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**THE IMPACT OF EXAMS AND TESTS ON STUDENTS' MOTIVATION
FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE.**

The Case of Third Year Students at the University of 8 Mai 1945- Guelma.

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Master's Degree in Anglophone Language,
Literature, and Civilizations.**

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DEDICATION

I dedicate this work to the most precious people to my heart, who gave me life, true love, and courage, to my beloved mother, and my dear father.

To my brothers and sisters

To my sister in law and her family

To my nephew

To my teachers

To my friends and classmates

To anyone who helped me in any way.

BAHLOUL Amina

DEDICATION

First of all, I dedicate this modest work to my dearest parents, for their help, support, and encouragement throughout my entire learning career.

To the bright memory of my beloved sister who helped me to be strong despite the obstacles of life.

To my brother who guided me with love and affections.

To my sweet cousins, Zakaria and Rayane

To my friends

To all my teachers and classmates

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ABSTRACT

This study investigates the impact of exams and tests on students' motivation to learn English as a foreign language. Students at the department of English-university of Guelma-seem to be motivated only in exams, once exams are over their motivation to learn decreases. The aim of this research is to know why some Algerian English learners are motivated only in exams, and to what extent do exams and tests increase students' motivation. Therefore, it is hypothesized that a positive relation may exist between assessing students frequently and their motivation to learn. In order to confirm or reject this hypothesis, a questionnaire has been distributed to seventy third year English students. The results confirm the hypothesis and show that students feel motivated to learn only in exams; when exams end their motivation decreases. Therefore, students' motivation is temporary and the extent to which learners feel motivated is low. Learners' desire to study in exams is justified by the fact that they want to obtain external reward (marks and grades) in order to succeed and pass to the next year. Hence, it is recommended to teachers to assess students each session in order to help them be prepared for the up-coming exams and get rid of exam's anxiety.

LIST OF ABBREVIATIONS

TOEFL: Test of English as a Foreign Language

MSCHE: Middle State Commission on Higher Education

AMTB: Attitude and Motivation Test Battery

EFL: English as a Foreign Language

L2: Second Language

LMD: License Master Doctorate.

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FRENCH SUMMARY

ARABIC SUMMARY

General introduction

Assessment is an important issue to both teaching and learning. In teaching, assessment helps teachers to decide on students' grades, to pass or fail a student, to determine to what extent the course objectives and goals have been achieved, and to see whether the method used is effective or not. In learning, assessment provides students with feedback, which is essential to improve their learning, diagnoses their strengths and weaknesses, and motivates them to learn.

There are many ways for assessing students, such as using portfolio, report projects, group works, and exams and tests. Exams and tests are considered as effective tools of students' assessment. Yet, some learners believe that exams and tests raise students' fear and anxiety, especially for learners who have low self-esteem. Some researchers have found that assessment has a positive impact on students' motivation (Stiggins, 2006). However, other researchers have claimed that assessment can lead to low motivation (Amrein and Berliner, 2003). This research attempts to investigate the impact of exams and tests on students' motivation to learn.

There are two types of assessment: formative and summative. The former, refers to an ongoing process which occurs frequently at any step of learning, whereas the latter, occurs at the end of a period of learning (a lesson, or a series of lessons) (Waterloo Region District School Board, 2013). In this research, the focus is on exams and tests as formal tool of summative assessment. In the Algerian context, tests and exams have been dominating the educational system for years, and they are still widely used to quantify and qualify students' achievements. To grade a particular student his/her exam marks are counted and given in the form of an average.

1. Statement of the Problem

In the context of second or foreign language learning, motivation is considered as a cornerstone of the learning process (Ellis, 1997; Dörnyei, 1998; and Ortega, 2009). Motivated learners are good language achievers. However, some learners are expected to have low motivation or temporary motivation which increases in some conditions like exams and tests. This study comes to investigate the impact of exams on EFL learners' motivation at the department of English, University of Guelma. It also examines why Algerian EFL learners are motivated only in exams. In fact, low or temporary motivation is a serious problem. Learners who have low or temporary motivation expend little efforts to learn. They lack interest in the classroom courses, and disengage in classroom discussions. Consequently, low or temporary motivation can lead to low academic achievements or even failure.

2. Research questions

This research addresses the following two questions:

- 1-To what extent do exams and tests increase EFL learners' motivation?
- 2- Why some Algerian EFL learners are motivated for learning only in exams?

3. Hypothesis

H1: If learners are frequently assessed, their motivation would increase.

H0: If learners are frequently assessed, their motivation would not increase.

4. Aims of the Study

Motivation has a positive influence on foreign language learning, this is why teachers need to raise their students' motivation for EFL learning. Thus, it is assumed that frequent assessment of students might raise their motivation.

This study aims to prove that tests and exams have a positive impact on students' motivation to learn English as a foreign language. Tests and exams inform students how much they have improved which stimulates their motivation to learn. It also aims to discover why students are motivated only in exams. Students seem to make efforts and feel motivated to learn only in exams and whenever exams end, students' motivation decreases. Hence, this study is of two folds:

- 1- To prove that assessment increases students' motivation.
- 2- To know why students are motivated only in exams.

5. Research Method and Design

5.1. Research Method

This research is conducted following the quantitative descriptive method. The choice of the method was motivated by the fact that it serves the cause of the current research, since its aim is to find the relationship between two variables. The quantitative descriptive method also determines the impact of one variable (tests and exams) on the other (learner's motivation).

5.2. Population and instrument

The sample of the current study is a simple random sample. It consists of 198 third year LMD students at the department of English, University of Guelma. A representative

sample of 70 students is taken randomly because it may not be possible to deal with all third year students due to time constraints. Third year students are selected because they have been subjected to many examinations and tests throughout the two years they spent in the University. Therefore, their level of motivation can be evolved throughout those years. These participants are considered as advanced learners of English, so they can give reliable answers to the questionnaire. To collect data for this study, a questionnaire is to be administered to third year students. The aim of this questionnaire is to investigate the impact of exams and tests on students' motivation.

6. Structure of the Dissertation

The present dissertation includes three chapters in addition to the general introduction and general conclusion. The two first chapters offer a theoretical framework about this study. The third chapter is merely analytical. The first chapter provides an overview about assessment. It presents some of its definitions. It also includes helpful information about types and purposes of assessment. The second chapter deals with motivation. It sheds light on some definitions of motivation, and it gives an overview about the most known theories of motivation. It also highlights the various types and purposes of motivation. The third chapter is about field investigation. It describes the method followed to conduct this research, population of the study, the sample, and data collection tools. The third chapter also provides data analysis, interpretation, and pedagogical implications.

Chapter One: Assessment

Introduction

Learning a foreign language is not an easy task, especially for learners who aspire to reach higher level of achievements. Teachers play a crucial role in the development of students' skills and abilities. The most important function is the teacher as an assessor. Students need always to be informed about their level and progress. Feedback that students receive out of their performance is quite significant. It helps them to know their deficiencies and strengths so that they can enhance their learning. Yet, teachers have to vary their assessment methods according to students' learning styles and goals.

The purpose of assessment differs according to the course, syllabus, level, and class. Teachers have always to keep in mind the purpose behind assessment; that is why to make assessment? Or what does it serve? Assessment can be done before the course takes place. It can also be used during the course to know what students learned and what is needed to be re-taught, as well as at the end of the course or program in order to give students final grades. To make assessment accurate and objective, teachers have to design assessment in relation to some standards or criteria. For instance, a test that assesses students on the basis of what have not been taught is not a valid test. Consequently, validity is one of the important assessment standards besides reliability and fairness.

This chapter sheds light on the different definitions of assessment as well as the distinction between assessment, evaluation, measurement, and testing. It also attempts to highlight the different purposes of assessment and the principles that teachers and test administrators must take into account while designing any form of assessment. In addition, this chapter deals with the major types of assessment (formative, summative, and diagnostic). Further, it exposes the different assessment tools and methods that can be used

for different goals. Finally, it gives a description and explanation of five types of tests: proficiency, achievement, diagnostic, placement, and aptitude tests.

1.1. Definitions of assessment

There is a variety of definitions for the term assessment. Tognolini & Stanley (2011) defined assessment as data gathering about students for the sake of decision making. Its paramount aim is to enhance learning as well as to trace learner's development. According to Walvoored (2004, pp. 2-3), 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*". Walvoored's definition shares some aspects with Tognolini and Stanley's definition in the sense that it defines assessment as a means for raising the quality of learning by collecting information about students.

Cordova (2010) (as cited in Iseni, 2011, p. 61) stated that "*assessment is generally used to refer to all activities teachers use to help students learn and to gauge students progress*". According to this definition assessment lies in the hand of teachers who make use of different tools to facilitate the transfer of information as well as to discover to what extent learners developed. The etymology of the word assessment came from the Latin word "*ad sedere, to sit down beside*" (McCulloch, 2007, p.3). We can infer from assessment etymology that it is meant to bring together teachers and students, where each one of them performs particular role, the teachers provide the learners with the needed guidance and instruction and the learners do their best to learn.

Assessment is an ongoing process that involves a systematic collection of information, analysis, and interpretation. Information gathered from assessment help teachers to know whether students met the expectations, as well as to enhance their

learning (Suskie, 2009). Aranda & Yates (2009) dealt with assessment as “*a broad term that includes all of the various methods used to determine the extent of an individual achievement*” (p.2). That is to say, assessment is a general term that covers all measuring instruments used to decide on students’ achievement.

For Kellaghan & Greaney (2001) (as cited in Fancourt, 2009) assessment includes any tool that is used to gather information about students’ level, skills, and attitudes: “*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). Ravi (2015) asserted that assessment is a process used to collect information in order to keep track on students’ progress, and to make decisions about learning.

While trying to settle for a clear definition of assessment, it is worth highlighting the difference between assessment, evaluation, measurement, and testing. According to Taras (2005), “*Assessment refers to judgments of students’ work*”, and “*evaluation refers to judgments regarding courses or course delivery, or the process of making of such judgments*” (p.467). That is to say, assessment is used to decide on students’ level and abilities while evaluation is used to decide on the merit of the course, the method of delivery, or the process of assessment. Another source of distinction between assessment and evaluation is that assessment is the process of gathering information about students’ learning and achievement to see if the curriculum expectation is met. Whereas, evaluation is the process of judging the quality of students’ learning based on assessment, often at the end of a period of learning such as at the end of a semester, or a school year (Waterloo Region District School Board, 2013).

Although, assessment is used as an umbrella term that includes all forms of testing and assessment, for some applied linguists the term testing refers to formal tests such as

TOEFL (test of English as a foreign language), while the term assessment is more likely used to refer to informal measurement tools (Clapham, 2000). Moreover, testing is a tool used to measure to what extent learners grasped some or all materials presented by their teachers (Braun & Kanjee, 2006) (as cited in Braun, Kanjee, Bettinger, and Kremer, 2006). Measurement is “*process by which a value, usually numerical is assigned to the attributes or dimensions of some concepts or physical objects*” (Loc. cit). In this regard, measurement requires giving numerical value or marks to the subject of measurement.

To sum up, the difference between assessment, evaluation, testing, and measurement lies on the fact that assessment is oriented toward assessing learners and learning for the sake of improving. Evaluation is oriented toward evaluating a program or curricula. In this sense, assessment is included in evaluation and the findings of the former facilitate the work of the latter. On the other hand, testing is a formal tool of assessment which aims at judging the learner’s mastery of language skills, and the teaching materials. Measurement involves giving concrete marks for the tested subject.

1.2. Purposes of Assessment

Teaching and assessment are inseparable entities. While teaching, teachers can assess their learners in different ways to achieve different purposes and aims. Many scholars acknowledged the role of assessment and suggested many purposes for it. According to Pachler, Evans, Redondo, and Fisher, (2014), teachers assess their students for the following reasons: to give feedback to students, to test the achievement of the learning goals, to motivate pupils, to make reports about students’ knowledge and skills, to group students and to identify their weak and strong points. To some extent, this list of purposes focused more on learners and learning process and neglected the social dimension 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 assigning grades*”(p.172). These four purposes are seen to be oriented toward classroom. They are based on improving learning with more focus on students being the main target of assessment. This group of purposes also do not account for the social dimension of assessment.

Orlich, Harder, Callahan, Trevison, and Brown (2010) also tackled the issue of assessment purposes as classroom-based process. Those purposes can be summarized in the following lines. Assessment is used to inform students about their learning, as well as to make decisions about them. It allows teachers to trace learners’ academic achievements, and it can foster students’ motivation, and learning. Assessment is also used to test the effectiveness of teachers’ instruction, and to promote a learning based classroom.

In the same vein, McInerney & McInerney (2006) (as cited in Brady & Kennedy, 2014) introduced a comprehensive set of assessment purposes which focus on classroom learning and teaching improvement. In addition, they emphasize on giving feedback about students to other important parts like parents and employers. Assessment helps teachers to know the effectiveness of their teaching, and it improves both teaching and learning. Assessment allows teachers to construct feedback to be given to parents and employers, and helps them to grade students.

McCulloch (2007) also proposed an inclusive list of assessment purposes which is classified into three categories: purposes for students, purposes for teachers, and purposes for society. In the category of students, assessment gives students information about their learning. It detects their “*weaknesses and strengths*” (McCulloch, 2007, p.4). In the category of teachers, assessment allows teachers to make decisions about learners like success and failure, and to group and grade them. Assessment also helps teachers to know

whether their aims have been reached or not. Assessment purposes for society include credibility, i.e. to what extent learners can be selected as employees, more importantly, are they able to practice what they have already learned (Loc.cit).

1.3. Types of assessment

Assessment serves many functions. It can be used at the beginning, during, and at the end of the course. Teachers conduct assessment for different purposes. The purpose of assessment determines its type. Teachers can plan for assessment in order to make modifications in the teaching/learning process, to give students final grades, or to identify students' strengths and weaknesses. Therefore, assessment is formative, summative, and diagnostic. This research focuses on summative assessment, more specifically on exams and tests.

1.3.1. Formative assessment

Formative assessment is an ongoing or continuous process that aims at enhancing students' learning as well as the institutional level (Middle States Commission on Higher Education [MSCHE], 2007). Popham (2008) asserted that formative assessment is a process that involves students' response, then the teacher monitors, diagnoses the response, in order to give students constructive feedback based on the diagnosis. The student is actively engaged in this process as he is the one who uses or responds to the feedback to improve his learning. The last step is reporting the improvement. This process is summarized in figure I.1 (as cited in Tuttle, 2009).

