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**The Role of Informal Assessment in Raising Learner's Motivation:
A Case Study of Master One Students at The Department of Letters
and English Language, University of 08 Mai, 1945- Guelma**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree in Language and Culture**

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DEDICATION

In the Name of Allah, the most Merciful, the most Gracious, all praises and thanks are to Allah.

Words can not express my deep love, gratitude and profound affection to my dear and great **mother** my god rest her soul.

To my beloved respective father who provide me with hope, and supported me along the way.

To my sweet husband for his countless sacrifices, and continued encouragement.

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ABSTRACT

The present research aims at investigating the impact of informal assessment on learners' motivation. Students of English as a foreign language lack the motivation necessary especially when they are assessed; therefore, their motivation decreased when they do not know that they are being assessed. The aim of this research is to know to what extent informal assessment raises students' motivation. Thus, It is hypothesized that a positive relation may exist between assessing students unconsciously and their motivation. To confirm our hypothesis we have followed the quantitative descriptive method by administering a questionnaire to (70) Master one students from the English Department at Guelma University, also (40) questionnaires are given to teachers of English Department (Guelma University). The research findings have indicated the significant impact of informal assessment which leads to the increase of learners motivation. Hence, it is recommended to teachers to use informal assessment in order to get rid of assessment's fear and anxiety. Therefore, a number of pedagogical implications have been provided for raising learners motivation via using informal assessment.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELLS: English Language Learners

L2: Language2/ Second Language

FL: Foreign Language

LMD:

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GENERAL INTRODUCTION

Introduction

Assessment is one of the pillars in language curriculum. It is an inevitable process in foreign language learning and teaching. Assessment is of two forms: it can be formal through classroom tests, quizzes and exams; or informal, i.e. teachers' unconsciously assess students without designing any test or exam. Thus, good teachers usually and spontaneously assess students' performance whether those assessments are intended (formal) or incidental (informal).

Whenever a student participates and gives a comment, answers a question or writes and offers a new structure, the teacher subconsciously assesses his/her performance, and pinpoints his/her areas of strength and weaknesses. In other words, learners usually receive informal assessments throughout their learning process. However, informal assessment plays a crucial role in identifying learners' difficulties and hence providing essential feedback. Moreover, via informal assessment students may not only learn from their mistakes but also feel that they are motivated to learn. Thus, motivation is of paramount importance for foreign language learners' success as it plays a major role in improving their knowledge and abilities and facilitating their learning. So, teachers must take into account the huge importance of informal assessment in enhancing their students' motivation.

1. Statement of the Problem

The majority of learners at the English Department of the University of Guelma, 08 Mai 1945, suffer from lack of motivation. This is mainly due to different factors and foremost, the lack of appropriate ways of assessment. Despite the fact that informal assessment is of a paramount importance in the field of education and foreign language learning, it may not be

regarded as a helpful tool for enhancing learner's motivation. Also, its huge importance in highlighting student's performance and progress is neglected. Hence, it can be considered as one of the most important ways that can help learners to achieve higher motivation. As a result, the present research addresses the following main question:

- Does informal assessment help in raising learners' motivation?

2. Aims of the Study

Informal assessment is recognized as a significant technique that may lead to high motivation, and that may help to make valid and useful judgments of students' performance and knowledge. Teachers in this respect should be aware of the effectiveness of informal assessment in raising their students' motivation. In other words, teachers must assess their students spontaneously and frequently, so that they can help them to take part in their process of learning, and more precisely to be more motivated. Thus, the aim of this research is to:

1. Increase learners motivation through informal assessment.
2. Raise teachers awareness towards the importance of informal assessment in enhancing students' motivation.

3. Research Hypothesis

Informal assessment is considered as an effective process for developing learner's motivation. The lack of classroom informal assessment may lead to learners' low motivations. In addition, teachers' unawareness of the importance of informal assessment in enhancing students' motivation may decrease and overlook its use in classrooms. So, we hypothesize that:

- If teachers use informal assessment, students' motivation would increase. (H1)

The null hypothesis implies no relation between the two variables:

- If teachers use informal assessment, students' motivation would not increase. (H0)

4. Research Methodology and Design

4.1. Research Method

This research is conducted through the quantitative descriptive method. We have selected a questionnaire as a data gathering tool which is administered to both teachers and learners for the purpose of obtaining ideas and views about how they apply and benefit from informal assessment, aiming at confirming the research hypothesis.

4.2. Population of the Study

The sample of this research is composed of Master One students at the English Department of Guelma University, which are chosen randomly to be generalized to the whole population. Master one students are more assessed in different lessons and modules. This is the main factor behind the selection of master one students as a population of this study. Since the whole population of master one students is composed of almost 100 students, 70 questionnaires will be administered to them. Also, around 20 questionnaires are administered for teachers, since they always apply different forms of assessments.

4.3. Data Gathering Tools

Questionnaires are considered as valuable and effective tools for obtaining reliable and large amount of data from the sample which serves the research aims that stands at confirming the research hypothesis. That is why we choose to deliver questionnaires among master one students and English language University teachers, in order to gather enough information about their in-depth knowledge concerning informal assessment and how they can implement

it, to know what are the main reasons behind lack of motivation, and also to know how can informal assessment be used as a tool for helping students achieve higher motivation.

5. Structure of the Dissertations

The dissertation is divided into three chapters in addition to a general introduction and a general conclusion. The first chapter is devoted to discuss informal assessment, its definition, types, importance, in addition to how can teachers use informal assessment to make learners more motivated, and strategies for effective implementation of informal assessment. The second chapter is concerned with motivation. Mainly in this chapter, we tackle its meaning, the importance of motivation, types of motivation, and how we can improve and raise learner's motivation. The description of the questionnaire, the analysis of the findings (data analysis) are explored in the third chapter, while some pedagogical implications and recommendations are suggested at the end mainly in the General Conclusion.

CHAPTER ONE

INFORMAL ASSESSMENT

Introduction

Assessment is one of the most important tools used by teachers to evaluate their students' levels as well as to determine to what extent the course objectives and goals have been achieved, and also to decide whether the method used is effective or not. It is highly used to identify and diagnose learning problems. It has become over the years an important key to the improvement of the quality of education.

Assessment can take different forms, it can be conducted through tests, exams and quizzes, as it can take more spontaneous forms such as teachers' assessment students' oral performance, classroom interaction, and daily participation-what is known as informal assessment- without designing any previous preparation for the assessment used. Moreover, the purpose of assessment differs according to the course, level, syllabus, and class. Assessment can be done before the course takes place, as it can also be done during the course or after the course in order to give students grades and to identify their strengths and weaknesses, as well as to know what students learned and what is needed to be re-taught.

Hence, many scholars argued that assessment raises students fear and anxiety, while others believe that assessment and particularly informal assessment, as it is one of the most reliable ways of producing a simple and spontaneous form of assessment, can successfully affect students self-esteem and self-confidence and greatly raises their motivation.

This chapter sheds light on the different definitions of assessment in general, types of assessment, techniques of assessment, terminologies related to assessment as well as its importance. Then we will discover informal assessment with its various definitions, types,

objectives. And finally, we discuss strategies for effective implementation of informal assessment.

1.1. Assessment

1.1.1 Definition of Assessment

Many researchers attempted to define assessment. Walvoored (2004, pp. 2-3) claimed that assessment is “systemic collection of information about students learning using the time, knowledge, expertise, and resources available in order to inform decision about how to improve learning”. This highly shows that assessment is used to collect information about students in order to raise their quality of learning. Kellaghan & Greaney (2001) (as cited in Fancourt, 2009) also argued that “the term assessment may be used in education to refer to any procedure or activity that is designed to collect information about the knowledge, attitudes, or skills of a learner or group of learners” (p.84). This means that assessment is any tool of data collection that is used to identify students’ skills, attitudes, and level.

According to Berry (2008), assessment is a process of collecting information from learners that allow teachers diagnose their strengths, weaknesses, and identify what type of difficulties they face in learning the second / foreign language, as well as to judge their achievements and to develop the teaching and learning process (p.6). Thus assessment helps teachers in identifying students’ levels so that they can provide them with appropriate grades.

Moreover, Cordova (2010) (as cited in Iseni, 2011, p. 61) argued that “assessment is generally used to refer to all activities teachers use to help students learn and to gauge students progress”. In other words, assessment is used by teachers not only for assessing their students’ progress but also to ameliorate their learning as well to develop their achievements and progress, through the use of available means. Besides Brown, (2004 p. 105) stated that assessment is an ongoing process that encompasses a much wider domain. Whenever a

student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. That is to say, assessments are not planned procedures in which students are not conscious about the measurement and evaluation of their responses. Furthermore, Miller, Linn and Gronlund (2008) have added that assessment is "systematic process that plays a significant role in effective teaching. It begins with the identification of learning goals, monitors the progress students make toward those goals, and ends with a judgment concerning the extent to which those goals have been attained" (p. 26).

to sum up, all the above definitions shed light on the fact that assessment involves the use of a wide variety of methods and tools in order to gather information about what students obtain as important, how they spend much of their academic time, and how they worth themselves.

1.2. Types of Assessment

1.2. 1 Formative Assessment

Popham (2008) defined formative assessment as a process that involves teacher's diagnosis for student's responses in order to provide them with constructive feedback. That is, formative assessment is an ongoing process that occurs during a unit of learning, for the sake of providing teachers with areas of student's strengths and weaknesses. In addition to that, it is asserted that formative assessment is "a process used to guide, mentor, direct, and encourage student growth" (Tomlinson & Moon, 2013, p. 18).

Moreover, Mckay (2006, p. 22) argued that using formative assessment enables teachers to diagnose their learners' strengths and weaknesses. In other words, formative assessment is used to monitor students' ongoing progress and to provide them with immediate feedback. Also, Brown, (2004, p. 5) saw that most of our classroom assessment is formative assessment:

evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.

1.2.2. Summative Assessment

Summative assessment is also called assessment of learning, while assessment for learning is used to point out formative assessment (Bennett, 2011). Summative assessment is done to measure what have been learned or achieved. Formative assessment is more helpful because it provides students with feedback which works as an aid for the upcoming performances (Ravi, 2015). Thus, summative assessment occurs at the end of a course of study in order to judge student’s progress.

Furthermore, this type of assessment provides information to teachers about their students’ progress in a particular subject matter at a given period of time (Sadler, 1989, p. 120). For Brown (2004, p. 6)”summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. Final exams in a course and general proficiency exams are examples of summative assessment”. Hence, it can also be used to judge students achievements after finishing a unit of study, as well as to judge this unit effectiveness. Below is a table that summarizes the difference between formative and summative assessment.

Table.1.

