-20yrs   above 20yrs**

Highest Educational qualification…………………………………………………….

Subject Specialization (indicate here):

Others (specify)…………………………………………………...

SECTION B.

English Language teachers' formative assessment conceptions, perceptions and practices Questionnaire
Please carefully *read* the following statements and *tick* the number in front of the item that corresponds to your conceptions. In the following items, *5= Strongly Disagree, 4, 3, 2, and 1= strongly Agree.*

What is your conception of formative assessment?

	Statements	1	2	3	4	5
1	It is a "continuous" or "ongoing" assessment all through (minute by minute, day to day) the instructional process.					
2	Formative assessment is a practice whereby students are active participants in learning and they need to evaluate and monitor their own understanding.					
3	Formative assessment is used to provide feedback and to improve instructional strategies.					
4	Formative assessment is used to close the gap that exist between what is learnt and what is yet to be learnt.					
5	Formative assessment is for the purpose of grading, ranking and certifying students at the end of their programme of study, end of term or unit.					
6	The use of integrated strategies in the process of formative assessment enhances learning (performance) and motivates a shared responsibility for learning with learners.					
7	Formative assessment creates an avenue for learners with a myriad of skills to track and manage their own learning development.					
8	Peer and self-assessment of students" learning is part of formative assessment.					

C. What do you perceive formative assessment to be?

	Statements	1	2	3	4	5
9	Formative assessment is not different from summative assessment					
10	Both formative assessment and summative assessment serve the same purpose					
11	Formative assessment enhances the efficacy of my instructional strategies as an English language teacher.					
12	Formative assessment and feedback are useful toward their improvement of learning.					
13	Formative assessment and feedback are useful toward the improvement of teaching.					
14	Formative assessment enhances self- esteem, motivation and attitudes to learning in my students.					
15	Formative assessment is an extra work to me as a teacher.					

D. How do you use formative assessment when teaching English Language?

	Statements	1	2	3	4	5
16	I clarify and share learning goals and success criteria with students.					
17	I link assessment practices to instructional goals.					
13	I integrate formative assessment strategies into instruction.					
19	I provide ongoing feedback at a level of detail to stimulat eaction for improvements in learning					
20	I construct and undertake assessment strategies, as well asadopt differing teaching strategies to raise students' motivation					
21	I offer feedback to students at the initiation session, in the lesson and after the lesson.					
22	I encourage students to do peer-assessment during my lessons.					
23	I encourage students to do self-assessment during my lessons.					
24	I use the evidence I gather to determine the next instructional steps.					

Thank you for your collaboration

Mr. Ammar SAOUD

Department of Foreign Languages

Faculty of Letters, Languages and Arts

Abou Baker Belkaid University of Tlemcen

Appendix 3. Formative Assessment Strategies

Tools for Formative Assessment Techniques to Check for Understanding	
Index Card Summaries/Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference	One on one conversation with students to check their level of understanding.
3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. • I changed my attitude about… • I became more aware of… • I was surprised about… • I felt… • I related to… • I empathized with…
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: •Anecdotal Records •Conferences •Checklists
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are:

	• Multiple Choice • True/False • Short Answer • Paper and Pencil • Matching • Extended Response
Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
Choral Response	In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Debriefing	A form of reflection immediately following an activity.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Numbered Heads Together	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
One Word Summary	Select (or invent) one word which best summarizes a topic.
Think-Pair- Share	Students think individually, then pair (discuss with partner), then share with the class.
Ticket to Leave	Closing activity where students respond in writing or verbally to short assignments.
Turn to Your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
Oral Questioning	- How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?