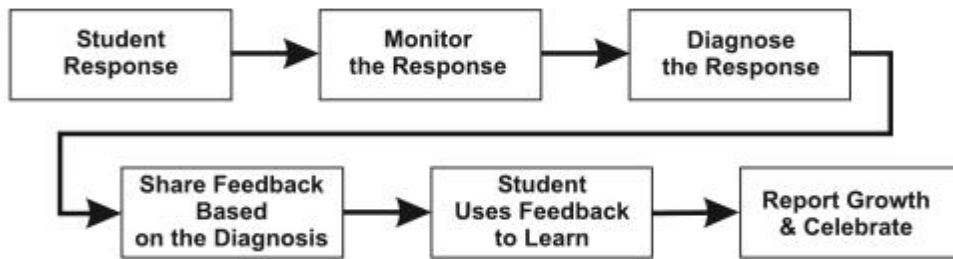


Figure 1.1: Formative assessment process (Popham, 2008 as cited in Tuttle, 2009, p.4)

After highlighting what is formative assessment, it is worth to justify why it is formative. Assessment is formative:

to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Black & Wiliam, 2009, as cited in Chappuis, 2015, pp.2-3).

As the name indicates, formative assessment is used to plan and form what is next. The information gathered from this assessment is used by making changes and modifications in the learning process and forming new better learning.

Formative assessments are often conducted in the classroom context. They range from formal to informal methods. The term formal covers written examinations while informal includes questioning strategies (asking questions in the classroom orally). Information gathered from formative assessment help teachers to know students weaknesses and to adjust learning based on the results. Teachers can make modifications and adjustments by changing the method of teaching and re-explaining what was taught. Teachers may also use assessment a second time, after these changes and adjustments, to see whether learning is improving or not. This is what makes it formative (Caffrey, 2009).

The term formative should not be used for the assessment process itself, but for the function it has. To illustrate, a teacher administered an English language arts test, and then

collected students' responses. What is quite interesting, the following day the teacher brought back students papers without putting grades or marks. Instead, h/she gave each student his/her paper back and divided students into groups of four, and gave them blank papers to answer the test again. At the end, they discussed together the responses. So, in this case summative assessment became formative. Students learnt from the test, even though a test is considered summative (William, 2013).

To achieve the aim of formative assessment, the assessment process must be used effectively. Asking questions or giving students assignments do not guarantee that it is formative. Formative assessment is about what teachers and students are able to do with the information gathered from assessment. In this sense, assessment is considered formative when teachers are able to choose the content or method based on the assessment, and when students learn from the feedback given (Chappuis, 2015).

Overall, formative assessment can be defined as the use of formal and informal methods to adjust learning through selecting new content, repeating the content taught, or changing the method of instruction, for the purpose of improving teaching and learning

1.3.2. Summative assessment

Summative assessment often occurs at the end of the learning program. It is the final evaluation of what students have learned. Summative assessment is administered mainly for two primary purposes: to see whether the learners have achieved the goals of a unit or a program, and whether the institutional goals have been accomplished. Thus, summative assessment gives a summary of the learning process. It can be done through a variety of methods including observation, interviews, questions, reviewing materials, and written examination. Summative assessment is about giving final grades and qualifications. It gives information about learners knowledge, understanding and reflective abilities (Botha, Kiley, and Truman, 2007).

Furthermore, summative assessment includes tests done at the end of a lesson, a semester, or a school year. It is done for diagnostic or evaluative purposes. This means that it is used to measure students' strong and weak points, and to evaluate the results of the learning program. Summative assessment is sometimes regarded as high stakes assessment due to the results it has. For instance, in some states, students in their final grade are asked to pass end of course exams, in order to graduate. Yet, not all summative assessments are high stakes (Caffrey, 2009).

Summative assessment is also called assessment of learning, while assessment for learning is used to point out formative assessment (Bennett, 2011). Summative assessment is concerned with evaluating students' level and school program, that's why it is assessment of learning. Formative assessment provides students with feedback, so, it gives them chances to improve their learning, accordingly, it is assessment for learning.

Because there is no sharp line between formative and summative assessment, it is of great importance to shed light on the variations. According to Torrance and Pryor (1998), summative assessment is done at the end of a course or program, in order to evaluate students' learning and to give final grades. Formative assessment is usually done during a course, aiming at improving teaching and learning. The difference between summative and formative assessment is quite clear when considering the role of both teachers and students. In summative assessment, the teacher is the controller of this process, as he is the one who administers the assessment, judges and gives grades. However, during the process of formative assessment, both teachers and students are involved. Even though the teacher is the one who decides to conduct assessment, monitors students' responses, and gives them feedback, students are also involved in this process. They reflect on what they have achieved because they are responsible for responding to the feedback given. Consequently,

the student is involved in the formative assessment process, but the teacher is the controller.

Another point of distinction between formative and summative assessment lies on the fact that in formative assessment students are supposed to benefit from the feedback given, while summative assessment summarizes what students have achieved in a unit or program. Yet, sometimes summative assessment serves the function of formative assessment when students learn from it just as they learn from the feedback given (Yorke, 2003).

Likewise, formative assessment is conducted to assist and enhance student learning, while 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).

Summative assessment summarizes students' achievements at a given time. Information gathered from summative assessment is used to judge what students have achieved. Evidence taken from formative assessment is informational. It informs students about what they have learnt and what they need to learn (Orlich et al, 2010).

Despite the differences between formative and summative assessment regarding their functions, both are an integral part of the learning process and are complementary to each other. They are tied together by the aim of improving the quality of learning.

1.3.3. Diagnostic assessment

This form of assessment is often conducted at the beginning of a course or school year. The aim is to know students' prior knowledge, skills and abilities. Diagnostic assessment helps teachers to decide on what to teach and how to teach based on students' needs, being lacks or preferences. It also helps students to know their level of knowledge at the beginning of the year (Spiller, 2009).

According to Caffrey (2009) diagnostic assessment is used to identify students' cognitive strengths and weaknesses. This type of assessment gives the teacher an overall picture on students' level and does not just focus on academic achievements. Moreover, diagnostic assessment is sometimes conducted to decide if students are qualified to study in special educational services.

To sum up, diagnostic assessment can be defined as tests administered before a course or program starts to have a picture on what students have. It helps teachers to choose the content and the method on the basis of what students know or lack.

1.4. Principles of assessment

Assessment is a whole system which has its own rules and principles. To have a good quality of assessment, teachers need to take into consideration those principles which vary from reliability, validity to fairness.

1.4.1. Reliability

According to Carmines & Zeller (1979) reliability can be defined as "*the extent to which an experiment, test or any measuring procedures yield the same results on repeated trials*" (p.11). This means that if a test or assessment is held twice or more and its results are the same in each time, it is reliable. What makes any test, assessment, or any kind of measurement reliable is the consistency of its results (Ibid). Killen (2005) made the analogy to explain the idea of reliability. He compared tests with his car, he supposed that the car can be reliable when it behaves the same way; in each time he turns the key the car moves. Similarly, tests can be reliable when they give the same results in different occasions. If test results are not consistent, they cannot help in knowing whether the intended purposes of assessment have been achieved or not. Unreliability of tests can be detected if students have been subject to the same test twice or more and their answers were different in each time. A second indicator is when two students possess equal

knowledge, but perform differently in the same test. A third indicator is when a student is given different judgment on the same test by two teachers (Killen, 2005).

Finding ways to guarantee the reliability of assessment is a crucial step which leads to successful assessment. In order to know whether classroom assessment is reliable or not, teachers need to find answers to *“the question [of] how sure am I? How confident am I that this assessment process provides enough consistent and stable information to allow me to make statement about a student's learning with certainty?”* (Earl & Katz, 2006, p.9). In this view, the more teachers respond positively to those questions, the more reliability can take place. Reliable assessment helps teachers to draw a certain and authentic conclusion about student's learning. There are some conditions which help teachers to know whether their assessments are reliable or not. Those conditions include: when different teachers found similar results after correcting the same test, or when different assessment tools are used and lead to the same results. Another condition is when a test is held in different times and leads to similar results in each time (Ibid).

Promoting reliability is among the major concerns of many scholars who devoted time and effort to come up with helpful contributions, as far as, this issue is concerned. Earl&Katz (2006) assumed that there are various strategies which can be used to enhance reliability such as, varying assessment tools which help in collecting as much information as possible about learners and their learning. It is a matter of fact that learners have different learning styles, some of them prefer to make oral presentation while others perform better in written tasks. As teachers get to know their students' styles and preferences they *“can use a variety of systemic processes- for example, scoring keys, rubrics, rating scales and continua”*(Earl & Katz, 2006, p.9). The aim is to give students more space to show their understanding and what they can do. Another strategy is that many teachers can collaborate together to plan assessment and to decide about its aims in

order to construct a reliable one (Loc.cit).

1.4.2. Validity

McTighe & Ferrerra (1994) defined validity as being concerned “*with whether an assessment measures what it was intended to measure*” (p.5). In other words, assessment is valid when it achieves its goal. They clarified this idea by giving the example of media specialist who wanted to assess his student’s use of primary and secondary sources in doing research. In this case, the teacher must observe the students while consulting those sources directly rather than giving them a written test. The reason is that the teacher needs to test “*the ability to actually use the references purposefully*” which is the intended purpose (Ibid, pp 5-6). The main focus of validity is on analyzing assessment results which need to be accurate and drawing conclusions about students on the basis of those results (Earl & Katz, 2006). In case assessment does not measure what it purports to measure, invalid results will be found. Validity has four main types which are face validity, content validity, concurrent validity, and predictive validity.

1.4.2.1. Face validity

Face validity is concerned with whether assessment measures its preset goal. In this regard, face validity means the extent to which assessment is valid in terms of its focus on the intended goal. Assessment lacks face validity when it does not focus on its main purpose, for example asking students about Queen Victoria’s length of reign, without giving them the number before. As a result, they need to calculate the period between her coronation and death to find the answer. This would turn a test of knowledge to test of math skill. Assessment questions should cope with its main focus (Wragg, 2001).

1.4.2.2. Content validity

Gipps (1994) & Wragg (2001) argued on the fact that content validity is concerned with whether the content of assessment fits and reflects what was taught in the classroom.

Assessment content can be valid when it covers the teaching content (Gipps, 1994). In the same vein, Wragg (2001) asserted that content validity addresses the question of “*does the assessment appear to reflect the content of the course?*” (p.20), the more it does, the more valid assessment will be.

1.4.2.3 Concurrent validity

Concurrent validity is concerned with the idea that despite the difference between the assessment tools used to assess a particular skill or knowledge, those tools give similar results. The main focus of concurrent validity is on the extent to which different tests of the same skill or knowledge lead to similar results (Gipps, 1994). Concurrent validity is about the possibility that a particular type of assessment may lead to approximate results like another type of assessment, with the condition that they test the same skill or knowledge (Wragg, 2001).

1.4.2.4. Predictive validity

The meaning of predictive validity turns around the idea that assessment predicts how students will perform in the future. According to McAlpine (2002) “*predictive validity suggests that prediction made on the basis of the assessment results will be valid*” (p.11). To clarify the meaning of predictive validity, Wragg (2001) gave the example of “mock exams” which are held before public examination, and they allow teachers to make prediction on how students are going to perform in public examination.

1.4.3. Fairness

Fairness is considered as one of the key principles of assessment which aims at improving the quality of assessment. According to McTighte and Ferrera (1994), “*fairness in the classroom assessment refers to giving all the students an equal chance to show what they know and can do*” (p.6). As its name indicates, fairness implies being objective and fair with all the students while preparing their assessment, and giving them

opportunity to show their abilities. Fairness cannot be achieved in the following conditions. First, if the content of assessment does not reflect what students have learned in the classroom. Second, if an assessment question does not serve the main aim of assessment. Third, if teachers judge their students basing on students' past achievements or failure. There are other sources of subjectivity which can hinder assessment fairness, they can take the forms of "*subtle, unintended racial, ethnic, religious or gender biases*" (McTighte & Ferrerra, 1994, p.6). For example, if teachers keep using reading materials with Christian orientation, and exclude other religions, this act leads to religious bias. Teaching materials can also includes biased gender/racial images, for instance, if they claim that allthe doctors are white men. For these reasons, teachers must be careful while selecting materials for classroom assessment (McTighte & Ferrerra, 1994).

1.5. Tools and forms of assessment

There are multiple methods and procedures that teachers can use to assess their students. Traditionally, assessment was restricted to formal tests administered at a specific point in time under formal conditions and contexts. Now, it covers a wide range of procedures that are used to gather data about students' level and progress. Teachers can collect a great deal of information on students' learning through exams and tests, portfolios, projects, and performance tasks. They may vary their assessment methods according to the purpose and students' level. Teachers can also encourage students to use self and peer-assessment to help students engage in the learning process and improve learning. For Stecher et al (1997), written assessments, performance tasks, senior projects, and portfolios are among the main categories of assessment tools.

1.5.1. Written assessments

This form of assessment includes activities which require written answers. The activities can be brief questions, a set of historical documents, graphics or a collection of this. It can also be an event or an experience. Students often answer this type of activities at specific point in time for a limited duration. There are three types of written assessments (Rahan et al, 1995, as cited in Stecher et al, 1997): multiple choice tests, open ended questions, and essays and problem based examinations.

In multiple choice tests, students select responses from a variety of options. It is done to gain insights about students' factual knowledge, higher order thinking, and problem solving skills. Yet, tests which assess students' cognitive skills require skillful teachers. Multiple choice tests are time saving because students respond to multiple questions in a short time. It is also time saving for teachers. They can correct students' papers and put marks very quickly.

The second type of written assessments is open ended questions that need short answers. The answer to these questions can be a word, a phrase, a sentence, or a paragraph. Open ended questions that require short answers are used to measure students' specific knowledge and reasoning because in such type of assessments students are expected to answer straight to the point.

The third type is essays and problem based examinations. It is similar to open ended questions because students construct responses not only select answers like multiple choice tests. Yet, the distinction lies on the fact that essays and problem based examinations are more difficult and require higher order thinking and higher levels of understanding. Essays, for instance, require long answers. They are measured in terms of content and form. Problem based examinations are based on real life situations. In this type of

examinations, students use their knowledge and skills in new contexts and situations (Stecher et al, 1997).

1.5.2. Performance tasks

Performance tasks are exercises that involve role playing and displaying skills and knowledge via actions. It includes making experiments, analysis and interpretation, reports, and oral presentations. Because performance tasks are open-ended and students' responses are complex, assessment becomes difficult. Students are either assessed on their performance, or on the oral presentation (Ibid).

1.5.3. Senior projects

Activities that demonstrate works developed and accomplished over a period of time are called projects. They can be a research paper, a product, or an oral presentation. What is important to highlight is that any project should have one topic to be developed. To illustrate, the research paper or the oral presentation should discuss one single theme. In this type of activities, students are supposed to look for information to accomplish their work, because the topic should be something new which they have not studied. They can look for information in the library or other sources. At the end of the work, students are expected to bring a formal written paper. Then, they present the work orally.