“Teaching and learning in the language classroom” (Dickins, 2000, p. 377).

Formative Assessment	Summative Assessment
Is prepared and carried out by the class teacher as a routine part of teaching and learning	Is not necessarily prepared and carried out by the class teacher
Is specifically related to what has been taught, i.e. content is in harmony with what has been taught	Does not necessarily relate immediately to what has been taught
The information from the assessment is used diagnostically; it is focused on the individual learner’s specific strengths and weaknesses, needs, etc.	The judgment about a learners’ performance is likely to feed into record-keeping and be used for administrative purposes, e.g. checking standards and targets
	Is frequently externally imposed, e.g. by an institution or a ministry of education

1.2.3 Peer Assessment

Black, Harrison, Lee, Marshall & William, (2004, p. 12) viewed that peer assessment is a technique that supports self-assessment. They further added that peer assessment is important because learners prefer to receive comments from each other, more than teacher’s comments. Noonan & Duncan (2005) defined peer assessment as a “strategy involving students’ decisions about others’ work that would typically occur when students work together on collaborative projects or learning activities” (p. 2). Therefore, peer assessment is increasingly used, through encouraging group and teamwork, that would allow learners to greater responsibility for their learning.

1.2.4. Self- Assessment

Self-assessment is perceived as” a process of having the learners critically reflect upon, record the process of, and perhaps suggest grades for, their own learning” (Roberts, 2006, p. 3-4). Moreover, self-assessment is described as a skill that “involves a high level of self-awareness and the ability to monitor one’s own learning and performance” (Cassidy, 2006, p. 170). Subsequently, self-assessment enables students effectively understand assessment expectations and work towards improving their own performance.

For Brown & Hudson (1998), self- and peer-assessments are advantageous for a number of reasons. They show students’ engagement in the learning process, enhance students’ autonomy, and increase motivation.

1.2.5 Norm-referenced Assessment

Berry (2008, p.49) claimed that norm-referenced assessment focuses on comparing what learners achieved on assessment to others with the same level who tackled the same task. Also, Brown (2017) stated that “the purpose in such tests is to place test-takers along a mathematical continuum in rank order” (p. 18). In other words, norm-referenced measures and compares a person’s knowledge or skills to the knowledge or skills of the norm group.

1.2.6 Criterion-referenced Assessment

According to Bloxham& Boyd (2007), this type of assessment allows learners to “know how they will be judged and to have that judgment based on the quality of their work rather than the performance of other members of their particular cohort” (p. 82). Brown, (2017, p. 18) added that criterion-referenced assessments “are designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives”. Thus, in criterion-referenced tests, the performance of other students does not affect a student’s score.

1.2.7 Formal Assessment

Formal assessment is done in order to judge learners' performance (Brown, 2003, p.6). Moreover, McKay (2006) mentioned that formal assessments "are planned and carried out following formal procedures" (p. 20). So, it involves the use of specific strategies to be able to evaluate students' achievements. Also, Brown (2004) claimed that "formal assessments are exercises or procedures specifically designed to tap into storehouse of skills and knowledge" (p. 17). Throughout the use of this technique teachers can determine the degree to which students have achieved the learning outcomes.

1.2.8 Informal Assessment

Brown (2004) asserted that informal assessment covers any type of feedback given to learners, whether simple or detailed (p. 16). In addition to that, Harris & Mccan (1994, p. 5) defined informal assessment as "a way of collecting information about students' performance in normal classroom conditions". This type involves systematically observing and monitoring students in class learning and teaching experiences.

1.2.9 Diagnostic Assessment

Another type of assessment is called 'diagnostic assessment' Tomlinson & Moon (2013, p. 17) believed that diagnostic assessment "is the process of coming to understand a student current learning needs well enough to plan for best possible instructional processes and outcomes for each learner". That is, diagnostic assessment is a beneficial step for designing what would be done in classroom.

According to Reed (2006, p. 3) diagnostic assessment enables the assessor to recognize all the conditions of learning process previously in order to know learners' individual needs. Caffrey (2009) stressed that this type of assessment is used to identify students' cognitive

strengths and weaknesses. It helps teachers to choose the content and the method on the basis of what students know or lack.

1.2.10 Evaluative Assessment

Bryce (1997, p. 27) asserted that evaluative assessment is also one type of assessment that aims at judging the progress of an educational program. Accordingly, Dylan (2011), (as cited in Tomlinson& Moon 2013, p. 10) stated that “a bad curriculum well taught invariably better experience for students than a good curriculum badly taught; or more precisely, pedagogy and curriculum, because what matters is how things are taught, rather than what is taught”. Henceforth, teachers should put emphasis on how the educational program is implemented in classrooms.

1.3. Terminologies Related to Assessment

1.3.1 Testing

Testing is a tool that shows to what extent learners grasped the materials presented by their teachers (Braun & Kanjee, 2006). Also, Overton (2011, p.3) has indicated that teachers use tests in order to check student’s progress and understanding of the course. In other words, testing is used to determine what level of knowledge or skill has been acquired. Moreover, Brown (2004, p. 15) claimed that “tests, then, are a subset of assessment; they are certainly not the only form of assessment that a teacher can make”.

1.3.2 Evaluation

According to Taras (2005), “evaluation refers to judgments regarding courses or course delivery, or the process of making of such judgments” (p.467). Evaluation involves judging student’s learning quality based on assessment at the end of a semester or school year.

(Waterloo Region District School Board, 2013). In other words, evaluation involves making judgments depending on assessment results.

1.3.3 Measurement

Measurement is viewed by Cunnigham (1998, p. 10) as a procedure that helps as to get quantitative information about specific characteristics of people through using ‘test’, ‘rating scales’, or any other tool (Mehrens& Lehmann, 1991, p. 4). Assessment is included in evaluation and the findings of the former facilitate the work of the latter.

To sum up, according to Brown (2004) tests refers to prepared administrative procedures that occur at identifiable times in a curriculum, while assessment is an ongoing process that encompassen much wider domains. In the other hand, measurement is about obtaining numerical description of the degree to which an individual possesses a particular characteristic, and during these practice activities, teachers are indeed observing students’ performance and making various evaluation of each learner. Then, it can be said that testing, assessment, and measurement are subsets of teaching as it is presented in figure 1.1.

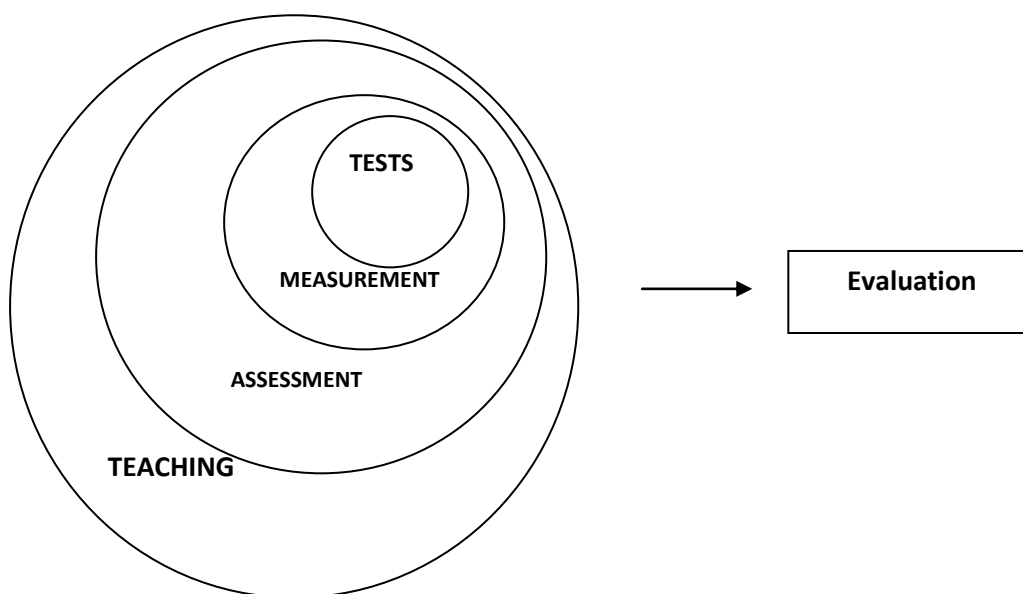


Figure 1.1. Tests, measurement, assessment, teaching , and evaluation (Brown & Abeywickrama, 2010, p. 6)

1.4. The Purpose of Assessment

Borich & Tombari, (2004) (as cited in Brady & Kenndy, 2014) set four purposes of assessment which are “setting expectation for students, making diagnosis of learning problem, monitoring learning by focusing on achieved outcomes and assessing grades” (p.172). These four purposes are oriented to improve learning with more focus on students being the main target of assessment, rather than scores.

McCulloch (2007) asserted that assessment has different purposes for students, for teachers, and for the society as well. In the category of students, assessment provides learners with information about their learning, and also determines their strengths and weaknesses. In addition to that McInerney & McInerney (2006) (as cited in Brady & Kennedy, 2014) introduced a comprehensive set of assessment purposes which focus on classroom learning and teaching improvement.

1.5. Informal Assessment

Caldwell (2008, p. 25) argued that informal techniques are flexible so that they can be easily changed by teachers to ensure an effective teaching and learning environment. Layton (2000) referred to them as techniques used by teachers in order to evaluate their students’ achievements and diagnose their needs during their process of learning. Informal assessments are unplanned tools that are designed to make judgments concerning learners’ performance. Besides, Carnes & Pettigrew (2003, p. 9) proposed that informal assessment is more practical than formal assessment for the sake of the former is ‘more helpful than the latter.

Also, Brown (2004, p. 16) stated that “informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student”. He further explained that “a good deal of a teacher’s informal assessment is embedded in classroom tasks designed to elicit performance without

recording results and making fixed judgments about a student's competence" (p. 16). This means that informal assessments are specifically designed to give an appraisal of students progress over their learning process, including every day comments, advices, and suggestions.

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The assessment used needs to match the purpose of assessing. Formal or standardized measures should be used to assess overall achievement to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers. Informal assessments sometimes referred to as criterion referenced measures or performance based measure, should be used to inform instruction (2015, p. 15).

Hence, this type of assessment helps students to be assessed without being aware (Gallavan, 2009, p. 24). Also Barker (2004) argued that teachers use 'less structured' means in this form of assessment in order to collect information about their students. This highly shows that, informal assessment is used every day by teachers to evaluate the progress and comprehension skills of their students through the use of various forms such as portfolios, observations, and oral presentations.