<u>Appendix 3.A</u> The Four Corners Strategy
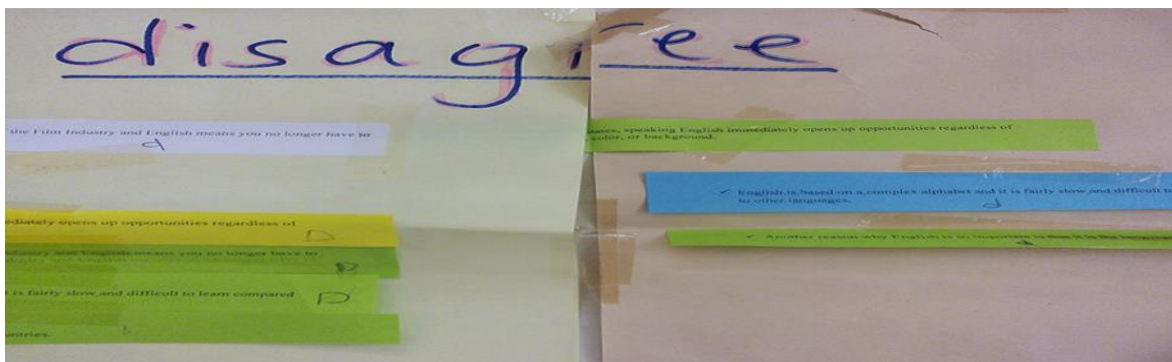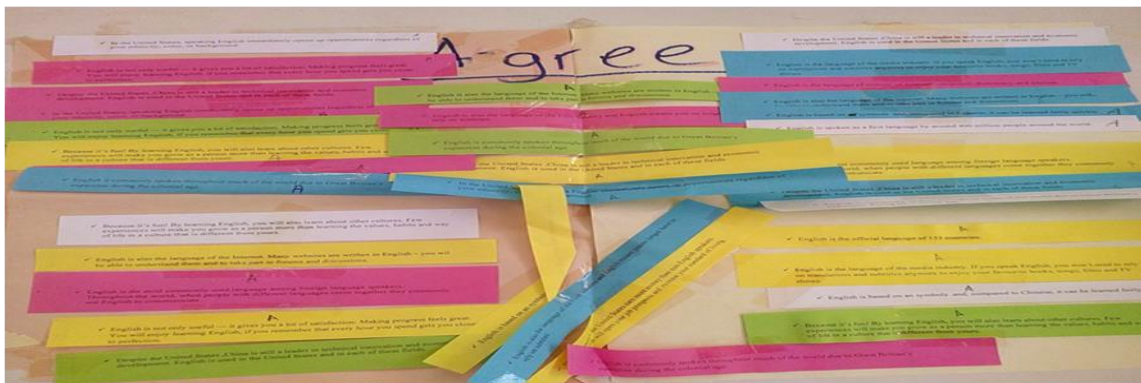
Appendix 3.B. Think-Pair-Share Strategy

<u>Appendix 3.C.</u> The Traffic Light Strategy

Appendix.3.D. Post It Strategy
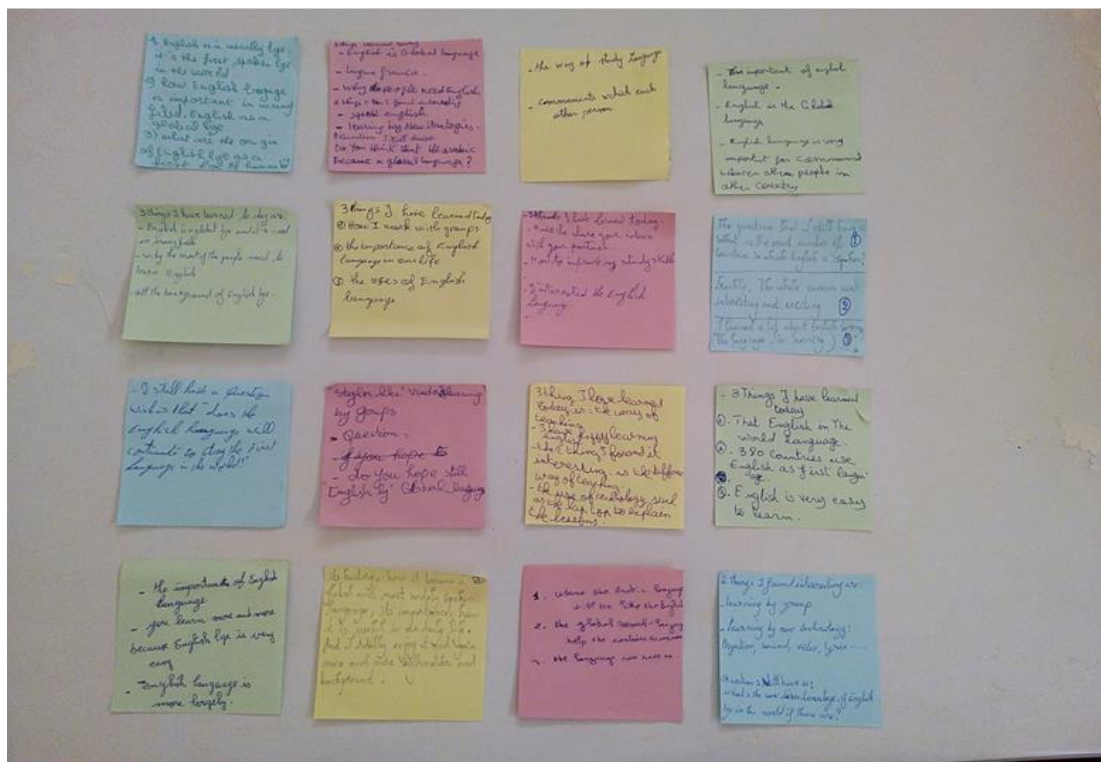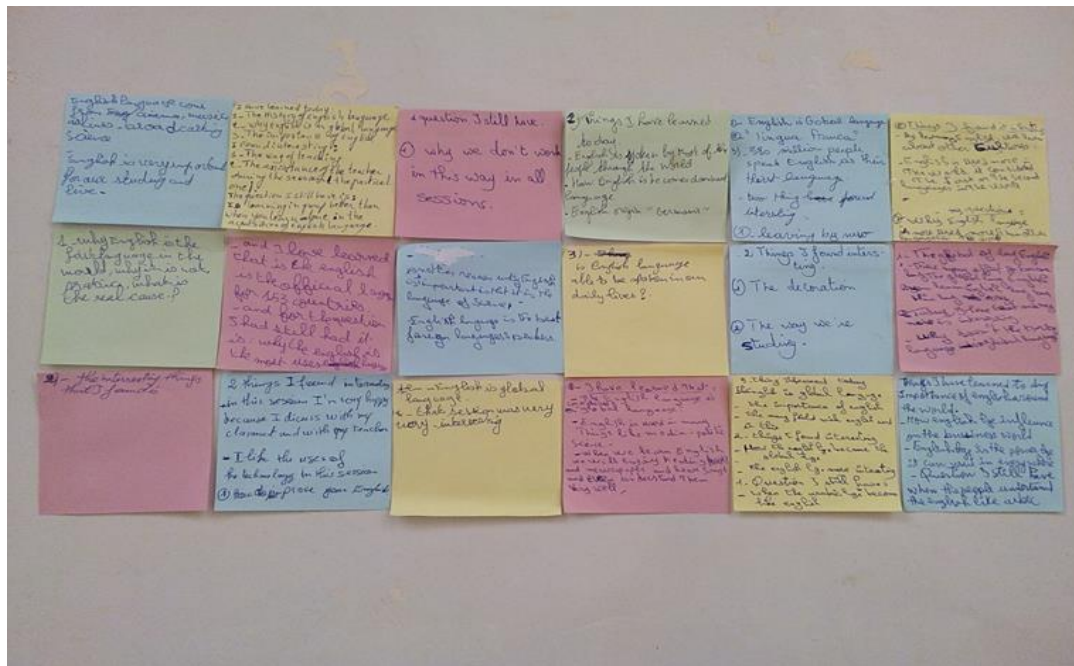
Appendix.3.E. Exit Slip Strategy