Assessment of this type of activities is difficult due to many factors. Teachers have to assess students in terms of the content, technical knowledge, organization of the work, time management during the presentation, the transfer of knowledge outside the school context, and students' communication abilities and skills. Yet, assessment must be meaningful and accurate in order to avoid subjectivity (Ibid).

1.5.4. Portfolios

A portfolio is “*a purposeful collection of students’ work that demonstrates to students and others their efforts, progress and achievement in given areas*” (Genesee & Upsher, 1996, p.418 as cited in Brown, 2000). According to this definition, portfolio is a sample of student’s work that is selected for a purpose. It reflects student’s progress, skills, and accomplishments.

Unlike senior projects, portfolios can have a variety of themes. They can include certificates, recommendations, and journals. It can also include an introduction which clarifies each part included. Portfolios can be either students’ best work or all their works. Assessing students’ portfolios is not an easy task because it contains a variety of works. As a solution, teachers have to decide on the content’s portfolios so that all students will have similar elements (Ibid).

According to Brown (2000), portfolios may contain essays, poetry, book reports, audiotape recordings, and journals. Previously, portfolios were considered beneficial only to children, but now they are perceived as useful for learners of all ages. To make portfolios useful in the classroom, the following points must be taken into account. First, identify the purpose of the portfolio to students. Second, explain to students how to start making a portfolio by reviewing previous samples. Third, help students to decide on what to include by giving them some guidelines. In addition, the feedback given should correlate with the purpose of the portfolio. Finally, help students to respond and use the feedback.

1.5.5. Self- and peer-assessments

Self- and peer-assessment is considered as an important part of the teaching learning process. Since the learner centered approach is the prevailing way of teaching, students are expected to learn, acquire, and monitor their own learning. Self assessment is about students' involvement in the learning process through selecting some standards to use them during performance and judging the quality of their learning based on those standards (Boud, 1996) as cited in Orsmond, 2004). Peer assessment can be defined as students' ability to judge the level, the performance, the quality of leaning of other peers (Topping et al, 2000) (as cited in Orsmond, 2004). For Brown & Hudson (1998), self- and peer-assessments prove to be beneficial for a number of reasons. They show students' involvement in the learning process, promote students' autonomy, and increase motivation. However, one of the drawbacks is subjectivity (as cited in Brown, 2000).

There are many ways for using self- and peer-assessment in the classroom. In oral activities, teachers may provide students with tape recorders to check and correct their errors, whether grammatical or pronunciation errors. For communication based activities, students can be corrected by their peers or by themselves. To check comprehension, students can listen to a video with their peers. In writing, students can revise their writing by themselves or with a peer to find out errors to correct them. Students can check their comprehension while reading by writing questions and trying to find answers to those questions. They can also do this exercise of reading and questioning with a peer (Brown, 2000).

Teachers can help students to use self- and peer-assessment effectively by considering these guidelines. They need to highlight the importance of peer- and self-assessment in learning through pointing out their advantages. They also have to make it as

an integral part of the classroom activities so that it would not be threatening to students. Teachers need to check whether students are assessing their works based on the appropriate criteria. Cooperation between students is also important, particularly with students who are well experienced in using peer and self assessment (Berry, 2008).

1.6. Types of tests

Each test is designed to measure a particular aspect of language or a level of students. Accordingly, each test has a given goal or purpose. According to Brown (2000) tests are classified on the basis of their purpose into proficiency tests, diagnostic tests, placement tests, achievement tests, and aptitude tests.

1.6.1. Proficiency tests

Proficiency tests are conducted to assess students' language proficiency. They are not prepared on the basis of a course or a syllabus and do not test one language skill; rather they are used to assess students' language competence. Before, Proficiency tests were composed of many aspects including grammar, vocabulary, reading comprehension, oral comprehension, and sometimes writing. The content of this form of tests is not valid because it neglected the most important part which is communication. Now, many studies have been done to make proficiency tests valid, that is to say, to design a proficiency test that assesses students' communication skills. The Test of English as a Foreign Language (TOEFL) is a perfect illustration of standardized proficiency tests. TOEFL encompasses different elements. It is used to measure different skills. Parts that are included in the TOEFL are: listening comprehension, vocabulary, reading, grammatical accuracy, and written expression. Computer based TOEFL also adds a writing section besides the elements listed above (Brown, 2000).

1.6.2. Diagnostic tests

A diagnostic test is a test used to measure a specific aspect of language. For instance, a diagnostic test that assesses students pronunciation can be used to decide on which phonological features students are struggling in, or having difficulty in using them so that to be included in the curriculum. This type of tests often provides a checklist of features which is used by the teacher to identify students' difficulties. A writing proficiency test can also supply the teacher with a list of rhetorical features that are already taught, but students still have difficulty in practicing them. As a result, teachers have to focus on teaching these aspects (Ibid).

1.6.3. Placement tests

Any test that is used to determine students' appropriate level is called placement test. Proficiency and diagnostic tests are sometimes considered placement tests when the goal of these tests is to place students at a given level. Placement tests provide information that help in deciding which class or level fits these students (Ibid).

1.6.4 Achievement tests

Achievement test is a classroom based activity. It is concerned with lessons taught in the classroom. Achievement test takes place after a particular course or lesson. Its aim is to test whether the objectives of that course or lesson are achieved. They also "*serve as indicators of features that students need to work on in the future*" (Brown, 2000, p.391). Achievement tests cannot be used as diagnostic, because diagnostic tests are used to determine what students need to be taught. However, achievement tests are used to measure what students have learned from what have been taught (Brown, 2000).

1.6.5. Aptitude test

Aptitude test is generally given to students who want to learn a foreign language.

This type of test gives insights on student's future performance in foreign language. According to Brown (2000) "*aptitude test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking*" (p.391). Aptitude test is used very often nowadays, and in order to measure students' language aptitude, teachers make use of other criteria like informing students about their weak and strong points. the predictions of aptitude test are subject to bias and are not fully objective since success in foreign language depends on the imperatives of individuals who can use a variety of strategies to improve their learning even if the aptitude test predicted the opposite (Loc.cit).

Conclusion

Assessment plays an important role for both teaching and learning. Assessment is a process of collecting and interpreting information about learners for the sake of making decisions to improve both learning and teaching. Assessment has many purposes and types, mainly formative, summative, and diagnostic. Formative assessment takes place during a course or lesson, while summative assessment appears at the end of course, lesson, or a whole year. Diagnostic assessment informs teachers about students' strengths and weaknesses. Accordingly, teachers modify and select the content and the method of instruction. Good assessment is the one which has stable and consistent results, achieves its goals, and treats all the subjects equally. Teachers can keep track on students using different assessment tools. These tools are classified according to its form into: written assessments, senior projects, performance tasks, portfolios, besides peer and self assessment as a key to increase students' chances of learning.

Chapter Two: Motivation

Introduction

Motivation plays an important role in foreign language learning. It gives learners the power to initiate English learning, and helps them to succeed in learning it. Learners can be motivated because of the enjoyment they get from doing certain tasks, or because of external drives like marks. Similarly, learners can be motivated and like learning English, because it facilitates their integration and communication with English speakers, and it allows them to attain other goals like getting a job.

Providing a precise definition, theories and classification of motivation is a difficult task because of its complex nature. It concerns not only the educational sphere, but also other domains like sports and arts. Humans differ in the way they behave, and what motivates one particular person does not necessarily motivate the others. As a result, researchers provided many definitions, theories, and classification for motivation.

This chapter spots light on the different definitions of motivation. It also provides a summary of the well-known theories of motivation, but it is worth highlighting that theories of motivation are not limited to those included in this study. The chapter in hand also provides four types of motivation which are: intrinsic, extrinsic, integrative, and instrumental motivation. It tries to clarify the difference between them. It also goes through different motivational strategies which can help teachers in stimulating learner's motivation. The chapter ends up by giving the importance and significance of motivation in the language classroom.

2.1. Definitions of motivation

Success in learning a foreign language is determined by the individual will and interest to study it. To this end, motivation is considered one of the important factors that have an influence on foreign language learning. Scholars offer the term different definitions from different perspectives. From the traditional view, behaviorists defined motivation in terms of rewards and punishments. According to Skinner model, an individual would set a goal and work to attain it if there is a reward. The reward brings about the behavior and keeps the person stick to it, i.e. it reinforces behavior. So, human behavior is stimulated by anticipated reward (Brown, 2000).

Gardner (1985) dealt with the concept of motivation from a different viewpoint:

The concept of motivation is concerned with the question ‘why does an organism behave as it does?’ When we state an individual is motivated, we infer this on the basis of two classes of observation. First, the individual displays some goal directed activity, and second that person expends some effort (p.50).

In other words, motivation helps to justify why people behave the way they do. It is about establishing a goal and using efforts to reach this goal. Gardner added that learners’ efforts are not enough. These efforts must go hand in hand with desire, and positive attitude toward the language. In the same vein, Ellis (1997) stated that “*motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2*” (p.75). In this sense, the amount of efforts used to learn a second language is affected by students’ motivation and attitudes toward the task.

Motivation does not only give learners the power to start learning L2, but also it works on the long run, as it promotes continuous learning of that language. Motivation

helps L2 learners to stay focused on their learning (Dörnyei, 1998). For Ortega (2009) motivation can be simply defined as the desire to learn a foreign language and the efforts expended to achieve the goals.

Robins & Judge (2013) identified three dimensions of motivation that help to explain this process: intensity, direction, and persistence. Consequently, motivation involves making great deal of effort, being in the right direction, and more importantly how long a person keeps on working to achieve the goal. For Lee (2005), motivation explains learners' behaviors by providing answers to the questions of why and how people perform certain actions.

Motivation is a general term that has multiple meaning. It is an abstract concept that helps to justify behaviors. Motives vary from concrete, for instance an increase in salary to abstract like beliefs. All these motives affect behaviors:

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).

According to Ryan & Deci (2000), motivation is an energy that pushes the individual to achieve the goal. If the individual finds no inspiration toward the task, he is considered unmotivated. Williams & Burden (1997) (as cited in Harmer, 2007) asserted that

motivation stimulates the person's cognitive abilities to act and to take decisions. Therefore, the person uses both the intellectual and physical effort to realize a certain goal.

To sum up, motivation can be defined as an internal force, energy, a desire, or a drive that pushes an individual to act and to be actively engaged in a task or activity in order to achieve the goals. This internal force is accompanied with effort, and a positive attitude toward the task. What helps the individual to succeed in his task is the persistence in accomplishing the set up goals.

2.2. Early and contemporary theories of motivation

Research on motivation as a key factor that influences foreign language learning inspired many scholars (Gardner, Dornyei, Deci, and Ryan). They developed several theories on motivation. Throughout the history of motivation, the most well-known theories are: Maslow's hierarchy of needs theory, expectancy value theory, self-efficacy theory, attribution theory, self-determination theory, Gardner's theory of motivation, and Dornyei's model of L2 motivation. In the current research, the aforementioned theories are briefly reviewed.

2.2.1 Hierarchy of needs theory

One of the most influential theories of motivation is Abraham Maslow's hierarchy of human needs theory. According to Maslow (1962) human needs are classified into five major categories: physiological needs, safety needs, love needs, esteem needs (needs that build one's confidence in his/her abilities) and self-actualization needs (the need to be creative and to satisfy curiosity). These needs are organized in a hierarchy from higher to lower needs. They can be represented according to their priority in figure 2.1 (as cited in Brophy, 2004).

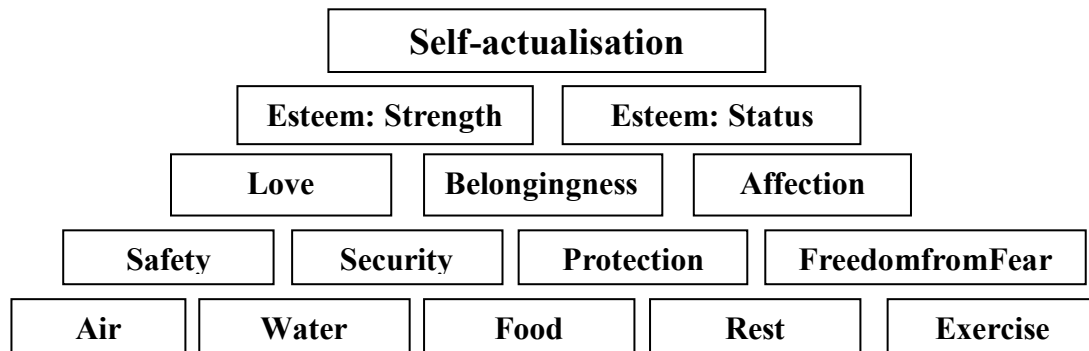


Figure 2.1: Maslow hierarchy of needs (1970) (adapted from Brown, 2000, p. 74)

According to this model, needs have to be fulfilled from lower to higher. A person who does not satisfy his physiological needs cannot feel motivated to meet his safety needs. In this sense, physiological needs must be satisfied first before safety needs. When the physiological needs are satisfied the individual can feel motivated to fulfill safety needs. Once the physiological and safety needs are satisfied, the individual will attempt to meet love needs. When love needs are met, the person will be directed to self-esteem and self-actualization needs. Thus, needs are satisfied in an order from physiological to self-actualization needs (Brophy, 2004).

In the learning context, Maslow needs theory suggests that students who are hungry or suffer from psychological problems like anxiety and tiresome, their motivation towards learning will not be strong because the basic needs must be gratified first (Frame, 1966 as cited in Brophy, 2004). According to Neher (1991) and Wahba & Bridwell (1976) (as cited in Brophy, 2004), students do not always behave as it is expected in Maslow hierarchy. They can try to satisfy their self-actualization needs at the expense of the physiological needs. For Brophy (2004) teachers can take benefit from this theory by addressing students' needs that are related to learning in order to trigger their motivation.

2.2.2 Self-efficacy theory

It is a social cognitive theory introduced by Bandura (1997). The theory is concerned with the impact of self-efficacy on motivation (Eccles & Wigfield, 2002). Self-efficacy can be defined as “*individual belief that he or she is capable of performing a task*” (Robbins & Judge, 2013, p.215). That is to say, self-efficacy is the belief in the ability to accomplish the task when being engaged.