1.6. Tools for Implementing Informal Assessment

1.6.1 Portfolios

Portfolios are practical ways of assessing student's work throughout the entire year, for this reason Kennedy (2006, pp. 59-60) claimed that portfolios allow learners to create their own production rather than making standard comparison with other learners. They can further evaluate themselves through the use of such criteria. Black & William (1998, p. 45) also noted that "a portfolio is a collection of a student's work, usually constructed by selection from a larger corpus and often presented with a reflective piece written by the student to

justify the selection”. This means that, portfolios are an assessment tool that allow learners, as well their teachers to see their progress over time.

Mihai (2010, p. 136) stated that portfolios provide learners with the opportunity to choose the right items that best correspond their capacities and accomplishments. They can also provide teachers with reviews on learner’s progress over the course. Hence, through portfolios students can reflect upon their own performances so that they can participate in developing their learning.

1.6.2 Observation

Since informal assessments are more casual and observation-based tools, Ojung’a, Ameyia, Role and Makewa (2014, p. 56) stated that observation is the heart of assessment, and it is a fundamental element of effective monitoring. Further, Brown (2004, pp. 276-277) believed that the more the assessors construct observations the more effective the judgment would be. Teachers must plan ahead to use observation inside classrooms. Moreover, Brewster, Ellis,& Girard ,(2002, p. 47) argued that “reliable informal assessment techniques include tools for classroom observation, which describe many different aspects related to the age group and cognitive development of children”. Also, Brown (1994, p. 49) demonstrated that, observation is so useful in the sense that it does not preserves daily classroom activities, he also added that anxiety and stress are reduced as students are not aware of being assessed.

1.6.3 Checklists

Pintrich (2002, p. 222) claimed that checklist is a very important tool for recording the level of proficiency, in which learners can much more cope with their learning progress. According to Harris (1997, as cited in Elgadal, 2017, p. 16) “checklist is among a number and complexity of criteria that depend on both level and age of students; for young lower-level

students, the questions can be expressed more simply : does it look nice ? Is it interesting?”. Checklists can be used with the whole class, with groups, or with individuals.

Furthermore, Moersch, (2008, para 8) demonstrated that “a checklist is considered to be type of observational technique. Because observers check only the presence or absence of the product or behavior, checklists generally are reliable and relatively easy to use”. Checklists identify learners behaviors and products during every day progression throughout the curriculum.

1.6.4 Oral Presentations

Bales (2008) stated that, “we often think of oral presentations as a type of formal assessment, but they can be a fantastic informal assessment tool as well”. In other words, asking students to correspond orally to questions about a particular learned topic is very useful informal technique that allow learners spontaneously interact with their teachers and their peers as well. Joughin (2010, p. 1) defined oral assessment as “any assessment of learning which is constructed by the spoken word”. According to Joughin (2008, p. 107) “people identify themselves with their words whereas the writing separates the knower from the known”. In this way, students can easily express their ideas and thoughts, they have also the opportunity to explain again whenever they face misunderstandings.

Many scholars consider debates as an interesting informal assessment technique, for instance Moersch, (2008, p. 3) stated that “debates enable the teacher to informally evaluate students’ oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion”.

1.6.5 Continuum Charts

This type of assessment is based on observation of students in normal classroom activities as an ongoing process, this particular format is what Brewster, Ellis, & Girard (2002, p. 50) described as “continuum chart” which is to be filled in over time. Hillyard, (2013, p. 50) asserted that with this assessment tool the teacher will look for both linguistic and non-linguistic aspects of learners through observing them as they are engaged in daily classroom activities.

1.6.6 Journals

Brown (2004, pp. 260-263) defined a journal as a register of a learner’s ideas and thoughts that aims at collecting the language learning skills. According to Zakrajsek, Carnes and Pettigrew (2003, p. 13), journals enable learners register all what they know, all their feelings towards the learning process, without emphasizing the “structure, form, or correctness”.

Harmer said that “journals can also provide a kind of teacher-student dialogue that is often impossible in a whole-classroom environment” (2007, p. 400). In other words, journals give learners the opportunity to discuss different topics during class. As a result, teachers can give different types of feedback (Brown, 2003, p. 418).

1.7 The Importance of Informal Assessment

Colorado (2007) asserted that “informal assessments allow teachers to track the ongoing progress of their students regularly and often”. He further added that “by using informal assessments, teachers can target students’ specific problem areas, adapt instruction, and intervene earlier rather than later”. i.e., informal assessments are particularly important for ELLs learners because they provide ongoing assessments based on classroom instructions and everyday tasks.

Yet informal assessments draw a well formed picture of student's continuous progresses and skills throughout the school year. It is also mentioned that informal and formal assessments are both useful for making valid and useful assessments of EFL learners' knowledge and performance. Hence, Harris & McCann (1994) stated that informal assessment allows teachers to gather pieces of evidence about students' knowledge. They also argued that in this type of assessment students are not as anxious as they are in formal tests because they are not under pressure, and assessment is done without establishing time limited and formal tests' rules. So, every thing passes in normal classroom conditions.

Therefore, Brown (2004 p. 436) explained that "informal assessment is merged with every second of teaching process as teachers are always giving feedback to students". In that sense, informal assessment covers any type of feedback given to learners during class, whether simple or detailed. In addition to that, Jordan and Putz (2004) argued that "informal assessment constitutes one of the fundamental mechanisms by which learning occurs informal assessment can be viewed as a socially situated activity which extends beyond the classroom and can be observed in a wide variety of contexts".

1.8 Strategies for Effective Implementation of Informal Assessment

Teachers' classroom assessment plays an inevitable role in supporting students learning. Stiggins (2005) noted that "despite its significance, over the last decade classroom assessment has become a 'victim of gross neglect' receiving little attention in terms of its nature, conduct and use" (p. 10). In sum, assessments allow teachers to know whether instruction is successful, which areas need more instruction, and which student or group of students need additional support.

In fact, assessment is the cornerstone of ELLs teaching, Gottlieb proved that

As educators, we are constantly challenged to make informed decisions about our students; to do so, we plan, gather, and analyze information from multiple sources over time so that the results are meaningful to teaching and learning. That's the core of the assessment process and the centerpiece in the education of linguistically and culturally diverse students. If reliable, valid and fair for our students, assessment can be the bridge to educational equity (2006, p. 1).

Furthermore, Brew (1999, as cited in Thomas, Martin and Pleasants, 2011, p. 1) believed that "assessment and learning must increasingly be viewed as one and the same activity; assessment must become an integral part of the learning process". That is to say, assessment and the learning process are closely related in the sense that assessment is used to design the whole learning steps and plans. Mihai (2010, p. 24) pointed that "assessment is a combination of all formal and informal judgments and findings that occur inside and outside a classroom. Assessment consists of a multitude of points of testing and other forms of measurement". In other words, assessment encompasses all the forms of judgment, and it also involves a massive amount of practices that aims at identifying students' progress and implementation of knowledge.

Conclusion

Informal Assessment is considered as an effective method that helps teachers to recognize what they will judge and the strategies they will use. It represents teachers' ability to collect and interpret information for the sake of improving both teaching and learning processes; through which they would make an assessment of their learner's progress in a more simpler way. Informal assessment promotes learner's motivation via creating unplanned and spontaneous type of assessment in which there would be no fear and anxiety towards it.

Informal assessment is a valuable tool that have received great importance in developing learner's language learning ability. It is also a useful technique used to determine students strengths and weaknesses, since students feel free to participate because they are unaware of being assessed. To sum up, within the process of informal assessment learners are engaged actively in the learning environment so that teachers can keep track on students using different informal ways of assessment.

CHAPTER TWO

MOTIVATION

Introduction

In order to ensure a positive learning environment, the teacher has to make his learners more motivated to learn. In order for that to happen, the teacher must always encourage his students to participate and engage more actively in daily classroom activities. In addition to that, via motivating students they will become more independent to learn, they will also develop their proficiency in foreign language, and they will overcome learning difficulties.

In this chapter, we will introduce motivation in general, including different definitions of the concept, types of motivation, theories of motivation, motivational components specific to learning situations. As well as its importance in learning a foreign language, and how can we improve and raise learner's motivation through informal assessment.

2.1. Definition of Motivation

Motivation has been tackled by many scholars, who provide different definitions according to their own different perspectives about the concept of motivation. However, while looking for an exact definition of the term, scholars noted its complexity since it is an abstract concept that is related to the internal self. Keller (1983, p. 389) argued that motivation is highly concerned with the decisions made by individuals to achieve certain goals and how much effort they will expend to realize that goals. Also Dornyei (1998, p. 117) stated that the meaning of motivation differs according to the context where it is used and the person's aim behind using the concept so that, a major difficulty in the field of research on motivation has been the lack of consensus on its definition.

According to Harmer (2000, p. 51) motivation is "... some kind of internal drive which pushes someone to do things in order to achieve something". Motivation is then a global concept that allows a person to select a particular behavior in order to move towards a certain goal, and it is in fact a complicated term that have not received a unique and precise definition.

Motivation has been defined according to three different perspectives namely : behaviorism, cognitive psychology, and constructivism (Brown, 2000, p. 106-161).

Table 2. 1

Perspectives about motivation

Behavioristic	Cognitive	Constructivist
*anticipation of reward	*driven by basic human needs	*social context
*desire to receive positive reinforcement	(exploration, manipulation, ect...)	*community
External, individual forces in control	*degree of effort expended	*social status
	*internal, individual forces in control	*security of group
		*internal, interactive forces in control

Adapted from : "Principles of language learning and teaching" by Brown, 2000, p. 162.

According to the behavioristic school, as it is shown in table 2.1, the major focus is on external processes, mainly motivation to perform a certain task is driven by reference to extrinsic factors like winning rewards and gaining positive reinforcement. Whereas, the major focus of the cognitive school is on internal processes, here motivation is related to the efforts of people to fulfill their needs and also to the process of decision making. While the constructivist school concentrates on both the internal and external processes. However,

motivation in this respect is defined in terms of fulfilling societal needs in order to achieve specific goals.

According to Johnson & Johnson (2003, p. 137) motivation is seen as the driving force that pushes people towards the achievement of their goals, which they perceive as being meaningful and worthwhile.

Moreover, Gardner (1985, p. 111) also defines motivation as “(...) the combination of desire and efforts made to achieve a goal ; it links the individual’s rationale for any activity such as language learning with the range of behaviors and degree of effort employed in achieving goals. Furthermore, motivation (...) refers to an assumed process within a person (or an animal) that causes that organism to move toward a goal”. The goal may be to fulfill a social ambition, such as having fame, money, or a good marriage (Wade & Travis, 1990, 344). Hence, many factors affect motivation and make it changeable according to the circumstances.

Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do. It is obvious that in this sense the term subsumes a whole range of motives- from financial incentives such as a raise in salary to idealistic beliefs such as the desire for freedom- that have very little in common except that they all influence behavior. Thus, motivation is best seen as a broad umbrella term that covers a variety of meaning (Dornyei, 2001, p. 1).

Concerning second language learning context, researchers consider motivation as a key factor that drives language learning success. Dornyei (2001, p. 91) also claimed that “motivation is one of the key factors driving language learning success”. Several researchers have recognized the huge importance of motivation for successful L2 learning. Ellis (1997) asserted that ”motivation involves the attitudes and affective states that influence the degree

of effort that learners make to learn an L2” (p. 75). That is to say, the effort used to learn a foreign language is highly affected by students’ motivation.

To sum up, motivation is a crucial concept that have received numerous definitions which shed light on the fact that motivation refers to the choices that people make to realize their goals. Thus, its role in foreign language learning is very essential.

2.2. Types of Motivation

Based on students’ orientation, scholars suggest different types of motivation.

2.2.1 Integrative Motivation

In addition to the efforts to fulfill goals, Gardner (1985) also provided the favorable attitudes towards learning language at hand. Thus integrative motivation involves an interest in learning a second language, Gardner et al. (1976, p. 119) argued that integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group. In other words, integrative motivation means learning a language in order to integrate with the community of that language, and to be part of the community in which that language is spoken.

Integrativeness is an important source of motivation as it plays a great role in developing learner’s level of effort to succeed in learning a foreign language. In addition to that, it affects positively the learner’s behavior, as it is shown in a study conducted by Glikzman (1976) learners who are interactively motivated, are more active in class, give more correct answers and have better results than those who are not so motivated.

Gardner (1985) defined integrative motivation or more precisely integrative orientation as “that class of reasons that suggest that the individual is learning a second language in order to

learn about, interact with, or become closer to the second language community” (p. 54). Also, Ellis (1994) argued that an integrative orientation entails a desire to learn the second language because of “sincere and personal interest in the people and culture represented by the other language group” (p. 509). This means that, a person is integrated in learning a second language because he /she becomes socially integrated with the target language community. This type of motivation also needs the acquisition of many language registers to fully integrate in the society.

2.2.2 Instrumental Motivation

Ur (1996, p.276) defines instrumental motivation as “the wish to learn the language for the purpose of study a career promotion”. An instrumentally motivated learner, uses the members of the L2 community and their language, as an ‘instrument’ for personal satisfaction, he particularly needs the target language to achieve a specific goal. Instrumental motivation is based on a more practical need.

Ellis (1994) argued that “Learners with an instrumental reason for learning L2 can be successful; moreover, learners with incentives (such as money) may also aid learning by increasing the time learners spend studying” (p. 514). This indicates that, a person wants to learn a certain language to achieve a particular goal. Learners with instrumental motivation want to learn foreign language to achieve other aims and desires.

Brown (2000) claimed that “... there is no single means of learning a second language : some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation” (p. 163). In other words, learning a foreign language is an instrument to get other purposes. Also, Gardner, Smyth and Lalonde (1984) proposed that both integrative and instrumental orientations are positively connected with one another, in that a person who is

integratively oriented would “see the utilitarian value of second language acquisition”. Likewise, an individual who is instrumentally oriented will be willing to have contact with people from the other language community (p. 18).

2.2.3 Intrinsic Motivation

Intrinsic motivation comes from the joy or pleasure derived from language learning itself. Intrinsically motivated activities are ones for which there is no apparent rewards except the activity itself. People seem to engage in the activities for their own sake and not because of some extrinsic rewards. (Deci 1975) (as cited in Brown, 2000 p. 164). For Ryan & Deci (2000), intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than some separable consequences” (p. 56). In other words, intrinsic motivation means doing an activity for its own sake, because people are motivated by the enjoyment of the activity itself and not because of any other external drives.

2.2.4 Extrinsic Motivation

This kind of motivation results from the desire to obtain some particular outcomes from outside such as grades and prizes. Extrinsically motivated learners perform the behavior because they want to receive rewards such as money, marks, rewards...etc. (Brown, 2000, p. 76). Also, Harmer (2001, p. 51) mentioned that, extrinsic motivation is a kind of motivation that stands from outside the individual. For this reason, Larson and Keiper (2007) have referred to extrinsic motivation as “a means to an end” (p. 11). It is the doing of an activity for getting an external reward.

Table 2.2

The table below shows that extrinsic pressures are highly related with intrinsic innovations, which are crucial issues that affects our motivation. Consequently, learners' intrinsic motivation is not always affected by negative rewards.

From extrinsic to intrinsic motivation in educational institutions

Extrinsic Pressures	Intrinsic Innovation	Motivational Results
School Curriculum	Learner-centered Personal Goal-setting Individualization	Self-esteem Self actualization
Parental Expectations	Family Values	Decide for self Love, intimacy, acceptance, respect for wisdom
Society's Expectations (conformity)	Security of comfortable routines Task- based teaching	Community,belonging, identity, harmony, security
Tests & Exams	Peer evaluation Self-diagnosis Level-check exercises	Experience Self-knowledge Self-actualization
Immediate Gratification	Long-term goals The big picture " things take time"	Cooperation
Make Money !	Content-based teaching , ESP vocational education Workplace ESL	Harmony Manipulations, strength,
Competition	Cooperative learning Group work The class is a team	status, security
Never Fail !	Risk-taking innovation Creativity	Learn from mistakes nobody's perfect "c'est la vie"

Adapted from : "Teaching by principles" by Brown, 2000, p. 79.

2.3. Theories of Motivation

Since the term ‘motivation’ has been differently interpreted, There are considerable theories which attempt to explain the nature of motivation. The following part discusses the most influential theories of motivation

2.3.1 Attribution Theory

Dornyei (2001) stated that the attribution theory is about “the explanation people offer about why they were successful or, more importantly, why they failed in the past” (p. 118). According to Dornyei and Ushioda (2011, p. 15), this theory is based on a major principle, that is the causes learners give to their success or failure in the past affect their achievements in the future.

Moreover, Weiner (1979, as cited in Williams and Burden, 1997) proposed that the attribution theory is composed of three classification which are first, Locus of control, which means that the results of an action made by an individual are due to whether external factors like task difficulty, or internal factors like intelligence. It means, The reasons of actions are reside within the person or they can be outside the person’s control; second, stability, refers to the unchanging causes like ability; third, controllability here factors that causes success or failure can be controlled like competence and performance or uncontrollable as luck and mood (p. 105).

2.3.2 Expectancy-Value Theory

According to Wigfield and Eccles (2002, p. 94) expectancy and values are the two main principles of this theory since it is built on the basic of those two main concepts. Besides, Salkind (2008, p. 694), argued that expectancy-value theory considers motivation to be composed of three main elements which are: expectancy, value, and affect. This means that, the value of the goal and the need for success highly affects the person’s motivation.

Moreover, Vroom (1964) proposed that “a person’s motivation to achieve a goal depends on a combination of the value of that goal (its valence), the person’s estimation of success likelihood (the expectation), and the connection of success and reward (instrumentality)”. That is, whenever there is an intention for success and a valuation towards the achievement of a certain goal a person’s motivation is highly influenced.

2.3.3 Achievement Motivation Theory

Atkinson and Raynor (1974 ; as cited in Dornyei, 2001, p. 10-11) asserted that this theory is “determined by conflicting approach and avoidance tendencies”, those tendencies are classified into positive ones that include students’ desire to succeed as well as negative ones like the fear of failure. It emphasizes on accomplishment as done for its own sake and not for the rewards that accompany it.

2.3.4 Goal-Orientation Theory

Goal-oriented theory is concerned with learners’ reasons behind engaging in class activities. For instance, students may take part in certain tasks to “gain external rewards”(Ames, 1990, p. 414). In addition to that, learners with this kind of orientation have positive attitudes towards their classroom (Ames & Archer, 1988, p. 260).

Dornyei (2001) has declared that goal-setting is a ‘planning process’ that anyone can learn without difficulty. Also Alderman mentioned that (2004, p. 111) what is crucial about this is that teachers need to show learners how large tasks and assignments can be broken into smaller sections, and how long-term goals can be broken into short-term goals. Many researchers made several classifications of goals. However, they all meet to identify two main goal orientations:

Task goals: they represent the belief that the purpose of achieving a goal is a personal improvement and understanding. Students with this kind of goals focus on their own progress in mastering skills and knowledge

Ability goals: they represent the belief that the purpose of achieving is the demonstration of ability. Student here focus on appearing competent, often by comparing themselves to others.

2.3.5 Self-Efficacy Theory

It is a social cognitive theory coined by Bandura in (1997). Self-efficacy can be defined as “individual belief that he or she is capable of performing a task” (Robbins & Judge, 2013, p. 215). In other words self-efficacy is the belief of one’s ability to perform a given task. For Robbins and Judge (2013) individuals with high self-efficacy display greater engagement, effort, and interest in doing activities regardless of the difficulties that they can face, however, those with low self-efficacy believe in their capacities for success only when they perform easiest activities.

2.4. The Importance of Motivation in Learning a Foreign Language

Motivation plays an essential role in the process of learning a foreign language. In this regard, Dornyei (2001, p. 117) stated that motivation is an essential factor that has a positive impact on the process of learning the second or foreign language. In other words, motivation is crucial in learning, particularly FL learning.

For Porkaew (2004), motivation is a key factor that affects second language achievement. i.e., motivation has a strong effect and positive impact on L2 learning. In the same vein, Mclaughlin (1985 as cited in Porkaew, 2004), further stresses that motivation improves learners’ academic achievements. Oterga (2009) found that motivation and foreign language

learning are closely related in the sense that motivation influences second language learning positively.

Furthermore, Harmer (2001, p. 20) noticed “one of the teacher’s main aims should be to help students to sustain their motivation”. In other words, it is hardly doubted that the teacher is the main agent who can influence the students’ motivation. Dornyei & Guilloteaux (2007, p. 55) attributed this to a well established principle, stating that “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students’ achievement”.

Besides, Bligh (1998) has described motivation as “an important factor affecting the performance of students in their courses” (p. 62). It is worth noting that, motivation leads to better performance in classroom activities. He also explained that motivation is thought of as “more important than intelligence”. that is to say, Students need to be more motivated than intelligent.

2.5. Motivational Components Specific to Learning Situations

2.5.1 Course-Specific Motivational Components

According to Dornyei (1994, p. 277), these are based on Killers’ motivational system. He postulates four major motivational factors to describe L2 classroom motivation which are as follows: interest, relevance, expectancy, and satisfaction.

The first category, interest, is related to individuals’ inherent curiosity and desire to know more. The second category, which is relevance, refers to the extent to which the classroom instruction and course content are seen to be conducive to rich the goal, that is, to master L2.