Exit Slip (Name: BEDJIOATI RISHA — Lesson Title: English is global language)

2 New Facts You Learned
- Why people need english
- English is a global language.

One Fact you Knew Already
- I Know that the English language is important to many fields.

Questions You Still Have
- Do you think that Arabic language become a global language?

Exit Slip (Name: Hassana - BARA — Lesson Title: English is Global language)

2 New Facts You Learned
- The background of English language
- English is the second language in many countries

One Fact you Knew Already
- I already that is used in fields and its importance.

Questions You Still Have
- English language will still stay the Global language?

Exit Slip (Name: Hawuf Rachida — Lesson Title: The Global language is English language)

2 New Facts You Learned
- 330 million people speak english as first language.
- How I work in the group.

One Fact you Knew Already
- English language "Global language"

Questions You Still Have
- do you hope Arabic language become a Global language and how?

Exit Slip (Name: Iander BOUBEKER — Lesson Title: English, the Global language)

2 New Facts You Learned
① The importance of English language in our life
② How do I work with a group.

One Fact you Knew Already
- I know that the English language is a Global language.

Questions You Still Have
- How do we improve our English language?

Appendix.3.F. Reading comprehension Text

English, the Global Language

English is a Germanic language that originates from England. It is also a native language in the other home countries of the United Kingdom, in the United States, Canada, Australia, New Zealand, Republic of Ireland, South Africa, and numerous other countries. 380 million people speak English as their first language.

English has "lingua franca" status in many parts of the world, because of the military, economic, scientific, political and cultural influence of the "British Empire" in the 18th and 19th centuries and that of the "United States" from the mid 20th century to the present. The global influence of English comes from cinema, music, airlines, broadcasting, science, and the Internet in recent decades. English is now the most widely learned second language in the world.

Many students worldwide need to learn some English and business English is required in many fields and occupations. Because people speak and learn English everywhere, the language is considered a "global language." It is also, by international treaty, the official language for aircraft/airport communication. Its acceptance as a first or second language is the main indication of its global status.

1. Where does the English Language come from?
2. Where do people speak this language as their mother language?
3. What are the top three languages in the world?
4. Why is English considered the "lingua franca"?
5. Why do people need English?
6. And you? Why do you need this language?

iSLCollective.com

Appendix.3.G. **Fist To Five Check**