Self-efficacy is different from one person to another in terms of strength, generality, and level. In terms of strength, self-efficacy can be strong or weak. In terms of generality, some people can feel self-efficacy in many occasions, but for others it functions only in specific situations. In terms of level or difficulty, some individuals have strong self-efficacy at all levels of activities, while others believe in their capacities for success only in the easiest activities. The expectation for success is important to self-efficacy theory. Bandura identified two types of expectancies: outcome expectations, and efficacy expectations. The former refers to the individual belief in accomplishing some results related to the task. For instance, if students listen to native speakers, their listening level will be better. The latter refers to the person belief in acting as it is supposed to act so that he can reach the goals. To illustrate, a tennis player should believe that he can work hard to win the match (Eccles & Wigfield, 2002).

According to Robins and Judge (2013) individuals with strong self-efficacy are expected to have more confidence in meeting their goals. This suggests that individuals with low self-efficacy will stop expanding effort when the task becomes difficult, whereas, those with strong self-efficacy will make more efforts to meet their goals regardless of the difficulty. Thus, people with high self-efficacy are more likely to be engaged in activities

which help them to improve their performance and increase their self-efficacy as well. Negative feedback plays an important role in perceiving how self-efficacy functions within every individual. A person with strong self-efficacy will feel more motivated to work hard even if he receives negative feedback. Yet, when people with low self-efficacy encounter negative feedback, their motivation to accomplish the task will diminish.

2.2.3 Attribution theory

The concept of attribution can be best viewed when a person seeks to explain the reasons of a behavior or event. One of the instances is when a nurse does not perform a given task correctly; the observer may attribute this behavior to lack of skills. Attributions are not only made for others but for the self. When someone for instance, succeeds in a difficult task, he/she may attribute the success to his/her intelligence. As one may notice, the attribution process can occur every day but attention is not drawn that's why it is an automatic process. It is important to highlight that the causal attributions are very significant in the sense that they help the individual to fit in the environment and to make more efforts to get rid of the negative causes of behavior. For example, if an individual fails in a task he will try to avoid the factors that lead to the failure (Harvey & Martinko, 2011). According to Weiner (1985) (as cited in Harvey & Martinko, 2011) attributions demonstrate the emotional and behavioral responses. The attribution process can be shown in figure II.2.

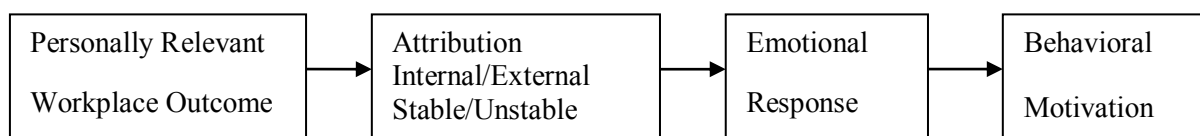


Figure 2.2: Attribution-Emotion-Behavior process (Harvey & Martinko, 2011, p.148)

There are three dimensions of attribution process: locus of causality, stability, and controllability. At the level of locus of causality, attributions are classified to internal and external. For example, when a medical fault is attributed to the doctor's carelessness, it is an internal attribution. However, if it is attributed to external factors, like in the previous case if the medical faults is attributed to poor medical tools; it is identified as external attribution. The locus of causality determines the emotional response. Negative internal attributions will lead to negative emotions such as in the previous case if the medical fault is attributed to carelessness it may result in the feeling of shyness or even guilt (Gundlach, Douglass, & Martinko, 2002; Weiner, 1985, as cited in Harvey & Martinko, 2011). The second dimension is stability. The causes that affect behavior over time in different contexts are considered stable. Intelligence for instance, is a stable factor because it does not change over time. Yet, efforts expanded change from activity to another (Kovenklioglu & Greenhaus, 1978, as cited in Harvey & Martinko, 2011). For Weiner (1995), the third dimension is controllability, that is to say, the causes of behaviors can be controlled as they cannot be controlled (as cited in Harvey & Martinko, 2011).

2.2.4 Self-determination theory

Self-determination theory was established by Deci and Ryan (2000). It states that it is important to know needs that affect self-initiated activities, in order to understand a goal oriented behavior. According to this theory, there are three psychological needs which allow the individual to be self-determined: needs for autonomy, competence, and relatedness. It suggests that individuals are expected to be self-determined and their motivation will be autonomous when the psychological needs are satisfied. For Deci and Ryan, in order to freely engage in self-determined activities the fulfillment of the three psychological needs is of quite interest. Moreover, a person will not be intrinsically motivated unless the psychological needs are fulfilled (Brophy, 2004).

Deci and Ryan distinguished between two types of actions, intrinsically and extrinsically motivated actions. An intrinsically motivated action refers to an action that is performed for its sake. People decide to act by themselves because they find it interesting, not for external rewards or punishments. Thus, they reflect self-determined activities. Extrinsically motivated actions are performed due to pressures or external rewards. They are means to attain further goals. That is to say, extrinsically motivated actions are not self-determined (Ibid).

Deci and Ryan extended the scope of the theory by analyzing extrinsically motivated behaviors. For them extrinsically motivated behaviors can be self-determined through the internalization and integration processes. Internalization can be understood as “the transformation of an externally prescribed regulation or value into an internally adopted one” (Brophy, 2004, p.187). Integration is defined as “the process through which internalized regulations and values become integrated into the self” (Loc.cit). In other words, internalization occurs when external factors that direct behavior become internal. Then, these internally adopted factors are incorporated to the self through the integration process (Ibid).

According to Deci & Ryan (1985), external motivation is classified to four types: external, introjected, identified, and integrated motivation. External regulations refer to activities that are accomplished for external rewards or punishments. One of the instances is when a student does an activity either for the teacher’s compliment or fear of parents. It is considered as the lower self-determined behavior (Deci, Vallerand, Pelletier, & Ryan, 1991).

Introjected regulation is identified when behaviors are taken out of demands or pressures. An individual may perform a behavior because he is asked to do so or for the

reward attached to the activity (Ibid). For Deci & Ryan (1991), this type of activities are not self-determined because a student who fears to come late is regulated by an introject which is the fear to be perceived as a bad student. Therefore, it is not the student's choice to come on time because there is an external control which is the fear to have bad reputation (as cited in Deci, Vallerand, Pelletier, & Ryan, 1991).

Identified regulation refers to actions performed when they are personally worth to the individual. Such behaviors are regarded as more self-determined because they are done to achieve self-initiated goals. Doing extra works in order to succeed is a self-determined activity and the motivation is identified extrinsic. It is extrinsic because doing additional works is a means to succeed, and identified because it is perceived as important to the self. Integrated regulation appears when identified values are integrated to the self. As a result, the individual will make efforts necessary to allow the co-existence of identified values together. To illustrate, a student who wants to be good in learning and to be a musician, has to employ efforts so that two values become integrated to the self. This type of motivation is considered as the most self-regulated behavior (Ibid).

2.2.5 Gardner's theory of motivation

Gardner (1985) stated that second language motivation has three basic elements: a want, efforts, and positive attitudes towards the language. The three elements must be present together so that the person can be identified as motivated. Orientations play a key role in triggering individuals' motivation and directing their behaviors. The term orientations refer to the purposes of studying a language. Although, orientations are different from motivation, they help to identify the type of motivation. On the basis of students' orientations, Gardner differentiated between two types of motivation: integrative and instrumental (Dornyei & Ushioda, 2011).

Gardner's theory of motivation has three main dimensions: the integrative motive, The Attitude Motivation Test Battery (AMTB), and the social educational model. The integrative motive is the corner stone of Gardner theory. According to this model, integrative motivation includes three basic concepts: motivation, integrativeness, and attitudes towards the learning situation (Dornyei, 1994). Gardner clarified the concept of integrative orientations as the reasons behind studying a language. Learning a language in order to be a member of the target language community is an integrative orientation. Thus, orientations reflect the goals for studying a language, but these goals do not necessarily show students' 'motivation. However, integrative motive implies both orientation and motivation. In other words, the integrative motive reflects the goal of studying the language, the desire, efforts, and attitudes towards the L2 community (Root, 1999). The integrative motive construct can be depicted in figure 2.3.

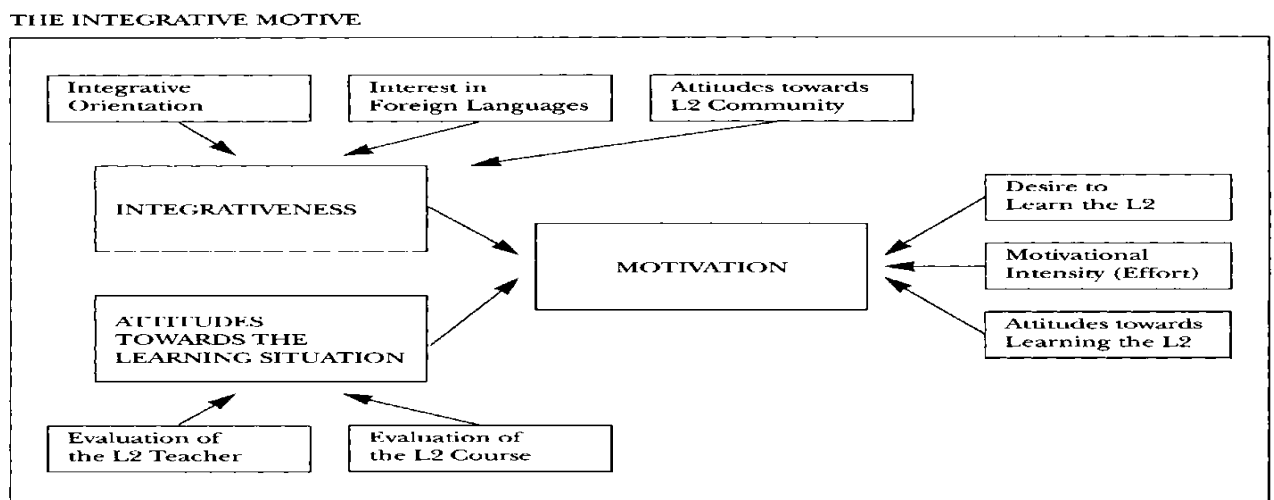


Figure 2.3: Gardner's construct of the integrative motive (adapted from Dornyei, 1994, p. 517)

AMTB is a standardized tool that provides a set of factors that influence students' achievement. The social educational model is a model for learning that focuses on

motivation as the main concept (Gardner & MacIntyre, 1993 as cited in Dornyei, 1998). This model was developed by Gardner and MacIntyre based on many studies. Gardner (1985) stated that positive attitude towards the target community culture and its members have a positive impact on language learning. Gardner & Lambert (1959) suggested that aptitude and motivation are among the main factors that have an effect on foreign language learning (as cited in Ushida, 2005).

2.2.6 Dornyei's model of L2 motivation

This model was introduced by Dornyei (1994) which deals with motivation in the classroom context. According to this model, L2 motivation includes three levels: the language level, the learner level, and the learning situation. The language level is composed of different aspects of language: culture, community, and pragmatics. At this level, motivation is categorized into integrative and instrumental (See section 2.2.3 and 2.3.4). The learner level deals with the characteristics of the learners that influence the learning process. Self-confidence is one of the most important characteristics. The last level is the learning situation level. This level highlights the effects of the situation (or the classroom context) on students' motivation for learning a second language. It includes several components, the course specific motivational components, the teacher specific motivational components, and the group specific motivational components. The course specific motivational components include specific course elements that affect second language motivation, such as the syllabus, the teaching method, the classroom materials, and the learning activities. The second sub-level is concerned with the effect of the teacher personality and style of teaching on students' motivation. The last components are about the group's characteristics, for instance, cohesiveness (Dornyei, 2001). This model can be summarized in this table.

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem

LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Causal attributions * Self-efficacy

LEARNING SITUATION LEVEL	
Course-specific motivational Components	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-specific motivational Components	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy supporting) Direct socialisation of motivation * Modelling * Task presentation * Feedback
Group-specific motivational Components	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

Table 2.1: Dornyei's (1994) framework of L2 motivation (Dornyei, 2001, p. 18)

2.3. Types of motivation

Many studies were carried out to investigate what motivate learners to learn English, and the type of their motivation. Some scholars (Cameron and Pierce, 2002; Ortega, 2009; see also Ryan and Deci, 2000; Vallerand et al, 1992) classified motivation into intrinsic and extrinsic. While other scholars (De Bot, Lowie, and Verspoor, 2005; Dörnyei, 1990; Finegan, 2008; see also Gardner & Lambert, 1972 as cited in Porkaew, 2004) divided it into integrative and instrumental motivation.

2.3.1. Intrinsic motivation

Intrinsic motivation is about doing an activity for its own sake, and for the enjoyment and self-satisfaction which result from it. For Ryan & Deci (2000), intrinsic motivation is defined as “*the doing of an activity for its inherent satisfactions rather than some separable consequence*” (p.56). Intrinsic motivation was discovered due to experiments done on animals’ behavior, which shows that animals perform some actions even in the absence of external reward. Making an analogy of human behavior with those results indicates that there are other sources of human behavior. Intrinsic motivation is an important component of human behavior. In most of the time, people are eager to discover new things, to learn, and to perform actions with no external motives. Intrinsic motivation exists inside human beings and between human beings and some tasks they like to perform. Some scholars link the source of intrinsic motivation to the nature of tasks, like being exciting. On the other hand, others link it with the feeling of enjoyment and satisfaction a person gains while doing the task (Loc.cit).

According to Cameron & Pierce, (2002); Ortega, (2009), intrinsic motivation can be viewed as internal drive which pushes people to engage in activities that they choose. Those people are motivated by the pleasure and enjoyment they get from doing their preferred activities, and not because of any external drive.

Intrinsic motivation can be classified into three main categories: intrinsic motivation to know, intrinsic motivation toward accomplishment, and intrinsic motivation to experience stimulation. The first category, intrinsic motivation to know means: people’s desire to learn and discover new things. Those who have this kind of intrinsic motivation seek amusement and entertainment from learning new things. The second category, intrinsic motivation toward accomplishment is related to fulfilling one's internal pleasure

through accomplishing particular activities. Those who have this type of intrinsic motivation are interested in the process they go through to accomplish those activities. The third category of intrinsic motivation is intrinsic motivation to experience stimulation. It can be defined as one's love and desire to experience new things, and to go through things not experienced before (Vallerand et al, 1992).

2.3.2. Extrinsic motivation

Unlike intrinsic motivation where the reward lies in the enjoyment of the activity itself, extrinsic motivation can be defined as the doing of an activity for getting an external reward. According to Ryan & Deci (2000) “*extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome*” (p.60). Extrinsic motivation is driven by external factors. Those factors could be positive like learning language to get job, or they could be negative like doing something to avoid parental control.