The third category is expectancy which refers to the perceived success and self-efficiency and the last category is satisfaction which means the result of an activity.

2.5.2 Teacher-Specific Motivational Components

Dornyei (1994, p. 278) believed that the affective drive, teacher authority, and teacher's role are the most important of teacher-related motives which means, the student will do well so that to please his teacher. The second teacher-related motivational component is the teacher authority. That is to say, whenever, he do his responsibilities in a good way, he creates a pleasant and supportive learning atmosphere, and he largely develops his learner's self-determination and particularly enhances their motivation. The last motivational aspect of the teacher is his or her role in direct and systematic socialization of the student's motivation. Hence, teachers role in stimulating learner's motivation is so crucial.

2.5.3 Group-Specific Motivational Components

Classroom tasks that are held in groups affect positively learner's cognitions, in the scope of L2 motivation, four aspects of group dynamics are stated as follows: goal-orientation which is a collection of individual objectives. Secondly, norm and reward system which is highly significant in enhancing learners motivation. The last aspect is group cohesion which preserves harmonious relationships with members of the group, that creates a cohesive learning group with appropriate group norms.

2.6. The Role of Informal Assessment in Raising Learners Motivation

Brookhart (1997) developed a theoretical model based on theories of learning and motivation. In this model, the classroom assessment environment is experienced by students as the teacher designs assessment purposes, gives feedback and monitors outcomes. Thus, the results of this model shows that student's perception of classroom assessment highly

influences students' achievements and motivation. According to Brookhart's model, teacher's use of distinct types of assessment is one aspect of the classroom environment. Assessments have the potential to motivate students and hence influence their learning in a number of ways.

Shepard (2000) argued that, alternative ways of assessment are more intrinsically motivating than traditional ways of assessment. That is, traditional ways of assessment are standardized tests where feedback is not provided to learners, whereas, alternative assessments are classroom-based tests where feedback is provided, motivation is fostered, and a better understanding of students learning is available. Also as stated by Afflerbach (2007) simultaneous use of different assessment tools is the only way to understand students' needs and to inform their progress. Although there are multiple methods of assessment, they all focus on one of the four basic categories which are: selected response and short answer, extended written responses, performance assessment, and personal communication (Stiggins, Arter, Chappuis, & Chappuis, 2004).

Cheng & Fox (2010, p. 180) stressed that "an effective way in which teachers can motivate their students is by involving them in the process of assessment through various procedures". That is to say, assessment plays an important role in developing students' motivation and enhancing their achievements. "Teachers must discover, accept and apply this new understanding of classroom assessment to continue to describe achievement and contribute to learning and motivation" (Stiggins, 2005, p. 1). He also assumed that:

What begins to grow in them is a sense of hopefulness and an expectation of more success in the future. This in turn fuels enthusiasm and the motivation to try hard, which fuels even more success. The basis of this upward spiral is the evidence of their own achievement, which students receive from teachers based on ongoing classroom assessments. Thus,

classroom assessment information is the essential fuel that powers the learning system for students (p.19).

In other words, ongoing assessments can serve an important role in raising students motivation as well as heightening their success.

Furthermore, Berry (2008) have mentioned that, “continuous assessment, therefore, is an important approach to assess and reflect the diverse strengths and weaknesses of individual students and facilitate the identification of the most suitable ways of learning for more self-motivated, interactive and effective learning”. This highly shows that, this type of assessment allow learners to earn the sense of success, and boosts their motivation since learners feel more comfortable and less stressed when facing assessment tasks in class.

To sum up, in the field of education assessment is so important at all levels. Providing informal assessment techniques has been recognized by many researchers as a significant benefit for students learning. Informal assessments are designed to foster student’s motivation and to improve the quality of learning.

Conclusion

Motivation is one of the fields that attracts much attention in the recent decades. It is considered as one of the most significant factors that affect positively foreign language learning, teachers should take into consideration its huge role in creating a positive atmosphere for learning which in return stimulates students’ support to learn. Since motivation is considered as one of the significant factors that affect positively and advantageously foreign language learning, teachers should cope with the learners’ individual differences and the learning conditions so that to make learning pleasant and enjoyable as much as possible.

This chapter deals with the issue of motivation that many foreign language learners lack it also it focuses on the importance of motivation and besides it highlights its crucial role within assessment. Motivation is then very helpful in language learning; as learners need to be more motivated in their process of learning in order to create the most obtainable achievements in and beyond the world of classroom.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

This study aims at investigating the impact of informal assessment on students' motivation. The study targets master one LMD students at the department of English, University of Guelma. In order to collect data for this study, two questionnaires were administered. The aim of the questionnaire is to shed light on students' views about motivation and their opinions concerning the impact of assessment on their motivation, while teachers' questionnaire is calculated for the aim of getting knowledge about motivation, assessment and the role of their assessment on learners' motivation.

This chapter highlights the nature of the method followed throughout this study. It gives a brief explanation of the descriptive statistical method. It tackles the population, the sample, and setting, it also consists the examination and interpretation of each question of both teachers' and learners' questionnaire and it is concluded by a general summary of the whole results and findings.

3.1 Students' Questionnaire

3.1 Aims of Students' Questionnaire

Students' questionnaire is designed to provide information about learners' views about assessment and the concept of motivation, in addition it investigates learners' perception about the variety of assessment techniques and tools that are applied for them, and the role of informal assessment in raising their motivation.

3.1.2 Population of the Study

The sample of the study has been chosen randomly; and hence, the questionnaire has been administered to seventy (70) students among eighty (80) ones, at the department of English, Guelma University, registered for the academic year 2018-2019. We have chosen Master One students because they are always assessed during their four years of study, they also dealt with the module of testing and evaluation, so that they are aware about the significance of assessment, they are more advanced learners, and they have a lot of modules so that they face different assessment types.

3.1.3 Description of Students' Questionnaire

Students' questionnaire is designed to investigate learners' different opinions about the concept of motivation as well as to determine the role of informal assessment in raising their motivation. It consists of 18 questions that vary from close-ended questions; where students are required to provide yes/ no answers or to tick in the box the corresponding choices, to open questions; where they are asked to write full answers or justifications. Moreover, the questionnaire is divided into three main sections: section one General Information includes four questions about students' background (Q1- Q4). Section two Informal Assessment consists of nine questions (Q5- Q13), seeks to obtain information about students' perception of informal assessment. Section three (Q14- Q19), The Impact of Informal Assessment on Motivation, aiming at extracting students' understanding of the notion of motivation and how can informal assessment raises students' motivation. See Appendix 1.

3.1.4 Administration of Students' Questionnaire

The questionnaire has been administered at the Department of English, University of 8 Mai 1945- Guelma- for Master One students on Mai, 2nd 2019. Students were very cooperative, they answered all the questions and handed back the questionnaire immediately.

3.2 Data Analysis and Interpretation

Section One: General Information

Question One: Is it your choice to study English?

Table 3.1

Students' Choice to Study English at University

Option	Number	Percentage (%)
Yes	59	84,3%
No	11	15,7%
Total	70	100%

As it is displayed in table (3.1), the majority of participants (84,3 %) study English out of personal choice, this reflects that they have desire and motivation to study English. Only few students (15,7%), who did not choose to study English, they might be oriented to study it because other fields of study require high bacculaureate average, or it might be a parental choice.

Question Two: How long have you been studying English?

Table 3.2

Students' Study Experience of English

	Number	Percentage
11 years	65	92,85%
12 years	5	7,15%
Total	70	100%

According to table 3.2, the overwhelming majority of students (92, 85%) studied English for 11 years, and only five of them opted for 12 years. Therefore, nearly all of them had a valuable background in English that started from middle school, they did not face failure in their academic courses, this also indicates that they did not face difficulties during their process of learning.

Question Three: Do you think that studying English is?

Table 3.3

Level of Difficulty in Learning English

Option	Number	Percentage
Difficult	7	10%
Average	58	82,9%
Easy	5	7,1%
Total	70	100%

As it is noticed from the table above, a significant percentage of participants (82, 9%) claimed that studying English is at average level of difficulty, this indicates that they still need some efforts to overcome learning difficulties. while (10%) found that it is difficult, this can be linked to the fact that learning English was not their choice. Only (7, 1%) admitted that studying English is easy, this means that they did not face difficulties when learning a foreign language.

Question Four: How could you describe your level in English?

Table 3.4

Students' Appreciation of Their Level in English

Options	Number of Students	Percentage
Very Good	15	21,43%
Good	30	42,86%
Average	20	28,57%
Bad	5	7,14%
Very Bad	0	00.00%
Total	70	100

According to the results obtained in the above table , the majority of students (42,86%) claimed that their level is good, this indicates that, they have acquired a good knowledge about the basic principles of this language, (21,43%) said that their level is very good. Also, (28,57%) said that their level is average , this implies that, some learners need extra work, time, and effort in order to enhance their level. And only (7,14%) argued that their level is bad, this highly shows that they fail to become proficient in learning a foreign language, due to language difficulty and some followed teaching methods and strategies.

Section Tow: Informal Assessment

Question Five: Do you like being assessed?

Table 3.5

Learners' Appreciation of Assessment

Option	Number	Percentage
Yes	30	42,86%
No	40	57,14%
Total	70	100

Table 3.5 reveals that a good percentage of students (57,14%) claimed that they do not like being assessed. It seems that those students feel stressed and anxious when being assessed. On the other hand, (42,86%) prefer to be assessed maybe because they are motivated to do so.

Question Six: To what extent do you like to prepare for assessment?

Table 3.6

Learners' Degree of Preparation for Assessment

Option	Number	Percentage
1	8	11,4%
2	9	12,9%
3	9	12,9%
4	10	14,3%
5	34	48,6%
Total	70	100%

Concerning students' preparation for assessment, a significant proportion of students (48,6%) argued that they did not like to prepare for assessment, they have negative attitudes towards assessments, also (14,3%) opted for option 4, a similar percentage of (12,9%) choose option 3 and 2, this means that they do not have problems when preparing for assessments. While only (11,4%) choose option 1, this may imply that those learners enjoy preparing for assessments.

Question Seven: How could you describe yourself before assessment?

Table 3.7

Students' Motivation Before Exams

Option	Number	Percentage
a. Anxious	40	57,14%
b. Angry	20	28,57%
c. Relaxed	5	7,14%
d. Motivated	5	7,14%
Total	70	100%

Table (3.7) indicates that the majority of students (57,14%) of students feel anxious before being assessed, because most of them become stressed even if they are prepared and fear of failure is among the major problems that face them. (28,57%) of them get angry before being assessed. Those learners show fear from assessments since they described themselves as being stressed, nervous and worried, due to assessment difficulty, negative attitudes towards assessments and negative feedback from teachers. Only few of them (7,14%) feel relaxed and motivated before assessments. This shows that those students know how to control their fear,

they also know how to overcome stress and anxiety during assessments and they develop positive attitudes towards assessments.

Question Eight: What are the factors that you can't handle during assessments?

Table 3.8

Factors That Students Cannot handle During Exams

Option	Number	Percentage
Time Pressure	13	18,57%
Difficult Questions	17	24,29%
Anxiety	35	50%
Others	5	7,14%
Total	70	100

The results in table (3.8) reveal that the majority of students (50%) cannot handle anxiety, (24,29%) cannot deal with difficult questions. (18,57%) cannot handle time pressure, maybe because they find difficulty to manage their time during assessments. And only five of them added other factors, two of them said that they cannot handle noise, since they cannot concentrate, another two students asserted that they cannot handle memory because they forgot necessary points that they have prepared, and only one of them said surprising questions because they need more time and effort to be answered.

Question Nine: Do your teachers focus more on?

- a. Formal assessment
- b. Informal assessment

Table 3.9

Teachers' Focus : Formal Versus Informal Assessment

Option	Number	Percentage
Formal assessment	48	68,57%
Informal assessment	22	31,43%
Total	70	100%

As indicated in table (3.9), the majority of students (68,57%) said that their teachers focus more on formal assessment. So, they want to evaluate their learners' performance in a particular subject over a certain period of time. 22 students chose informal assessment. Thus, teachers concentrate on assessing learners in order to ameliorate the learning as well as the teaching process, they also need to evaluate whether the educational goals and learning objectives are met, so that they can make decisions about their students' progress as well as about their teaching methods.

Question Ten: Which one do you prefer?

- a. Formal assessment
- b. Informal assessment

Table 3.10

Students' Preferences

Options	Number	Percentage
A	30	42,86%
B	40	57,14%
Total	70	100

More than half of the respondents (57,14%) chose informal assessment. this indicates that, informal assessment is essential in improving the learning process and decreasing learning pressure. (42,86%) of students opted for formal assessment. this implies that, they are aware about the importance of formal assessment to their learning, they may consider formal assessments as being more reliable and authentic.

Learners' Justifications

20% of the students who justified their selection of informal assessment claimed the following: they thought that formal assessment is more beneficial to them than informal assessment, because the former is better able to identify their strengths and weaknesses, also because they will have the chance to better prepare themselves, and they will have specific time and lessons to prepare, and it is more authentic.

30% of the students provide the following explanations behind favoring formal assessment: it helps them to be more relaxed, free, and less stressful so they can perform better, they said that informal assessment implies less pressure and provides more feedback. Also, they claimed that in informal assessment they are free, there is no time pressure, no anxiety, no fear, and it is done in a natural setting without students' awareness and it discovers ones real abilities.

Question Eleven: What are the tools of informal assessment that your teacher use?

Table 3.11

Teachers' Tools of Informal Assessment

Option	Number	Percentage
Assessment Portfolios	14	20%
Checklists	22	31,43%
Observations	30	42,86%
Continuum Charts	0	0%
Journals	0	0%
Others	4	5,71%
Total	70	100%

Concerning the tools of informal assessment that teachers use, (42,86%) chose option c. they may find observations the most appropriate tool for assessing their students. (31,43%) opted for checklists; they may find it easier to assess their students. Additionally, 20 opted for portfolios, this indicates that they prefer them as they show students' progress over time. Moreover, no one opted for option (d) and (e), four students opted for option f, they add work-shops, participation, group debates, and interactional discussions.

Question Twelve: How important do you consider informal assessment necessary in learning the English language?

Table 3.12

The Importance of Informal Assessment

Option	Number	Percentage
Very important	10	14,29%
Important	60	85,71%
Not important	0	0%
Total	70	100%

The majority of students (85,71%) considered that using informal assessment is important in learning English. This indicates their full agreement on the significance of informal assessment in learning. Ten students (14,29%) said that it is very important, whereas, no one mentioned that it is not important.

Question Thirteen: According to you, what are the advantages of informal assessment?

Table 3.13

Advantages of Informal Assessment

Option	Number	Percentage
Raising Academic Achievements	19	27,14%
Developing the Language Proficiency	8	11,43%
Increasing self-dependence	10	14,28%
Decreasing Learning Pressure	23	32,86%
Others	0	0%
A+B	2	2,86%
A+B+C	3	4,29%
A+B+C+D	0	0%
A+C+D	5	7,14%
A+B+C+D+E	0	0%
B+C	0	0%
B+C+D	0	0%
Total	70	100%

As shown in table (3.13), (32,86%) choose option (d) decreasing learning pressure , this implies that, they recognize that informal assessment decreases their pressure while they are assessed. (27,17%) opted for option (a) which is raising academic achievements this means that, informal assessment enables them to ameliorate their levels. (14,28%) said that informal assessment increases their self-independence, which indicates that it helps them to rely on themselves while learning. Additionally (11,43%) opted for option (b) which is developing

the language proficiency , only two students (2,86%) chose option (a+b), three ones (4,29%) opted for (a+ b+ c) and five ones (7,14%) opted for (a+ c+ d).

Section Three: The Impact of Informal Assessment on Motivation

Question Fourteen: Are you a motivated learner?

Table 3.14

Learners' Motivation

Option	Number	Percentage
Yes	33	47,14%
No	37	52,86%
Total	70	100%

Regarding learners' motivation, (47,14%) insisted that they are motivated, they have not neglected the importance of motivation. While (52,86%) claimed the opposite, they may have problems that affect their motivation negatively.

Question Fifteen: Is your motivation?

Table 3.15

Intrinsic Versus Extrinsic Motivation

Option	Number	Percentage
Intrinsic	23	32,86%
Extrinsic	47	67,14%
Total	70	100%)

The results in table (3.15) illustrate that, more than half (67,14%) of students described themselves as extrinsically motivated learners, which means that, they are engaged in classroom tasks because of their teacher's encouragement, or because of some rewards that will be gained. However, (32,86%) of learners consider themselves as intrinsically motivated ones, which indicates that, they are engaged in classroom tasks not because of some external motivators, but rather they are interested in the activities themselves.

Question Sixteen: How important do you consider the impact of motivation on foreign learning?

Table 3.16

Learners' Views About the Importance of Motivation

Option	Number	Percentage
Very Important	39	55,71%
Important	15	21,43%
Somehow Important	9	12,86%
Unimportant	7	10%
Total	70	100%

Concerning learners' views about the importance of motivation in foreign language learning, a significant proportion of students (55,71%) claimed that it is very important, (21,43%) consider it important, this shows that they are aware of its crucial role in foreign language learning, whereas, (12,86%) consider it as less important, and only (10%) of them consider it not important, maybe they believe that learning and motivation are not related, and motivation can never influence their process of learning.

Question Seventeen: Which factors could raise your motivation?

Table 3.17

Factors That Can Raise Students Motivation

Option	Number	Percentage
Teachers Feedback	10	14,29%
Collaboration with peers	8	11,43%
The Learning Environment	20	28,57%
ICTs	10	14,29%
Others	0	0%
AB	2	2,86%
ABC	2	2,86%
ABCD	18	25,71%
Total	70	100%

When asking students about what could raise their motivation. (28,57%) Confirmed that the learning environment is an important factor which increases their motivation. (11,43%) Selected option (b) which means that they enjoy working with their peers. besides, the same percentage (14,29%) is shared by learners who choose teachers feedback and ICTs which

indicates that, they believe that the use of ICTs inside the classroom may increase their motivation. Besides, 2,86% of them choose option (a+b) option (a+b+c) and also a significant portion of 25,71% asserted that all the choices together (a+b+c+d) increase their motivation, and no one added other factors.

Question Eighteen: Do you agree that informal assessment is useful for raising learners' motivation?

Table 3.18

Informal Assessment and Raising Learners Motivation

Option	Number	Percentage
Agree	34	48,57%
Partially agree	19	27,14%
Disagree	11	15,71%
Neither agree nor disagree	6	8,57%
Total	70	100%

Concerning the usefulness of informal assessment in raising learners' motivation (48,57%) agree that informal assessment is very useful in raising their motivation. This implies that, informal assessment decreases their pressure and anxiety. Whereas, (27,14%) argued that they partially agree, while (15,71%) said that they disagree, which indicates that, they do not really understand the positive effects of informal assessment on their motivation. Finally, six of them (8,57%) choose the last option which means that they neither agree nor disagree.

Concerning learners justifications, more than half of them did not justified their answers, while 30% of those who agree, suggest that whenever there is no pressure, no stress, no

anxiety, no fear while they are being assessed their motivation would be increased. Whereas, two of them claimed that they disagree because this type of assessment is not authentic and fair. Besides, concerning question nineteen in which learners are asked to add any further suggestions no one answered this question, maybe because of time or because they do not have extra information about the topic.

3.4. Summary of Results and Findings from Students' Questionnaire

The first section about students' general information revealed that, the majority of master one students opted for English study, which reflects that they have the will to study English as a foreign language. (92,85%) have at least 11 years of English study experience; thus, they have a considerable level of proficiency. Moreover, (82,9%) have positive attitudes to learn English, and (42,86%) claimed that they have good levels; which can increase their motivation and interest.

In section two, the results show that the majority of students do not like being assessed. Yet, one of the reasons behind students' negative attitudes towards assessments is fear, also a considerable portion (48,6%) dislike prepare for assessments, maybe because the preparation is boring and stressful. (57,14%) of them describe themselves as anxious before getting assessed. Hence, there are many reasons for assessment anxiety which vary from lack of preparation, fear of failure, to previous bad experiences with assessments. Besides learners argued that there are different factors that they cannot handle while they are assessed. The majority (50%) said that they cannot handle anxiety, while others cannot control time and difficult questions.

Concerning the type of assessment used by teachers, (68,57%) of students argued that their teachers use formal assessment, this indicates that, they did not recognize the significance of informal assessment on their learners. While, (57,14%) of the learners prefer informal

assessment in the sense that, informal assessment helps them to perform better because they are more relaxed, free, and less stressful. They regard informal assessment as a tool that will help them to raise their academic achievements. (42,86%) claimed that teachers' observation is used more as an informal assessment tool, in which they can easily assess their students' progress without making any previous pressure.

Furthermore, (85,71%) of students asserted that informal assessment is important in learning English as a foreign language, this implies that, they consider it as the most useful tool for them to improve their learning. Besides, this section also reveals that students prefer informal assessment mainly because it decreases learning pressure, and also because it raises their academic achievements, develops their language proficiency, and increases their self-dependence.