People who have extrinsic motivation are considered to have low autonomy, since their behavior is controlled by the reward they want to get (Ortega, 2009). In extrinsic motivation, the level of autonomy can vary from one situation to another. Suppose that two learners have the same homework. One does it because of the fear of his parental control. The second learner does the homework because she feels it can be helpful in her future career. Both cases entail extrinsic motivation, but the level of autonomy differs. The first learner is driven by his fear, and he has no control over this external drive. However, the second learner shows more autonomy than the first (Ryan & Deci, 2000).

Cameron & Pierce, (2002); Ortega, (2009); see also Ryan & Deci, (2000); Vallerand et al, (1992) studied intrinsic/ extrinsic motivation in relation to human behavior in general. Noels, Clément, & Pelletier (2001) offered an application of intrinsic/extrinsic

classification into the field of language learning. According to Noels et al (2001) “*a person who is motivated intrinsically learns L2 because of the inherent pleasure in doing so*” (p.426). Learners who have intrinsic motivation enjoy learning L2. Intrinsic learners enjoy learning L2 because it is a self initiated process. Those learners engage in L2 activities even in the absence of external reward (Loc.cit). Extrinsically motivated learners learn L2 because of external stimulus. Their learning is not self determined (Ibid).

In our research context, EFL learners have intrinsic motivation because they choose to study English by themselves. Consequently, they would enjoy the process of learning it. When EFL learners learn English because of external stimulus like getting good marks, their motivation is considered extrinsic.

2.3.3. Integrative motivation

Gardner & Lambert (1972) (as cited in Porkaew, 2004) came up with the dichotomy of integrative and instrumental motivation. Integrative motivation can be defined as: learning a language to integrate in the community of that language. Learners with integrative motivation are eager to learn a second language to integrate, and to be part of the community in which this language is spoken. In addition, they want to communicate with speakers of that language. Integrative motivation “*reflects a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group*” (Gardner, Smyth, Clement, & Glikson, 1976 as cited in Dörnyei, 1990, p.46).

Integrative motivation is about learning a target language to be socially integrated into the target community. This type of motivation requires acquisition of many language registers. Language style differs from one context to another and from one domain to another. To fully integrate in target society language learners need to learn the different

language registers. Integrative motivation leads to fluency in that language (Finegan, 2008).

Integrative motivated learners are interested in the L2, and its culture (De Bot, Lowie, and Verspoor, 2005). Integrative motivation can be measured by giving learners a set of questions to be answered. Those questions turn around learner's attitudes toward the second language community, their interest and desire to learn a second language. A well known test is the AMTB, which is developed by Gardner in 1985. The AMTB measures all the variables which influence motivation according to Gardner's view on motivation (Loc.cit).

2.3.4. Instrumental motivation

Learners with instrumental motivation want to learn foreign language to achieve other aims and desires. The main focus of instrumental motivation is to attain some practical and instrumental aims:

Instrumental motivation is based on a more practical need to communicate in the second language. In its purest form, this type of motivation is sometimes referred to as carrot and stick type: the learner want to learn the second language to gain something now from it (Loc.cit, p.72).

Learning a target language allows learners to read target language materials, to sing and to start new business with people who speak the target language (Finegan, 2008). In other words, learning a foreign language is an instrument to get other purposes. Instrumental motivation does not require acquiring many registers; one register can be enough for this type of motivation (Loc.cit).

The two dichotomies intrinsic/extrinsic and integrative/instrumental motivation may seem alike but there is difference between them. One source of the conflate is linked to the fact that both intrinsic and integrative motivation came from the inside (Griffiths, 2008). Intrinsic motivation is about doing something like learning foreign language because it is interesting and enjoyable. Whereas, integrative motivation is about learning a foreign language in order to integrate in its community (Leaver, Ehrman, & Shekhtman, 2005). There is also a difference between extrinsic and instrumental motivation “*extrinsic motivation focuses on the fact that the reason is outside of you, whereas instrumental is about the purpose of your learning*” (Loc.cit). Integrative and instrumental motivations are associated with their purpose, integrative with the social purpose, and instrumental with the pragmatic purpose. Integrative and instrumental motivation comes under the classification of extrinsic motivation, they are considered as a subtype of extrinsic motivation (Oxford, 1996, p.14)

2.4. Motivational strategies in L2 learning

The main focus of this research is to raise students’ motivation to learn English as foreign language. If students are not motivated to learn English, this would lead to negative impacts on their learning. Finding the appropriate strategies to raise student’s motivation is an important step that any teacher needs to know about.

Dorney (1994) suggested a list of practical motivational strategies, to motivate language learners, building on his own strategies, in addition to other scholars’ works. His list comprises thirty motivational strategies. Those strategies divided into three main categories which are: language level, learners’ level, learning situation level. The latter includes three sub categories which are: course specific motivational components,

teachers-specific motivational components, and group specific motivational components. Those categories of strategies are summed up in the following paragraphs.

The category of language level sheds light on the language used in the classroom. It stresses the importance of using authentic materials. In addition, it calls for raising students' awareness of the cultural similarities, as well as the differences which exist between students' culture and L2 culture. Moreover, it emphasizes the importance of facilitating students contact with native speakers, and showing them the instrumental function of learning L2 i.e. what benefits they can get from learning L2.

The category of students' level pays more attention to students. The first strategy in this category holds the idea of building students self confidence through encouraging them and giving them help, support, and positive energy. The second strategy stresses the importance of raising students self efficacy by giving them the necessary language background, both theoretical and practical. The third strategy calls for showing students their strengths rather than weaknesses. The fourth strategy in this category emphasizes the necessity of free stress classroom atmosphere which helps in lessening students' anxiety. The fifth strategy is promoting motivation-enhancing attribution; it can be achieved by highlighting the mutual relationship between efforts and outcomes. The last strategy in this category suggests advising students to set sub goals which can be achieved.

The third category is entitled learning situation level. It is divided to three subcategories. The first subcategory is course specific motivational components. It gives much attention to course planning. Strategies in this section request that course content might reflect the findings of needs analysis, in addition to the use of comprehensible authentic materials and visual aids which can make the course more delightful. It is also recommended to justify the choice of materials for students. Equally important is breaking

the routine by bringing new topics for discussion, and changing classroom management from time to time. In addition, it is suggested while preparing classroom materials to include challenging and funny elements which stimulate students' interest in the task. It is also significant that the difficulty level of tasks matches students' abilities. It is also important to help students in solving tasks by giving them the needed requirements and strategies, and to enhance their sense of satisfaction by allowing them to accomplish certain tasks, and celebrate their success.

The second subcategory of situation level is devoted to discussing teacher specific motivational components. The first strategy in this subcategory emphasizes the importance of three teacher characteristics which are: empathy, congruence and acceptance. It urges teachers to play the role of facilitator, and to enhance learners' independence by giving them the right to choose, and to moderate the external control. In the same vein, it can be motivational when teachers share their experience of L2 with their learners. It is also important to raise students' intrinsic motivation, and to help them internalize the extrinsic one by showing them the real value of tasks, and that they can enjoy doing the task rather than feeling obliged to do so. The last strategy in this section calls for giving students constructive, positive, and competence based feedback.

The third subcategory of situation level is group specific motivational components. It sheds light on the importance of discussing the ultimate goal of classroom group and checking from time to time the process toward achieving it. Setting code of behavior and group norms in the very beginning is important. Those norms must be respected by all learners and those who don't must be punished. Moreover, because of the negative effects of comparing students while evaluating them on intrinsic motivation, it is advised to focus on learners achievements and avoid comparison. Private evaluation is an adequate alternative for comparison. The last two strategies focus on the significance of developing

interrelationship between learners, and enhancing cooperative learning by arranging group works in which learners can cooperate together to do the tasks, and be evaluated as one entity (Dorney, 1994).

2.5. The significance of motivation in foreign language learning

Many researchers acknowledged the role of motivation in language learning. It helps students to attain long-term objectives (Du, 2009). For Porkaew (2004), motivation is a key factor that affects second language achievement. Gardner and Lambert (1972) (as cited in Porkaew, 2004) identified two types of motivation: integrative and instrumental (see sections 2.3.3 and 2.3.4). They stated that integratively motivated students are more successful than instrumentally motivated students. However, Lukmani (1972) (as cited in Porkaew, 2004) found that instrumentally motivated students did well in English proficiency tests than intrinsically motivated students. According to Mclaughlin (1985) (as cited in Porkaew, 2004), motivation has a positive impact on L2 learning. Yet, high academic achievement can stimulate students' motivation.

In the same vein, Ortega (2009) stated that there is a mutual relationship between motivation and second language learning. Motivation influences second language learning positively. That is to say, highly motivated learners are expected to be more successful. On the other hand, success in second language learning can be the cause of triggering students' motivation. Therefore, motivation is an important factor that helps to explain L2 learning. According to Cook (2000) (as cited in Mahadi & Jafari, 2012) there are many factors that affect second language acquisition such as age, personality, and motivation. Motivation is considered as the most relevant factor.

Larsen et al. (1942) (as cited in Gardner, 1985) came to the fact that students differ in their achievement due to their interests and efforts. Highly successful learners are those

who have a desire to learn the language. As a result, they expand efforts to achieve their goals. Motivation is a complex concept that helps to explain foreign language learning. To know the role of motivation in second language learning, it is important to consider it as a complex system. The integrative motive is one complex that influences second language learning. According to the construct of the integrative motive, attitudes and motivation are important factors in second language acquisition. They help to predict the degree of the individual success in learning a foreign language. Thus, motivation is a key factor that has great impact on second language learning (Gardner et al., 1978 as cited in Gardner, 1985).

2.6. The relationship between motivation and assessment

This study seeks to find out the impact of assessment on students' motivation for learning English as a foreign language. The relationship between assessment and motivation has not been investigated on a large scale, because there are few studies that reviewed this relation. Yet, various and contradicting views were provided.

Harlen & Crick (2002) supposed that assessment has both direct and indirect effect on motivation. Direct, when students get low marks, this would impact their self esteem negatively and increase their anxiety. Indirect effect by influencing both teachers and curriculum, since on the basis of assessment results teachers and course designers will decide on the effectiveness of their instruction. Similarly, Amrein & Berliner (2003) stated that researchers found evidence that if a test is followed immediately by feedback either rewards or punishment, this would lead to negative effects on learner's motivation. It would lead to decrease in intrinsic motivation.

Harlen (2012) further argued that there is a negative relationship between assessment and motivation in certain conditions. When teachers do not assess students on the basis of what was taught, give students marks as a form of feedback, focus on the process of

teaching rather than learning, and overuse summative assessment, students' motivation to learn would decrease. However, teachers can make use of assessment as a means to support learning and increase students' motivation by helping them to be ready for tests. This can be achieved by accounting for what the test is about and why it is taken. As a result, students will develop their skills and understanding.

According to The Assessment Reform Group (2002), assessment is considered as one of the factors that have an influence on students' motivation. They found that there is a negative relationship between testing and motivation. This relationship is affected by learners' qualities and the learning situation. Yet, the study implies strategies for improving students' motivation towards tests. Evidence shows that low achievers students have more negative attitudes towards testing. This also decreases their self-confidence; as a result, they do not feel motivated to put effort into learning. Moreover, students' motivation towards tests is influenced by their self-efficacy, the rewards and punishments attached to the test, the use of self-assessment, and the teacher's feedback.

Gipps (1994) focused on the negative impact of competition, which is one component of assessment. The most affected category by assessment competition is less successful students. It leads to breaking the relationships between students. Due to competition, they will be divided into two categories, high and low achievers. Competition also pushes low achievers to think that they fail because they lack the ability, and not because they make less effort and this is quite harmful.

Students' feeling about assessment decides its impact on them. *“Student's emotional reaction to assessment results will determine what the student thinks, feels, and is motivated to do in response to those results”* (Stiggins,2006,p.13). Students can react to assessment results in two ways, either productively or non-productively. Learners are

considered productive when they react positively to the results, know the next step, and continue their learning. On the other hand, nonproductive response takes place when learner's respond negatively to results, and they do not know what is the next step (Ibid).

Other scholars argued that assessment has an important role in motivating students to learn. Yet, students are expected to be motivated when they control their own learning. When learners monitor and evaluate their learning, they feel more interest to make efforts to learn. Thus, assessment impacts students negatively when it reduces their control, *“Assessment of the kind that takes away control from the learners reduces intrinsic motivation and leads to surface learning”* (Ryan and Deci, 1985 as cited in Harlen and Crick, 2002, p.14). Crooks (1998) (as cited in Harlen & Crick, 2003) investigated the effect of assessment on students' self-efficacy, motivation, and attribution of success or failure. The results showed that motivation is quite significant to classroom assessment. He found that intrinsic motivation and learners' autonomy play a major role to learning.

Assessment must provide students with a detailed description of their achievement. It must show students how to enhance their level. He added that assessment should be an ongoing process that provides students with an interconnected series of information, so that they can have a picture on their level and achievement. This gives both teachers and students information about the students' current level and their improvements which affect students' motivation and confidence, positively (Ibid).

The previous studies reveal negative relationship between assessment and motivation more than positive. The current research assumes positive relationship between assessment and motivation to learn EFL, that whenever assessment takes place students' motivation increases. This study has not been investigated in the Algerian context (department of English, University of Guelma).

Conclusion:

In an attempt to understand how learners learn a foreign language, researchers conducted several studies in many fields. Motivation is one of the fields that were given much attention. While looking for a definition of the term, scholars noted its complexity since it is an abstract concept that is related to the internal self. Motivation is not only the desire to learn a language, but it is about intensity or effort and attitudes towards the language. Because of interest and complexity of the field, many motivation theories have been introduced.

Based on students' orientation, scholars suggested different types of motivation. Gardner and Lambert (1972), the pioneers of this field, differentiated between integrative and instrumental motivation. Other scholars labeled the two types as intrinsic and extrinsic. The difference between the two classifications lies on the fact that when students learn a foreign language in order to integrate within its community, motivation is identified as integrative. Yet, if the language is used as a means to an end, the motivation is instrumental. If learners choose to study a language because it is interesting for them, motivation is identified as intrinsic. When learners are likely engaged in a task due to its reward, the motivation is extrinsic.

Since motivation is considered as one of the significant factors that affect foreign language learning, teachers should cope with the learners' individual differences and the learning conditions to make learning pleasant and enjoyable. In this sense, teachers can offer students a direct contact with native speakers through the use of authentic materials. They can also vary their teaching materials to meet students' learning styles and preferences. Therefore, teachers play an important role in creating a positive atmosphere for learning which in return stimulates students' motivation to learn.

Chapter Three: Field investigation

Introduction

This study comes to investigate the impact of assessment on students' motivation for learning EFL. The study targets third year LMD students at the department of English, University of Guelma. In order to collect data for this study, a questionnaire was administered. The aim of the questionnaire is to shed light on students' views about motivation and their opinions concerning the impact of exams and tests on their motivation.

This chapter highlights the nature of the method followed throughout this study. It gives a brief explanation of the descriptive statistical method. It also tackles the population, the sample, and setting. In addition, it deals with discussion, analysis, and interpretation of results that are drawn from students' questionnaire. Finally, the chapter introduces some pedagogical implications for teachers to take them into account while planning for assessment; so that they can arouse students' motivation and decrease their anxiety.

3.1. Description of the research method

The current study falls under the descriptive research which studies phenomenon at the present time, in its actual environment. The descriptive research aims at collecting data, analyzing, and interpreting it, for the sake of finding solutions to the studied problems (Koul, 2009). In order to reach the aims of the current study, the quantitative descriptive method is chosen. The quantitative descriptive method is a type of the descriptive research which "uses quantitative (statistical) methods in describing, recording, analyzing and interpreting conditions that exist at the present" (Ibid, p.106). The choice of the method was motivated by the fact that it serves the cause of this research. Since its aim

is “to draw comparison or contrast and discover relationship between existing non-manipulated variables” (loc.cit). The quantitative descriptive method provides a detailed description of the two variables, and determines the impact of one variable (tests and exams) on the other (learner’s motivation).

In order to obtain the needed data for this research, a questionnaire is used as a data collection tool. Consequently, one questionnaire is given to a random sample of third year students from the department of letters and English language at Guelma University. The findings obtained from the questionnaire take the form of percentages, organized in tables for yes/no questions, and multiple choice questions. To calculate the percentage of a particular choice, we used the following rule:

$$X(\%) = \frac{n \times 100}{N}$$

The percentage (X) of a particular choice can be calculated by multiplying the number of respondents who opted for that particular choice (n) by 100, than, dividing the sum by the total number of respondents (N).

3.2. Population and sampling

The overall population of this research consists of 198 third year students from the English department, at University of Guelma. Since it is not possible to deal with the whole population due to time constraints, a simple random sample is chosen. The selected sample represents more than one third of the whole population, it consists of 70 students chosen randomly. The reason behind choosing to work with third year students is that they already experienced tests and exams. In addition, their motivation would be developed throughout the two years they spent in studying English; as a result they would give valuable and accurate responses.

3.3. Description of the questionnaire

The questionnaire is designed for third year students of English, at the University of Guelma. Its primary aim is to explore students' views concerning the impact of exams and tests on motivation. The type of questions used in this questionnaire includes: dichotomous questions, multiple choice questions, rank ordering, and rating scales. Yet, there are some questions which give students the opportunity to express their opinions more freely, through adding other options or writing justifications for their choice. In fact, this questionnaire is divided into three sections; section one: general information, section two: motivation, and section three: the impact of exams and tests on motivation [See appendix 1].

The first section gives general information about students. (Q1) seeks to reveal how many years students have been studying English in their learning career. (Q2) tends to explore whether it is the student's will to study English. (Q3) tries to highlight the level of difficulty of English.

The second section deals with motivation. It attempts to identify students' views on motivation. (Q4) sheds light on the importance of motivation in foreign language learning. (Q5) seeks to measure students' motivation towards English courses. Students are also asked to justify their choice. (Q6) tends to find out the impact of learners' autonomy on motivation. In this question, students are invited to give a reason for their choice. In (Q7), students are asked about their opinions concerning the relationship between the teachers' style of teaching and their motivation to learn. (Q8) aims at finding students' type of motivation: intrinsic, extrinsic, integrative, or instrumental. (Q9) and (Q10) try to determine students' frequency of revision and their focus. (Q11) is considered as an

introductory question to section three. It deals with assessment methods that can increase students' motivation.

The third section highlights the relationship between exams and tests and students' motivation for learning EFL. The opening question (Q12) aims at exploring learners' attitude towards exams and tests. The next question (Q13) seeks to find out whether learners are likely to prepare themselves for exams. (Q14) aims at identifying students' willingness to reach high grades and to be the best among students. (Q15) is suggested to explore learners' motivation before exams. In (Q16), students are asked about the factors that influence their concentration and level of motivation during exams. In this question students are free to add other factors that they think of as more influential. (Q17) is about the impact of failure in exams on students' learning. In (Q18), students are asked how they approach difficult questions at the beginning of exams. (Q19) highlights the importance of exams and tests as a way to enhance learning. In (Q20), students are asked about the level of exams they prefer to take and where they feel more motivated. Students are also asked to give justifications. (Q21) tries to explore the effectiveness of using self-encouragement strategies during exams. (Q22) seeks to identify why exams are important. Students can add other options if they think of other reasons not mentioned. The last question (Q23) aims at measuring students' motivation after exams and tests.

3.4. Administration of the questionnaire

The informants of this study are third year students of English, University of Guelma. Seventy (70) students were asked to fill this questionnaire. The questionnaire was given to students in semester II, before exams. Third year students have been subjected to exams at least five times at the university. The questionnaire takes around 15/20 minutes to be answered. Explanation was given to students on rank ordering question, and multiple

choice questions in which students can opt for more than one choice. Some learners found difficulty in answering the question that investigates the impact of autonomy on motivation. Those learners do not know what it means autonomy exactly. The questionnaires have been answered by all students and all of them returned the handed questionnaires the same day.

3.5. Analysis of the learners' questionnaire

Section one: general information

1. Background in English

Q1: How long have you been studying English?

- a. Primary school
- b. Middle school
- c. Secondary school
- d. University

Option	Number of years	Number	Percentage (%)
Primary school	/	70	100
Middle school	3	6	8.6
	4	63	90
	5	1	1.4
Total		70	100
Secondary school	3	66	94.3
	4	2	2.9
	5	1	1.4
	6	1	1.4
Total		70	100
University	3	52	74.3
	4	16	22.9
	5	2	2.8
Total		70	100

Table 3.1: Learners' background in English

As it is shown in the table (3.1), (100%) of the participants did not study English at the primary school. In the middle school, the overwhelming majority of learners (90%) studied English for four years. Only (8.6%) of them learned it for three years. This implies that those students were enrolled in the old educational system where the period of learning in the middle school was only three years; until 2004, when the new educational system was applied, learners spend four years in the middle school. In addition, (1.4%) of the informants studied English for five years. This student may have repeated one year. In the secondary school, (94.3%) of the students learned English for three years, while (2.9%) of them have studied it for four years. Only one student (1.4%) learned it for five years and also one student studied it six years. Those students, who studied it for more than three years, may have repeated one, two, or three years respectively. At the university, the majority of learners (74.3%) studied English for three years. However, (22.9%) of them

learned it for four years, and (2.8%) studied it for five years. Therefore, all students have a background in English since all of them studied it at least for nine years.

2. Students' choice to study English at the university

Q2. Is it your choice to study English?

- a. Yes
- b. No

Option	Number	Percentage (%)
Yes	59	84.3
No	11	15.7
Total	70	100

Table 3.2: Students' choice to study English at the university

As it is displayed in the table (3.2), 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 (15.7%) who did not choose to study English, they might be oriented to study it because other fields of study requires high baccalaureate average, or it might be a parental choice.

3. The Difficulty Level in Learning English

Q3. Do you think that studying English is?

- a. Difficult
- b. Average
- c. Easy

Option	Number	Percentage (%)
A	7	10
B	58	82.9
C	5	7.1
Total	70	100

Table 3.3: The Difficulty Level in Learning English

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, while (10%) found that it is easy. Those students did not find difficulty in learning English because they choose to study it as table (3.2) displays. Only (7.1%) admitted that studying English is difficult, this can be linked to the fact that learning English was not their choice.

Section two: motivation

4. Learners’ views about the importance of motivation in foreign language learning

Q4: How important do you consider the impact of motivation on foreign language learning?

1 2 3 4 5

Important — — — — — Unimportant

Option	Number	Percentage (%)
1	34	48.6
2	9	12.9
3	10	14.3
4	8	11.4
5	9	12.9
Total	70	100

Table 3.4: Learners’ views about the importance of motivation in foreign language learning

Concerning students’ views about the importance of motivation in foreign language learning, a significant proportion of students (48.6%) argued that it is very important. This indicates that students are aware of the significance of motivation in foreign language learning. In addition, (12.9%) of learners considered it as important, whereas (14.3%) of them did not decide whether it is important or unimportant. This may imply that those learners are not sure about the impact of motivation in foreign language learning. On the

other hand, (11.4%) of them considered it less important, while (12.9%) claimed that it is not important at all. Accordingly, only few students (only 12.9% consider it not important at all) ignore the importance of motivation.

5. Learners' interest in English courses

Q5. Do you find that English courses are interesting?

a. Yes

b. No

Please justify

Option	Number	Percentage (%)
Yes	56	80
No	14	20
Total	70	100

Table 3.5: Learners' interest in English courses

The table (3.5) reveals that a good percentage of students (80%) found that English courses are interesting. It seems that those students like to study English, and they are motivated to do so. On the other hand, only (20%) believed that English courses are not interesting; this reflects their disinterest in English language learning.

Option	Number	Percentage (%)
Justified answers	53	75.7
Unjustified answers	17	24.3
Total	70	100

Table 3.6: Students' justification for their interest or disinterest in English courses

When asking students to justify their interest or disinterest in English courses, more than half (75.7%) justified their answers, while (24.3%) students did not. The informants provided various reasons for their interest in the English courses. (32%) of them reported that English courses enlarge their knowledge, and help them to know more about the

language, its culture and speakers. In addition, (22.6%) of informants claimed that English courses are important for communication. Only (17%) found that English courses are interesting simply because they love the language. however, (1.9%) of respondents admitted that courses are interesting because they include both theoretical and practical information. The same percentage (1.9%) is given to the following justifications. First, “courses are interesting because they cover important issues that we need in our life”. Second, “if the module is interesting the courses will be interesting”. Third, “some courses integrate the fun factor, and educational games which make them interesting”.

On the other hand, only (14%) of the students who found that English courses are not interesting justified their answers. (9.4%) of the students claimed that English courses are boring. (7.5%) of the respondents said that they study irrelevant materials. (1.9%) of the informants claimed that the teachers’ way of teaching is what make courses disinteresting, while another student linked it with his/her hatred for the language itself.

6. The impact of learners’ autonomy on motivation

Q6: Do you think that learners’ autonomy has an impact on their motivation?

a. Yes

b. No

Please justify

Option	Number	Percentage (%)
Yes	59	84.3
No	11	15.7
Total	70	100

Table 3.7: The impact of learners’ autonomy on motivation

As it is shown in the table above, the overwhelming majority of students (84.3%) think that autonomy affects motivation, while (15.7%) of them do not think so. This may indicate that learners are aware that autonomy helps them to feel free to engage in the classroom activities which stimulate their motivation to learn.

Option	Number	Percentage (%)
Justified answers	24	34.3
Unjustified answers	46	65.7
Total	70	100

Table 3.8: Students' justifications for the impact learners' autonomy on motivation

Concerning their justifications, only (34.3%) of learners justified their choice; the rest of them (65.7%) did not. (58.3%) of learners believe that autonomy helps them to feel motivated and to do better. (12.5%) think that autonomy affects their motivation positively, because they feel free to engage in the classroom activities since they have the ability to do so. Moreover, (8.3%) asserted that when students have the skills, and are able to work by themselves, they feel interested in learning. However, for those who disagreed with this idea, (8.3%) of them think that it depends on the student. In other words, for some learners increasing the level of control by giving them the chances to take decisions, monitor, and evaluate their own learning, leads to increasing the level anxiety, while for others it increases their motivation. The same number of learners (8.3%) suggested that working in pairs and groups is more beneficial because learners need to be guided and encouraged by their teacher and peers. (4.2%) of them assumed that there is no relation between autonomy and motivation.

7. Learners' perspective about the role of the teacher in raising their motivation

Q7: Do you agree that the teacher's style of teaching influences students' motivation to learn?

- a. Totally agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Totally disagree

Option	Number	Percentage (%)
A	45	64.3
B	14	20
C	5	7.1
D	6	8.6
E	0	0
Total	70	100

Table 3.9: Learners’ perspective about the role of the teacher in raising their motivation

The majority of respondents (64.3%) strongly agree on the effect of the teacher’s style of teaching on their motivation. (20%) of them also agree that the teacher’s style of teaching affects their motivation. (7.1%) show indecisiveness. Only (8.6%) of them disagree, and none of the participants totally disagree. In this respect, the teacher plays a key role in triggering students’ motivation. The teacher is responsible for creating a positive atmosphere for learning, taking into account students’ learning styles and needs. He has to vary his teaching methods to meet students’ expectations and increase their motivation to learn.

8. Students’ type of motivation

Q8. What is your reason behind studying English?

- a. You enjoy learning it
- b. To get a diploma
- c. To be able to live in English speaking community
- d. To find a job

Option	Number	Percentage (%)
A	26	37.1
B	15	21.4
C	15	21.4
D	14	20
Total	70	100

Table 3.10: Students' type of motivation

The table (3.10) illustrates that third year students have four types of motivation. Most of students (37.1%) are studying English because they enjoy learning it, which means they have intrinsic motivation. (21.4%) of them study English because they want to get diploma, which implies that they have extrinsic motivation. The same percentage (21.4%) represents students who admitted that they study English to be able to live in an English speaking community. Those students have integrative motivation. The remaining students (20%) study English to help them to find job, this portion of students have instrumental motivation.

9. Frequency of learners' revision

Q 9: How often do you revise your lessons?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely

e. Only before exams

Option	Number	Percentage (%)
A	2	2.9
B	11	15.7
C	21	30
D	12	17.1
E	24	34.3
Total	70	100

Table 3.11: Frequency of learners' revision

According to the table (3.11), (34.3%) of learners revise their lessons only before exams. 30% of them sometimes revise their lessons. (17.1%) rarely revise and (15.7%) usually revise their lessons. A very low percentage of participants (2.6%) always revise their lessons. So, the majority of learners revise their lessons only in exams which imply that learners do not like to revise. Moreover, they revise only when they are obliged to do so, that is to say, in the period of exams. This can indicate that learners do not have interest to study and develop their abilities, rather, they learn only for marks and grades.

10. Students' revision focus

Q10. Which lessons do you like to revise more?

- a. Lessons that are included in exams
- b. Lessons that you like
- c. All the lessons

Option	Number	Percentage (%)
A	46	65.7
B	18	25.7
C	6	8.6
Total	70	100

Table3.12: Students' revision focus

The table (3.12) indicates that significant percentage of informants (65.7%) only revise lessons that are included in exams. This may be due to the fear of failure in exams. As a result, those students are motivated only in exams. (25.7%) of students revise lessons that they like, those students might be considered as selective. Their selection might be based on the enjoyment they get while revising their preferred lessons. Only few (8.6%) claimed that they revise all the lessons, those students might be aware of the importance of all the lessons.