Concerning section three (the impact of informal assessment on motivation), the vast majority of students (52,86%) said that they are not motivated, perhaps they do not feel motivated as a result of different factors, they may have psychological problems that affects their motivation negatively. While (32,86%) of the students describe themselves as intrinsically motivated, (67,14%) of them claimed that their motivation is intrinsic; so that their motivation comes from different external sources such as teachers' encouragement and external rewards. Hence, (55,71%) of students assumed that motivation is very important in foreign language learning.

When asking students about the factors that could raise their motivation, (28,57%) of them claimed that the learning environment is an important factor that increases their motivation. Whereas the rest of our respondents opted for other factors like collaboration with peers, teachers' feedback, and the use of ICTs inside classrooms. Thus, the majority of students (48,57%) agree on the fact that informal assessment raises their motivation. This implies that,

being assessed spontaneously, with no fear, no anxiety, and no stress would really increase their motivation, and improve their achievements.

3.5. Teachers' Questionnaire

3.5.1 Aims of Teachers' Questionnaire

Teachers' questionnaire is formulated for the reason of collecting information about teachers' views about their learners' motivation, the ways they assess their students. As well as their views about the role of informal assessment in raising learners' motivation.

3.5.2 Description of Teachers' Questionnaire

The questionnaire has been divided into four parts; section one (Q1 – Q2) sought general information about teachers' teaching experience. Section two (Q3 – Q7) is about teachers' views about informal assessment, section three (Q8 – Q12) aimed at investigating teachers' views about learners' motivation, while section four (Q13 – Q16) examined how do teachers consider the role of informal assessment in raising learners motivation.

3.5.3. Administration of Teachers' Questionnaire

The administration of this questionnaire was held from Mai, 2nd to Mai, 20th, 2019 at the Department of English, University of 8 Mai 1945, Guelma. Teachers were so collaborative and had kindly answered the questionnaire; providing valuable and helpful information for this research. However, the questionnaire has been administered to twenty (20) teachers among forty (40) ones.

3.5.4. Data Analysis and Interpretation

Section One: General Information

Question One: How long have you been teaching English?

Table 3.19

Teachers' English Teaching Experience

	Number	Percentage
7	2	10%
12	1	5%
8	4	20%
10	3	15%
16	1	5%
9	5	25%
14	1	5%
11	3	15%
Total	20	100%

According to the above table, teachers' teaching experience varies from 7 to 16 years. Therefore, 25% of teachers replied that they have taught English for nine years, 20% of them for eight years, the same portion of 5% goes for the following years respectively twelve, fourteen, and sixteen years. Another same portion 15% opted for ten and eleven years, and only two ones opted for seven years. This demonstrates that most of teachers have a considerable experience in the field of teaching English as a foreign language.

Question Two: What are the modules you taught?

The respondents' answers show that they teach different modules related to different fields of study. The modules vary between Applied Linguistics, Course Design, Linguistic Schools, Theoretical Linguistics, Sociolinguistics, Written Expression, Oral Expression, Research Methodology, Grammar, literature, Literary Texts, British and American Literature, Testing and Evaluation, Civilization, Race Culture and Ethnicity, Ethics, Phonetics and Translation. Moreover, most of them teach more than one module for different levels.

Section Two: Informal Assessment

Question Three: How can you define assessment?

Nearly all the teachers provide the same definitions for assessment, they agree that assessment is a wide domain that includes all formal and informal measures of students performance, it is also a process of a systematic collection of data about students' progress.

Question Four: Do you apply any assessment type or technique in your classes?

Table 3.20

Teachers' Use of Assessment

	Number	Percentage
Yes	20	100%
No	00	00,00%
Total	20	100%

All teachers 100% opted for Yes, which means that they always assess their students' progress to identify their strengths and weaknesses.

Question Five: If yes, what kind of assessment do you rely on?

Table 3.21

Types of Assessment Teachers Rely on

	Number	Percentage
Formal assessment	05	25%
Informal assessment	00	00%
Both	15	75%
Total	20	100%

The results in the above table revealed that, the majority of teacher 75% confirmed their reliance on both formal and informal assessment, they tend to use different types of assessment in order to make learning enjoyable, to identify students' strengths and weaknesses, and to ensure that the learning objectives are met. However, 25% of them rely only on formal assessment maybe because it seems more authentic for them.

Question Six: How often do you assess your students?

Table 3. 22

Teachers' Use of Assessment

	Number	Percentage
Always	10	50%
Usually	5	25%
Often	2	10%
Sometimes	3	15%
Rarely	00	00,00%
Never	00	00,00%
Total	20	100%

The majority of teachers 50% choose option (a) , which means that they always assess their students' progress, in order to check whether the learning objectives have been achieved or not. Five of them 25% claimed that they usually assesses their students, three of them 15% prefer that they sometimes assess them, maybe to decrease the learning pressure and to make them more motivated to learn. And only two of them 10% said that they often assess them.

Question Seven: According to you, what is the most useful informal assessment tool that you can apply?

Table 3.23

The Most Useful Informal Assessment Tool Used By Teachers

	Number	Percentage
Portfolios	00	00,00%
Observation	10	50%
Checklists	4	20%
All of them	6	30%
Total	20	100%

As it is mentioned above, half of the teachers 50% , use observations as they consider it as the most appropriate informal assessment tool that they can use inside classes, 20% of them prefer to use checklists, while 30% of teachers use all of them in order to make learning enjoyable. Some of them said that they also use flash cards, oral tests, classroom discussions, self and peer assessment and journals.

Section Three: Learners Motivation

Question Eight: Can you define motivation in language learning context?

Teachers' Definition of Motivation

All the teachers argued that motivation constitutes all the internal desires, external incentives, and inner power that leads students to achieve or do something, it raises students'

interest and awareness in language learning and hence lets them do everything to achieve a goal or satisfy a need.

Question Nine: According to you, is it important for learners to be motivated in language learning process?

Table 3.24

The Importance of Motivation in Language Learning Process

	Number	Percentage
YES	20	100%
No	00	00,00%
Total	20	100%

All the teachers 100% agree on the fact that, it is important for learners to be motivated in language learning process, so that they can satisfy their educational needs and ameliorate the process of learning.

Question Ten: How motivated are your learners?

Table 3.25

Learners' Motivation

	Number	Percentage
Very motivated	2	10%
Motivated	6	30%
Average	12	60%
Not motivated	00	00%
Total	20	100%

The majority of teachers 60% said that their learners' motivation is of average level, maybe they do not know how to promote their learners motivation or they may face difficulties when learning a foreign language. 30% of them claimed that their learners are motivated, and two of them 10% asserted that their learners are very motivated.

Question Eleven: Do you provide your students with kinds of strategies to promote their language learning motivation?

Table 3.26

Strategies to Promote Learners Motivation

	Number	Percentage
Yes	20	100%
No	00	00,00%
Total	20	100%

All the teachers 100% claimed that they provide their students with kinds of strategies to promote their language learning motivation.

Question Twelve: If yes, which of the following do you prefer?

Table 3.27

Strategies to Promote Learners' Motivation

	Number	Percentage
Create a good learning environment	5	25%
Encourage learners to participate and to give their views	2	10%
Minimizing learning pressure and anxiety	00	00,00%
Giving feedback to students' answers	2	10%
Giving rewards to students' answers	00	00,00%
All of them	11	55%
Total	20	100%

The vast majority of teachers 55% choose option (f) , which means that they agree that all the previous strategies are crucial for any classroom or learning situation to be successful, a percentage of 10% choose options (b) and (d) which indicates that, they prefer to motivate their learners by encouraging them to participate and giving them feedback. While 25% of them create a good learning environment to raise learners' motivation.

Concerning other strategies, some of them add that they also motivate their students' via raising their self-confidence and self-esteem, letting them to have a positive image of themselves and what they can do, and including them in the choice of the practical material.

Section Four: The Role of Informal Assessment in Raising Learners Motivation

Question Thirteen: Do you think that informal assessment is important for motivating learners?

Table 3.28

The Importance of Informal Assessment

	Number	Percentage
Yes	20	100%
No	00	00,00%
Total	20	100%

All the teachers agree that informal assessment is important for motivating learners, since it makes them more motivated to learn, and hence improves their educational achievements.

Question Fourteen: If yes, to what extent it is important?

Table 3.29

The Extent to Which Informal Assessment Is Important

	Number	Percentage
Very important	8	40%
Important	12	60%
Of some important	00	00,00%
Not important	00	00,00%
Total	20	100%

60% of the teachers confirm that informal assessment is important for motivating learners. This indicates that, it is crucial for developing learners' language learning abilities. Also, 40% of them further agree that it is very important.

Question Fifteen: How could you describe the correlation between informal assessment and students' motivation?

Table 3.30

The Correlation Between Informal Assessment and Students' Motivation

	Number	Percentage
Highly correlated	8	40%
Correlated	12	60%
Slightly correlated	00	00,00%
Uncorrelated	00	00,00%
Total	20	100%

The majority of the respondents' 60% said that informal assessment and students' motivation are correlated, and 40% assumed that, the relation between informal assessment and motivation is highly correlated. This means that, the more teachers apply informal assessment in their classes, the more learners' will be motivated to learn.

Question Nineteen: Could you add further information about this topic, please?

Only 20% of teachers provided additions. They consider the topic as so interesting to be tackled and teachers should apply different assessment types inside their classes especially the informal type. They also asserted that, without assessment and mainly the informal one, the learning objectives cannot be attained because it is a main part in the teaching and learning process.

6. Summary of Results and Findings from Teachers' Questionnaire

The examination of teachers' questionnaire in the first section shows that all the teachers have a significant experience in teaching for several years different modules of the three main fields (Linguistics, civilization and literature).

In the second section, all teachers define assessment as a wide domain that includes all formal and informal measures of students' performance, they also confirm that it is a whole process of a systematic collection of information about students' progress. All of them asserted that they apply different assessment types inside their classes which means that, they always assess their student's progress to identify their strengths and weaknesses. 75% of them confirm their reliance on both formal and informal assessment, so that they use a variety of assessment types in order to make learning enjoyable.

The majority of teachers 50% said that they always assess their students. To see how students' respond to teaching approaches, to check whether the learning objectives have been

achieved or not, and to have a clear image about both their teaching and learning outcomes. Half of them use observations as the most appropriate informal assessment tool inside their classes, because through observing students while they are learning, teachers can easily and spontaneously assess their students' performances.

In section three, all teachers agreed that motivation includes all the internal desires, external incentives, and inner power that push students to achieve a certain goal. They also agreed that, it raises students' interest and awareness in language learning. As a result, all the teachers asserted that motivation is important in language learning process, as it is crucial in raising their educational achievements. Consequently, 60% of them said that their learners' motivation is of average level, they may face difficulties while they are learning, however 30% of them claimed that their learners are motivated maybe they succeeded in promoting their motivation.

All the teachers declared that, they always provide their students with different kinds of strategies to promote their language learning motivation. They all agreed that, creating a good learning environment, encouraging learners to participate and to give their views, minimizing learning pressure and anxiety, and giving rewards and feedback to students' answers are crucial strategies for any successful classroom atmosphere where learners are highly motivated to learn. Moreover, they further added that raising learners' self-esteem and self-confidence, letting them to have a positive image of themselves, and including them in the choice of the practical material are also considered as very beneficial strategies to raise learners' motivation.

In the last section, 60% of the teachers claimed that informal assessment is important for motivating learners, since it makes them more motivated to learn, and it improves their achievements, furthermore, according to 40% of them informal assessment is very important,

this indicates that it is so crucial in developing learners' language learning abilities, and hence, it raises their motivation to learn a foreign language.

Concerning the correlation between informal assessment and students' motivation 60% of teachers insisted that they are correlated, and 40% of them believed that they are highly correlated, in the sense that, unlike other forms of assessment in which learners face a high average of anxiety and fear, in the informal type of assessment they can easily and spontaneously be assessed, so that the more teachers use informal assessment the more learners' motivation would be increased.

Finally, some teachers consider the topic as so interesting to be tackled, and that teachers should apply different assessment types inside their classes especially the informal type. They also claimed that, without assessment and mainly the informal one, the learning objectives cannot be attained because it is a main part in the teaching and learning process.

Conclusion

The examination of students' and teachers' questionnaires is designed in relation to the main research question in which both questionnaires showed the necessity for raising learners' motivation; since, both of them agreed that teachers are required to identify their students' needs and find solutions to all problems and obstacles linked to their process of learning; and this can be achieved, only if learners overcome learning anxiety. In relation to the results of both questionnaires, teachers highly encourage the use of informal assessment techniques inside their classes. The study brought to light a general conformity from respondents about the important role of informal assessment in raising learners' motivation. Thus, both teachers and learners argued that informal assessment is very beneficial for fostering language learning abilities, increasing learning outcomes, and hence being motivated to learn. Consequently, the findings of this research confirmed the proposed

hypothesis “if teachers use informal assessment students, students motivation would be increased”, and provide answer for the main research question, “does informal assessment helps in raising learners’ motivation?”

GENERAL CONCLUSION

The present research seeks to find out the impact of informal assessment on students motivation to learn E.F.L. It aims at raising learners motivation through informal assessment and encouraging the use of informal assessment in the teaching and learning process. This research consists of three main chapters. The first chapter spots light on informal assessment and its different types, it highlights its importance, tools, strategies for effective implementation of informal assessment, in addition to how can teachers use informal assessment to make learners more motivated. The second chapter discusses motivation from different angles. It tackles its meaning, types, theories, it sheds light on the importance of motivation in language learning, and it also offers how teachers can improve and raise learner's motivation. The third chapter is merely analytical. It provides the needed data to confirm the hypothesis, and to answer the research questions.

To gather information for this study, a questionnaire is used as a data collection tool. The questionnaire has been distributed for both teachers and Master One students at the English Department, University of Guelma. Master One students are selected because they have enough background knowledge in English to help answer the questionnaire. In addition, they are experienced in assessments. Because it is not possible to deal with all Master One students due to time limitation, a sample is taken randomly representing half of the population.

The findings of the questionnaire denote that the majority of EFL learners have negative attitudes towards assessments. Stress and anxiety are among the main factors behind those negative attitudes. Yet, learners are not highly motivated because they face difficulties while being assessed. Anxiety is among the common problems that whenever it increases, students' motivation decreases. Therefore, the advanced hypothesis confirmed that, informal

assessment helps to increase students' motivation to learn. Assessing learners spontaneously is also significant to lessen students' anxiety and increase their motivation.

To sum up, a number of recommendations for both EFL teachers and learners can be discussed for further investigation. Therefore, we wish to emphasize that the teacher plays an important role in motivating learners. The learning environment, teachers' methods and feedback, teachers' use of assessment where there is no fear and pressure, and collaboration with the teacher and with peers all contribute to the increase of learners' motivation. Also creating a good and supportive learning environment where learners can freely and comfortably participate and where teachers can easily and spontaneously assess their students is very essential for any successful classroom atmosphere.

1. Pedagogical Implications

The aim of this study is to explore the role of informal assessment in promoting learners' motivation. The central point is then to examine the hypothesis presented in the theoretical research, if teachers use informal assessment, students' motivation would be increased.

The current study carries some implications for teachers to strengthen students' motivation, to advance their EFL learning. First, the teacher may think of allocating time for assessing his learners each session. At the beginning of each session, the teacher can start his session by asking his students some questions about the previous lesson, in order to know to what extent they have understood it, he can also prepare a small activity to identify what they have comprehended, and what still needs more efforts to be understood. During the session, the teacher can prepare some questions, for the purpose of selecting students' strengths and weaknesses. He can at the same time assess them without wasting so much time and effort.

Teachers need to support their learners so that, they can feel free to participate and to share their ideas and viewpoints without fear of being criticized. Moreover, teachers should use a

variety of assessment types and techniques inside their classes, to respond to all learners' needs, wants, and lacks. As the research findings show that, the majority of learners prefer to be assessed spontaneously without spending a lot of time and effort in preparing themselves, they consider informal assessment as one of the best ways where they can be assessed readily, more importantly they asserted that, this type of assessment allow them to perform better because there is no pressure.

Furthermore, teachers need to make students ready for assessments, in order to help them overcome assessment's fear and anxiety as well as to increase their motivation to learn. this can be achieved by devoting time each session for assessing students' knowledge and understanding. Formal assessment alone is not enough due to time constraints in the classroom, informal assessment is a very important tool that can be used by teachers to check their students' level and progress. Teachers ought to change students' negative attitudes towards assessments, and to encourage them to revise and to get rid of assessments anxiety. It is also recommended to manage daily classroom interaction and observation as both a way for revising and emphasizing important points of the lesson to familiarize students with assessment questions, so that students' fear would be diminished, and as also an easy way for assessing students' performance.

Furthermore, the present research also carries some implications for learners, they should overcome the problem of fear, stress, and anxiety while they are assessed, moreover, they need to develop positive attitudes towards assessments, and they also need to have a high self-esteem and self-confidence.

2. Research Perspectives and Limitations

Many difficulties, obstacles and limitations were encountered throughout the present study. Hence, they are summarized as follows:

- First, time limitation was really a stressful matter under which the study was carried out. Longer time would help us to use more than one tool of research.
- Second limitation is related to the availability of sources. Because our topic is original, and no one has ever dealt with it, there is a very little talk about it. So, we did not find a lot of information especially regarding informal assessment.
- Third, the narrow scope of the study; it was devoted for Master One students only. In fact it would be better if it included samples from different levels.

3.Suggestions for Future Research

Our study conclusions and findings can be the background for future research studies. Future researchers can tackle the same topic from another angle, and use more tools of data collection in order to test the research hypothesis.

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APPENDICES

Appendix One

Students Questionnaire

Dear Masters One Students,

This questionnaire aims at investigating the impact of informal assessment on your motivation for learning English as a foreign language. Thus, the objective behind making this questionnaire is to identify your views about motivation and the impact of informal assessment on motivation. We would appreciate your collaboration if you could answer this questionnaire. You are kindly invited to tick the appropriate answer or write a full statement where necessary.

Thank you in advance for your cooperation.

Sami Latifa

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Appendix Two

Teachers Questionnaire

This questionnaire constitutes an essential part of Master dissertation investigating the role of informal assessment in raising learners motivation.

Thus, you are kindly requested to answer the questionnaire by ticking the appropriate box or giving full answers, ect. Thank you in advance for your collaboration and for your participation which is highly appreciated.

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RESUME

La présente recherche a pour objet d'étudier l'effet de l'évaluation fréquente des étudiants sur leur motivation pour apprendre l'Anglais comme une langue étrangère. Les étudiants du département d'Anglais de l'Université de Guelma, manquent de la motivation nécessaire surtout pendant la période d'évaluations. L'étude actuelle vise à explorer pourquoi leur motivation à apprendre diminue pendant l'évaluations, elle a pour but de savoir quelle sont les causes qui provoquent cette mauvaise relation. Par conséquent, on suppose qu'une relation positive peut exister entre l'évaluation fréquente des étudiants et leur motivation d'apprentissage. Afin de confirmer ou de rejeter cette hypothèse, un questionnaire a été distribué à soixante-dix étudiants en Master 1 au sein du département d'Anglais à l'Université de Guelma. Le but de ce questionnaire était de rassembler davantage d'information sur le rôle et l'importance de la motivation dans la classe ALE ainsi que sur l'évaluation fréquente des apprenants. Les résultats de la recherche ont montré l'impact significatif de l'évaluation fréquente sur la motivation des étudiants. En outre, les résultats du questionnaire ont confirmé l'hypothèse de la recherche. En conclusion, il est recommandé aux enseignants d'évaluer les étudiants pendant chaque séance afin de les aider à se préparer pour les évaluations et se débarrasser de leur anxiété.

المخلص

يهدف هذا البحث الى دراسة دور التقييم المستمر في تحفيز الطلاب . كما يهدف ايضا الى لفت انتباه المدرسين الى اهمية تقييم الطلاب بشكل دائم و مستمر . يفقد طلبة الانجليزية كلغة اجنبية الى الحافز الضروري للعمل وخاصة عند التقييم . فيفتقدون للتحفيز بشكل كامل و عليه نفترض ان التقييم المستمر و المتواصل يساعدهم على تخطي القلق و الارتباك المعتاد ، لان كثرة ممارسة التقييمات تجعلها مألوفة لدى الطلاب ، و عليه نفترض ان ممارسة التقييم المستمر تحفز الطلاب ، وللملء هذا الهدف بالكامل تم تقديم استبيان الى 70 طالبا والى 20 استاذ في قسم اللغة الانجليزية جامعة 8 ماي 1945 قالمة . و يهدف الاستبيان الى جمع معلومات اكثر عن هذا البحث ، في الواقع اكدت نتائج الابحاث فرضية البحث اكد كل من الطلاب و المتمدرسين ان مهارات التقييم المستمر تحسن مستوى التعليم و التعلم ، وبناء على ذلك فقد تم تقديم اقتراحات بيداغوجية لتجاوز مشكل التحفيز و لإنشاء قسم ملائم يهدف الى تحسين مستوى التعليم و التعلم .