11. Ways of increasing learners' motivation

Q 11: To increase your motivation, what do you think the teacher might do? (Rank according

to the priority)

a. Give students constructive feedback (Critical information that informs students how they can progress)

b. Put marks for each activity

c. Use portfolios (A collection of students' work that shows their accomplishments)

Option	Rank	Number	Percentage (%)
A	1	23	32.9
	2	30	42.9
	3	17	24.3
Total		70	100
B	1	38	54.3
	2	24	34.3
	3	8	11.4
Total		70	100
C	1	9	12.9
	2	16	22.9
	3	45	64.3
Total		70	100

Table 3.13: Ways of increasing learners' motivation

Concerning ways of increasing students' motivation, (42.9%) of the participants chose giving them constructive feedback to be the first, (32.9%) of them chose it to be the second, and (24.3%) of them to be the third. Putting marks for each activity is suggested to be the first by (54.3%) of learners, the second by (34.3%) of them, and the third by (11.4%) of them. (12.9%) of students opted for using portfolios as the first, (22.9%) of them classified it the second, and the majority of them (64.3%) ordered it the third. Accordingly, learners opted for putting marks (54.3%) for each activity as the best strategy that teachers can use to arouse students' motivation, giving them constructive feedback (42.9%) as the second strategy, and using portfolios (64.3%) as the third method. The results may show that students feel motivated to learn and pay efforts due to the external rewards they get from the activity or the task, not for the enjoyment they get.

Section three: the impact of exams and tests on students' motivation

12. Learners' attitudes towards exams and tests

Q 12: Do you like exams and tests?

a. Yes

b. No

Option	Number	Percentage (%)
Yes	13	18.6
No	57	81.4
Total	70	100

Table 3.14: Learners' attitudes towards exams and tests

According to the results shown in table (3.14), the majority of learners (81.4%) dislike exams and tests, and only (18.6%) of them like to pass exams and tests. Thus, learners who dislike exams and tests outnumbered those who feel interest towards them. This is may be due to laziness, students do not like working hard and expanding efforts because exams require students to prepare, and revise in order to succeed.

13. Students' attitude towards exams and tests preparation

Q13. To what extent do you like to prepare for exams and tests?

1 2 3 4 5
 Like — — — — — Dislike

Option	Number	Percentage (%)
1	9	12.9
2	6	8.6
3	22	31.4
4	7	10
5	26	37.1
Total	70	100

Table 3.15: Students' attitude towards exams and tests preparation

The learners answers manifest that (37.1%) of them strongly dislike to prepare for exams. Those students might not be really interested in learning, or they might find that exam revision is a tiring and boring process. (31.4%) of students neither like nor dislike preparing for exams. Some students (12.9%) strongly like exams preparation. This implies that those students might be aware that revision is a necessary step for succeeding in exams. (10%) of informants dislike the preparations which precede exams. Only (8.6%) of them like to prepare for exams.

14. Students' competitiveness

Q14. Do you like to do better than other students in exams?

- a. Yes
- b. No

Option	Number	Percentage (%)
Yes	62	88.6
No	8	11.4
Total	70	100

Table 3.16: Students' competitiveness

The table (3.16) illustrates that great majority of students (88.6%) like to do better than others in exams and tests. This means that those students have a high sense of competition. Only few students (11.4%) are not interested in doing better than others in exams and tests. Therefore, they are considered as non-competitive learners.

15. Students' motivation before exams

Q15. How could you describe yourself before exams?

- a. Anxious
- b. Angry
- c. Relaxed

d. Motivated

Option	Number	Percentage (%)
A	40	57.1
B	17	24.3
C	7	10
D	6	8.6
Total	70	100

Table 3.17: Students' motivation before exams

The table (3.17) indicates that (57.1%) of students feel anxious before exams. (24.3%) of them get angry before exams. Those students show fear from exams since they described themselves as being stressed, nervous and worried, those are symptoms of exams anxiety. On the other hand, only few (10%) feel relaxed before exams, and (8.6%) of students feel motivated. Those students might not have exams' anxiety. Or, they might have facilitative anxiety; they know how to control their fear. In both cases they seem to be motivated.

16. Factors that students cannot handle during exams

Q16. What are the factors that you can't handle during exams?

- a. Time pressure
- b. Difficult questions
- c. Anxiety
- d. Other

If other, please specify

Option	Number	Percentage (%)
A	26	37.1
B	33	47.1
C	22	31.4
D	2	2.9

Table 3.18: Factors that students cannot handle during exams

The results shown in table (3.18) reveals that (47.1%) of students cannot deal with difficult questions, normally because those questions require much time and efforts to be answered. Most of participants (37.1%) cannot handle time pressure; those students find difficulty to manage their time during exams.(31.4%) of students cannot handle anxiety. Exams' anxiety is a common problem that many third year English students suffer from. Only two students (2.9%) added other factors, one said that s/he cannot handle long exams and tests. The other student added that s/he cannot deal with questions about lessons that were not taught in the classroom.

17. The impact of learners' failure in exams on their learning

Q 17: What is the impact of failure in exams on your learning?

- a. Your motivation decreases
- b. Negative attitudes towards exams
- c. Loosing self-confidence

Option	Number	Percentage (%)
A	28	40
B	25	35.7
C	17	24.3
Total	70	100

Table 3.19: The impact of learners' failure in exams on their learning

As it is noticed in table (3.19), (40%) of the respondents said that failure in exams decreases their motivation to learn. This reveals that students' motivation is affected by their exams' results. (35.7%) of them claimed that failure in exams creates negative attitude towards exams which implies that failure may influence learners' upcoming

performances. (24.3%) of them asserted that they lose their self-confidence due to failure. Those learners are expected to have low self confidence. Learners who have strong self confidence do not lose their self confidence because they fail in an exam; they may have not revised well, or may be due to health problems they do not perform appropriately.

18. Students' motivation during exams and tests

Q18. If you find difficult questions at the beginning of exams, you:

- a. Would be upset
- b. Block on them
- c. Try to find answers

Option	Number	Percentage (%)
A	10	14.3
B	5	7.1
C	55	78.6
Total	70	100

Table 3.20: Students' motivation during exams and tests

This question investigates learners' anxiety. (78.6%) of the informants proved to have facilitative anxiety when they selected the choice (c); they try to find answers to difficult questions at the beginning of exams. This is a good sign of motivation. In contrast, (14.3%) and (7.1%) of the informants displayed debilitating anxiety by opting for answers (a) and (b); they would be upset and block on those difficult questions. This implies that those students lack motivation.

19. Students' views about the impact of tests and exams on their learning

Q19. Do you agree that exams and tests help you to improve your learning?

- a. Totally agree
- b. Agree
- c. Neither agree nor disagree

d. Disagree

e. Totally disagree

Option	Number	Percentage (%)
A	15	21.4
B	27	38.6
C	17	24.3
D	6	8.6
E	5	7.1
Total	70	100

Table 3.21: Students' views about the impact of tests and exams on their learning

The table (3.21) reveals that (38.6%) of informants agree that exams and tests help them to improve their learning. Those students might be aware of the importance of exams. (24.3%) of students neither agree nor disagree of the importance of exams. Some students (21.4%) strongly agree that exams helped them in their learning. Those students might have a positive attitude towards exams. (8.6%) and (7.1%) of informants claimed that exams has nothing to do with the improvement of their learning. Those learners might not be aware of the importance of exams, and they might have negative attitude towards exams.

20. Learners' motivation towards difficult exams

Q 20: Do you feel motivated when taking a difficult exam more than an easy one?

a. Yes

b. No

Please justify

Option	Number	Percentage (%)
Yes	31	44.3
No	39	55.7
Total	70	100

Table 3.22: Learners' motivation towards difficult exams

As it is demonstrated in the table above, (55.7%) of learners do not feel motivated when taking a difficult exam, while (44.3%) of them feel motivated. Regardless of what is a difficult exam, this question seeks to find information about students' motivation. Each student is supposed to answer according to his definition of a difficult exam. This would not threaten the reliability of the study because the question targets learners' motivation when taking a difficult exam, not the exam itself. Thus, more than half of learners do not feel motivated to pass difficult exams. This is may be because difficult exams increase the level of anxiety which decreases students' motivation.

Option	Number	Percentage (%)
Justified answers	37	52.9
Unjustified answers	33	47.1
Total	70	100

Table 3.23: Students' justifications for their motivation towards difficult exams

Students were asked to justify their choice. (52.9%) of them gave the following reasons: (13.5%) claimed that difficult exams make them feel inability to answer which leads them not to perform appropriately. (13.5%) prefer easy questions. (10.8%) stated that difficult exams increase stress and anxiety. Some of the subjects (5.45%) provided irrelevant justifications, for instance, difficult exams lead to failure. Moreover, (5.4%) said that difficult exams make them feel less eager to pass the exam. (2.7%) asserted that they do not revise well that's why they do not feel motivated to take difficult exams. However,

(13.5%) of the participants said that they work better in difficult exams more than easy ones which make them feel more confident. Besides, (5.4%) stated that they raise curiosity and help to enlarge their knowledge. (13.5%) claimed that they help to specify the real level. In addition, the same number of the participants (13.5%) thinks that students are supposed to expand more efforts to answer difficult questions which increase their motivation. Finally, (2.7%) feel motivated when taking a difficult exam, because they require them to use skills, knowledge, and intelligence.

21. The effectiveness of the use of self-encouragement strategies during exams

Q 21: To what extent is the use of self-encouragement strategies effective during exams?

1 2 3 4 5

Useful — — — — — Useless

Option	Number	Percentage (%)
1	17	24.3
2	11	15.7
3	22	31.4
4	11	15.7
5	9	12.9
Total	70	100

Table 3.24: The effectiveness of the use of self-encouragement strategies during exams

Concerning the effectiveness of the use of self-encouragement strategies (for example: I can do it) during exams, (31.4%) of learners remained undecided. This may demonstrate that these learners do not use self-encouragement strategies. Whereas, (24.3%) of them consider it very useful and (15.7%) said it is useful. This reflects that they are strategic learners who control their emotions and motivation through the use of

affective strategies. (15.7%) stated that it is less useful, and (12.7%) have said that it is useless. These percentages suggest that these learners cannot control their emotions because self-encouragement strategies are used to regulate emotions, for instance, to increase motivation or decrease anxiety.

22. The reasons behind the importance of exams

Q 22: In your opinion, why exams are important?

- a. Due to the external rewards(marks)
- b. They help you to know if there is progress in learning
- c. They determine your level
- d. Other

If other, please specify

Option	Number	Percentage (%)
A	25	35.7
B	17	24.3
C	30	42.9
D	5	7.1

Table 3.25: The reasons behind the importance of exams

Concerning the reasons behind the importance of exams, students have to choose one or more answers from the three choices. They could select other if they think of other reasons that are not mentioned. (42.9%) of learners selected the third choice, that is, exams are important because they determine students' level. This indicates that learners believe that exams help them to specify their level. (35.4%) opted for external rewards (marks) which imply that they are highly interested in marks. (24.3%) chose the second reason which states that exams are important because they help students to know if there is

progress in learning. This reveals that these learners think that exams help them to keep track of their learning. Only (7.1%) picked out other which means that the reasons mentioned covers almost all the students' views about exams' importance. Those learners reported that exams are important because they give them the chance to show their skills, and abilities.

23. Learners' motivation after exams and tests

Q 23: How could you describe your motivation after exams and tests?

- a. Very High
- b. High
- c. Null
- d. Very low
- e. Low

Option	Number	Percentage (%)
A	5	7.1
B	20	28.6
C	30	42.9
D	7	10
E	8	11.4
Total	70	100

Table 3.26: Learners' motivation after exams and tests

As it shown in table (3.26), a high percentage of students (42.9%) said that their motivation after exams is null. This can indicate that learners feel motivated during exams. Once exams end their motivation decreases. (28.6%) claimed that it is high, and (7.1%) opted for very high. These results demonstrate that learners have negative attitudes

towards exams, because when exams are over, they feel more motivated to learn. (11.4%) stated that their motivation after exams is low, while (10%) described it as very low. So, the majority of students (null (42.9%), low (11.4%), very low (10%) feel de-motivated after exams and tests.

3.6. Summary and discussion of results of the questionnaire

This study investigates the impact of exams and tests on students' motivation. After counting and analyzing students' questionnaire, data collected can be presented in the following points. The majority of third year students opted for English study, which reflects that they have the will and motivation to study the English as a foreign language. Since they chose to study English, they did not find difficulty in learning it. Only few learners admitted that studying English is difficult. This can be linked to the fact that it was not their choice. The majority of students consider the impact of motivation on foreign language learning important, and only some students ignore the significance of motivation.

The results show that most of learners have intrinsic motivation. Moreover, they have positive attitude toward the language, since they found that the English courses are interesting. The learners provided many justifications for their interest on those courses. They reported that English courses enlarge their knowledge, help them to know more about the English language, its culture and speakers, and enhance their communication skills.

Concerning students' views about the impact of learners' autonomy on their motivation, most of students declared that autonomy has a positive impact on motivation. The reasons cited by learners for why they think that autonomy affects motivation positively include: autonomy helps students to feel free to engage in the learning activities, and learners need to work on their own to be motivated. Others stated that there is no

relation between motivation and autonomy. This reveals that learners feel motivated when doing individual works than group works. However, for some students group works are more beneficial because students can learn from each other and share knowledge and experiences together. The results also show that a wide majority of learners see that the teacher's way of teaching influences students' motivation to learn. In fact, the teacher is the prompter; therefore, h/she has to be aware of students' needs, and to vary h/her teaching methods in order to raise students' motivation.

The questionnaire answers indicate positive signs about the relationship between exams and motivation. A significant number of students admitted that they like to revise only the lessons that are included in exams. Those students have fear of failure in exams. As a result, those students are motivated only in exams. Another point that supports this positive relation is that students have a high level of competition; they like to do better than others in exams. In an attempt to detect students' motivation during exams, students were asked what they would do if they find difficult questions at the beginning of exams. Great majority of informants indicated that they would try to find answers. Those students are considered to have facilitative anxiety, because they declared that they would make effort to find answers and not simply being upset or blocking on difficult questions. This is a sign of motivation. If students are motivated, they will try to answer the difficult questions. If not, they may just be upset or block on such questions.

The findings drawn from students' responses further suggest that the teacher can increase students' motivation by evaluating the classroom activities and giving them marks. This may indicate that learners are extrinsically motivated, they care more about rewards than learning. However, for Harlen (2012) when students receive marks as a feedback for their performance, their motivation to learn would decrease. The question that

investigates learners' frequency of revision proved that students revise only before exams which indicate that exams and tests work as a stimulus for students. On the other hand, some learners revise their lessons sometimes and others always. These learners are expected to be highly motivated. They enjoy their learning for the sake of learning itself, not for the sake of passing exams.

Concerning students' attitudes towards exams and tests, a high number of the participants display that they have negative attitudes. Yet, they are aware of the importance of exams as a way to improve learning. Learners consider exams important because they help to specify the level. In addition, they get marks for their performance which arouses their motivation to learn. On the basis of this study, one of the reasons behind students' negative attitudes towards exams is failure. Learners admitted that failure decreases their motivation to learn. This was manifested by previous studies that low achievers students have more negative attitudes towards testing. This also decreases their self-confidence; as a result, they do not feel motivated to put effort into learning (The Assessment Reform Group, 2002).

Most of students dislike preparing for exams may be because exams preparation is a tiring and boring process, and it is stressful. In addition, the overwhelming majority of students described themselves as anxious and nervous before exams. Nervousness and exam anxiety are common problems that third year English students suffer from. There are many reasons for exams anxiety which vary from poor preparation, fear of failure, to previous bad experiences with exams. Furthermore, students claimed that there are different factors that they cannot control during exams. The majority said that they cannot deal with difficult questions. Other students have problems in controlling time pressure and anxiety.

Students who feel unmotivated when taking a difficult exam outnumbered those who feel motivated. On the basis of the reasons given by students, it is noticed that they prefer to take easy exams more than difficult ones. In addition, difficult exams make students stressed and anxious which hinder them from answering appropriately. This implies that those students have debilitating anxiety. Some students do not like difficult exams because of fear of failure. So, students build negative attitudes when they have an exam that they consider it difficult. However, some learners proved to be more motivated in difficult exams because getting good marks in such exams make them more self-confident. Further, they are aware that difficult exams help them to specify their real level.

Less than half of the informants believe that the use of self-encouragement strategies during exams effective. This indicates that the majority of them do not have control over their motivation. The study also shows that students' motivation to learn decreases, in general, after exams and tests. However, some students feel more motivated, once exams and tests end. This is may be due to their good performance in exams. As Ortega (2009) stated that there is a mutual relation between motivation and second language learning. Motivation affects students' performance positively. On the other hand, students' good performances in foreign language learning can be the cause of triggering their motivation. Also, may be because those learners do not like exams, so, when exams are over they feel more motivated.

To sum up, third year LMD students have negative attitudes towards exams and tests. They like to do better than other students, but they do not have a desire to prepare for exams. However, they are considered as motivated because they revise for exams, even though they feel obliged to do so. The findings also indicate that students' motivation is temporary, because when exams are over, their motivation decreases. The extent to which

learners are motivated is low, since they do not like to prepare for exams. The increasing level of anxiety is also a reason behind the decrease of their motivation.

3.7. Pedagogical Implications

Based on the results of this inquiry, it is found that students do not like exams and tests, yet they are interested about the external rewards attached to them. It is also noticed that teachers have a crucial role in motivating students to learn. Accordingly, they need to consider what aspect of learning students need to assess, and what procedure fits students' learning preferences. It is also important to vary assessment procedures, to meet individual differences.

3.7.1. Implications for Teachers

The current study carries some implication for teachers to strengthen motivation in the learners, hence, to advance their EFL learning. First, the teacher may think of allocating time for assessing his students each session. He can divide the session to three parts: the beginning, the middle, and the end. The aim is to help students be ready for exams and tests and to lessen their anxiety during exams and tests.

At the beginning of the session, the teacher can start his session by asking students questions about the previous lesson (warming up), in order to help students to make associations, and to build a series of related information. He can also prepare a small activity, or simply a question in order to introduce the new lecture, and to help students feel that they are involved. During the session, the teacher can prepare some questions, for the purpose of checking students' comprehension and keeping contact with them. At the end of the session, the teacher can give the students a small activity that will be evaluated, so that students will follow the lecture attentively to answer that small test. As the research findings show, students opted for putting marks for the classroom activities as the best way

to increase their motivation. Therefore, teachers can evaluate students each session, and give them marks as a form of feedback. The test is supposed to be relatively short, so that it will not take too much time.

Teachers need to make students ready for exams and tests, in order to help students overcome exam's anxiety and increase their motivation to learn. This can be achieved by devoting time at the end of each unit of instruction to test students' knowledge and understanding and to help them be prepared for the upcoming exams. For this test, teachers can divide students into groups. Then, they can give them a number of activities that are similar to the activities they will take in the real test or exam. The test is not supposed to be graded i.e. the teacher does not give marks, but it is suggested to be discussed. In other words, students answer the test, when they finish, they answer the questions together with their teacher. It would be better if the teacher tries to give each student a chance to answer one or more questions. This is in order to ensure that students answer the test collaboratively. At the very end, the teacher is expected to give students feedback on how to answer appropriately, what are the missing points, and how to approach indirect questions.

It is also recommended that teachers need to show learners the significance and the objective of each lesson. This is an important step which helps learners to know the worth of each lesson; consequently, they will not focus only on lessons which are included in exams. Teachers can use a variety of assessment tools, not only quantitative assessment, to help learners not to focus too much on marks. Teachers ought to change students' negative attitude toward exams, and to encourage them to revise and get rid of exams anxiety. It is also recommended to manage revision workshops where teachers can prepare their students for exams. In those workshops teachers can familiarize their students with exams questions, so that students' fear would diminish.

According to self-efficacy theory, learners with strong self-efficacy are highly motivated to work hard and use efforts to accomplish any task, regardless of its difficulty [See Section: 2.2.2]. Therefore, teachers need to increase students' confidence in their abilities to succeed, in order to help them overcome exam's anxiety and the fear of failure. In this sense, teachers can use portfolios, a collection of students' best works, in order to increase their confidence and motivation, and to encourage them to do better in the exams. They can also devote a session to evaluate previous exams with students. The discussion would be about the type of questions that students feel they could not answer, how to answer indirect questions, how to organize exam's answers, and how to answer right to the point especially for questions that test specific knowledge.

Conclusion

The results obtained from this study indicate positive relationship between exams and tests and students' motivation to learn. Students do not like exams and tests, and do not like to prepare for them because exams require efforts and hard-work. Anxiety is also a cause behind students' negative attitudes towards exams. However, it is proved that learners have facilitative anxiety because they make efforts to answer exam questions even the difficult ones. Another point that supports the positive relation between exams and tests and motivation is that students revise only before exams. More importantly, students feel likely to revise only lessons that are included in exams. In addition, they consider exams as important because exams inform them about their level and help to improve their learning. Concerning the ways of increasing learners' motivation, evaluation of the classroom activities is the most selected strategy. Hence, the research hypothesis is confirmed, that assessment increases students' motivation to learn. Eventually, teachers can assess students frequently to keep track on their leaning and increase their motivation to learn.

General conclusion

The present research seeks to find out the impact of exams and tests on students motivation to learn E.F.L. It aims at knowing why some Algerian EFL learners feel motivated to learn only in exams and to what extent exams and tests increase EFL learners' motivation. This research consists of three main chapters. The first chapter spots light on assessment, it highlights the different types, purposes, and tools of assessment. It also focuses on the different types of tests being the main interest of this research. The second chapter discusses motivation from different angles. It provides an overview about the most known theories of motivation. The second chapter also highlights the different types of motivation as well as the difference between those types. It also offers a set of motivational strategies which can be used by English language teachers, and it sheds light on the significance and importance of motivation in language learning. 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 to third year LMD students (2015-2016), at the University of Guelma. Third year students are selected because they have enough background in English to help answer the questionnaire. In addition, they are experienced in exams and tests. Because it is not possible to deal with all third year students due to time limitation, a sample is taken randomly representing more than one third of the whole population.

The findings of the questionnaire denote that the majority of EFL learners feel motivated to learn during exams and tests. Despite their negative attitudes towards exams, exams' stress and anxiety, students revise for exams, in order to get good marks and to succeed. This indicates that they are motivated. Yet, they are not highly motivated because

they do not find exam's preparation interesting. Anxiety is also a common problem that whenever it increases, students' motivation decreases. Therefore, the advanced hypothesis is confirmed, that assessment helps to increase students' motivation to learn. To this end, this study proposes some implications for teachers. Assessing students each session is considered as a good way to trigger students' motivation to learn. Helping learners to be ready for exams is also significant to lessen their anxiety and increase their motivation.

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APPENDICES
Appendix 1: student' Questionnaire

University 8 Mai 1945
Department of English Language

LEARNERS' QUESTIONNAIRE

Dear students,

This questionnaire aims at investigating the impact of exams and tests 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 exams and tests 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.

BAHLOUL Amina
NAIDJA Nesrine

SECTION ONE: GENERAL INFORMATION

1. How long have you been studying English?

a. Primary school

b. Middle school

c. Secondary school

d. University

2. Is it your choice to study English?

a. Yes

b. No

3. Do you think that studying English is?

a. Difficult

b. Average

c. Easy

SECTION TWO: MOTIVATION

4. How important do you consider the impact of motivation on foreign language learning?

 1 2 3 4 5
Important — — — — — Unimportant

5. Do you find that English courses are interesting?

a. Yes

b. No

Please justify.....

.....

.....

6. Do you think that learners' autonomy has an impact on their motivation?

a. Yes

b. No

Please justify.....

.....

.....

7. Do you agree that the teacher's style of teaching influences students' motivation to learn?

a. Totally agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Totally disagree

8. What is your reason behind studying English?

a. You enjoy learning it

b. To get a diploma

c. To be able to live in an English speaking community

d. To find a job

9. How often do you revise your lessons?

a. Always

b. Usually

c. Sometimes

d. Rarely

e. Only before exams

10. Which lessons do you like to revise more?

a. Lessons that are included in the exams

b. Lessons that you like

c. All the lessons

11- To increase your motivation, what do you think the teacher might do? (Rank according to the priority)

a. Give students constructive feedback (Critical information that informs students how they can progress)

b. Put marks for each activity

c. Use portfolios (A collection of students' work that shows their accomplishments)

SECTION THREE: THE IMPACT OF EXAMS AND TESTS ON MOTIVATION

12. Do you like exams and tests?

a. Yes

b. No

13. To what extent do you like to prepare for exams and tests?

1 2 3 4 5
Like — — — — — Dislike

14. Do you like to do better than other students in exams?

a. Yes

b. No

15. How could you describe yourself before exams?

a. Anxious

b. Angry

c. Relaxed

d. Motivated

16. What are the factors that you can't handle during exams?

a. Time pressure

b. Difficult questions

c. Anxiety

d. Other

if other, please specify.....

.....

.....

17. What is the impact of failure in exams on your learning?

a. Your motivation decreases

b. Negative attitudes towards exams

c. Loosing self-confidence

18.If you find difficult questions at the beginning of exams, you:

a. Would be upset

b. Block on them

c. Try to find answers

19. Do you agree that exams and tests help you to improve your learning?

a. Totally agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Totally disagree

20- Do you feel motivated when taking a difficult exam more than an easy one?

a. Yes

b. No

Please justify.....

.....

.....

21. To what extent is the use of self-encouragement strategies effective during exams?

1 2 3 4 5
Useful — — — — — Useless

22. In your opinion, why exams are important?

- a. Due to the external rewards(marks)
- b. They help you to know if there is progress in learning
- c. They determine your level
- d. Other

If other, please specify.....
.....
.....

23. How could you describe your motivation after exams and tests?

- a. Very High
- b. High
- c. Null
- d. Very low
- e. Low

Thank you

RESUME

Cette étude analyse l'impact des examens et des tests sur la motivation des étudiants à apprendre l'Anglais comme une langue étrangère. Les étudiants du département d'Anglais de l'Université de Guelma semblent être motivés uniquement pendant les examens, une fois ces derniers terminent, leur motivation à apprendre diminue. L'étude actuelle vise à explorer pourquoi certains apprenants Algériens de l'Anglais comme une langue étrangère sont motivés uniquement pendant les examens, elle a pour but de savoir dans quelle mesure les examens et les tests augmentent la motivation des étudiants. 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 de troisième année Anglais de l'Université de Guelma. Les résultats confirment l'hypothèse et montrent que ces étudiants se sentent motivés à apprendre que pendant les examens; lorsque les examens sont terminés, leur motivation diminue. Ainsi, la motivation des étudiants est temporaire et la mesure dans laquelle les apprenants se sentent motivés est faible. Le désir des apprenants à étudier pendant les examens peut être justifié par le fait qu'ils veulent obtenir une récompense externe (marques et notes) afin de réussir et de passer à l'année suivante. En conclusion, il est recommandé aux enseignants d'évaluer les étudiants pendant chaque séance afin de les aider à se préparer pour les examens et à se débarrasser de leurs l'anxiété.

ملخص

تبحث هذه الدراسة في تأثير الامتحانات والاختبارات على دافعية الطلبة لتعلم اللغة الإنجليزية كلغة أجنبية. فالواضح أن طلاب قسم اللغة الإنجليزية بجامعة قلمة يظهرون دافعية للتعلم فقط في الامتحانات، و عند انتهائها تنخفض دافعتهم للتعلم. الهدف من هذا البحث هو معرفة لماذا ترتفع دافعية بعض طلبة اللغة الإنجليزية الجزائريين فقط في الامتحانات، وإلى أي مدى تحت الامتحانات والاختبارات من دافعتهم للتعلم. تزعم الفرضية أن هناك علاقة إيجابية موجودة بين التقييم المستمر للطلاب ودوافعهم للتعلم. ومن أجل تأكيد أو رفض هذه الفرضية تم توزيع استبيان لسبعين طالبا وطالبة من السنة الثالثة (نظام ل.م.د) كعينة اختبار. و قد جاءت النتائج مؤكدة لهذه الفرضية وموضحة أن الطلبة يشعرون بدافعية للتعلم فقط في الامتحانات و عند انتهاء الامتحانات تنخفض دافعتهم. و عليه فدافعية الطلبة مؤقتة ومنخفضة. إن ما يبرر دافعية المتعلمين للدراسة في الامتحانات هو رغبتهم في الحصول على مكافأة خارجية (العلامات والدرجات) من أجل تحقيق النجاح والانتقال إلى العام المقبل. وبالتالي، فمن المستحسن أن يقوم الأساتذة بتقييم الطلبة في كل حصة من أجل مساعدتهم على الاستعداد للامتحانات المقبلة والتخلص من قلق الامتحانات.