

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Tlemcen
Faculty of Letters and Languages
Department of English

**Advantages of Summative Assessment on
Raising Students' Motivation
Case of Third Year EFL Students at The
University of Tlemcen**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Master's degree in Didactics and Assessment in English Language Education

PRESENTED BY :
Mr.Larbi Larbi.

SUPERVISED BY :
Dr.Nawal BENMOSTEFA

BOARD OF EXAMINERS

Prof. Smail BENMOUSSAT	Chairperson
Dr. Nawal BENMOSTEFA	Supervisor
Dr. Zakia DJEBBARI	examiner

Academic Year: 2018-2019

Statement of originality :

I hereby certify that this submission is entirely my own work, and has not been taken from the work of others. Furthermore, I declare that this work does not include plagiarism, except where there is citation.

Mr.LarbiLarbi

Date:23/06/2019

Dedication

To My Beloved Mother & The Soul of My
Father; I dedicate This Work.

Acknowledgment

First and foremost, most thanks to "**ALLAH**" for giving me the strength and health to realize this work. I owe a special debt of gratitude to my dear teacher and supervisor **Dr.N.BENMOSTEFA**, for her encouragement, help and constant support. I am deeply indebted to her for her support and constructive feedback throughout the course of this research study.

I would also thank the members of the jury, namely **Prof, Benmoussat Smail** and **Dr,Djabbari Zakia** for their acceptance to evaluate this dissertation.

I am also grateful to all those who supported me with wise advice, insightful comments and valuable information at various stages of this work.

Last but not least ,I owe my sincere and immense gratitude to all teachers and students in the department of foreign languages in Tlemcen University.

Abstract:

Assessment is an important key aspect that attempted to collaborate between the teaching and learning process. In fact, most academics stand on a single fact which confirms that assessment is the bridge between teaching and learning. As evidence to highlight, this research work is an attempt to investigate the impact of summative assessment on raising students' motivation at the University of Tlemcen. It is also aimed at exploring EFL teachers' current understanding, perception and usage of Summative Assessment for the sake of enhancing EFL students' motivation with regard to their academic achievement. Accordingly, this dissertation contains a couple of interrelated chapters; the first chapter provides a theoretical background about the concept of assessment with regard to its history, pillar, and dig deeper on its target type which is Summative Assessment. The second chapter concretizes in the first part the methodology uttered in this investigation that includes: sampling, teachers' and students' profile and instrumentation. However, in the second part the researcher gave an attempt to the practical side of the work which covers data collection, analysis and discussion of the main result by mean of quantitative and qualitative methods of interpretation. In the same line of thought, the results reject the first hypothesis and confirm the second one by illustrating the fact that most informants hold such a positive attitude towards Summative Assessment practices and prove the total possibility of turning Assessment of Learning practices into a fun.

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List of Abbreviations:

ELT: English Language Teaching

EFL: English foreign learners

S.A: Summative Assessment

F.A: Formative assessment

A.L: Assessment of Learning

LMD: Licence master Doctorate

F: Frequency

A.F: absolute frequency

A.A: academic achievement

General Introduction

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Teaching is counted to be among the top-notch activities that collaborate in the advancement of a bunch of civilized societies. On the top of that, assessment is as necessary as other teaching practices. However, the lack of assessment in any instructional systems would leave a huge gap in the process of teaching. As a matter of fact, assessment is noted as the bridge between teaching and learning. Moreover, assessment is seen as a systematic process that highlights the students' learning and the success of the process of teaching. The best of all is that, assessment covers teaching throughout the whole duration, mostly at the beginning, in the middle and by the end, known chronologically as diagnostic, formative and Summative Assessment. What is important on the worthier side is that, Summative Assessment has been successfully sparked the attention of a remarkable number of scholars due to its intensive importance at the level of gathering reliable information that reflect the accurate level which the students currently handle.

Therefore, assessment literacy from the part of the language instructor attracts a number of opportunities which would surely improve the consistency of the two connected processes which are teaching and learning. Indeed, it is from the side of the language teacher to make an investment on his students via the integration of assessment of learning practices in their teaching. In fact, this could happen throughout an innovative analysis of the students' interests. Added to this, the creation of some methods and techniques that will give the students a push to take the most of the final exams and tests. Deeply, teachers are ought to change the students' negative perception towards the final exams and tests, and make them think of it as an opportunity to level up their performance. Basically, throughout this study the researcher would light up the path to know much more about how summative assessment can influence EFL students positively.

What is to be considered on the worthier side is that, stakeholders confirmed the fact that Summative Assessment is ultimately an important aspect in the success of the language learning and teaching process. In the field of English language teaching, teachers must be aware about the role of Summative Assessment to be able to set the way to motivate their students and set the value parameters to adjust their own teaching pedagogies. Plus, learning English requires from the students to be highly motivated and possess a strong self-

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esteem. Thus, language instructors need to be fully conscious and well prepared to make their students cope with the various learning demands.

It is widely acknowledged that Summative Assessment practices own a huge value in the improvement of the students' involvement. Thoroughly, if the top aim of assessment is to achieve a high quality of learning, then summative assessment will be understood by classroom teachers, educational leaders, parents and policy makers as the most accurate assessment practice. Indeed, this call had upon a number of researches in the field of education not least summative assessment, if effectively implemented would surely raise students' desire for learning.

The present problematic is, therefore, fuelled by the following research questions:

1-How do EFL students perceive Summative Assessment?

2-How can EFL teachers make the most of Summative assessment?

As a matter of consequence, the action research through this dissertation will provide evidence and arguments for the following research hypotheses

1-EFL students have always perceived assessment, not least Summative Assessment as a "dreadful" practice.

2-EFL Teachers can turn any form of assessment, and Summative Assessment in general, into a "fun".

In an attempt to deal with the research problematic, a case study is implemented in relation with two research instruments, namely, a questionnaire with third year EFL students and a structured interview with a panel of EFL teachers at Tlemcen University in Algeria who were selected on the basis of their experience in the field of English language teaching, in order to gather a set of quantitative and qualitative data that would answer the research problematic.

In this regard, the work in hand embodies two chapters. The first chapter is theoretical in which it provides a bunch of fundamental definitions about assessment in accordance with its history, pillar and the major types of assessment, in addition to Summative Assessment connotations.

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Furthermore, the second chapter covers two parts. The first part provides an overview about the methodology followed in this study that includes the research design, the sampling and the research instruments. In the same line of thought, the second part deals with the practical side of the research in which the collected data passed through an in-depth analysis and interpretation by means of quantitative and qualitative methods. Moreover, it discusses deeply the results obtained and propose some recommendations for the sake of improving the field of ELT in general and assessment practices in particular.

Chapter one

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1.1. Introduction:

Assessment of learning or, as most academics refer to it as Summative assessment successfully represents one of the ultimate key elements that determine the success or failure of the educational field in general and language teaching and learning in particular. Admittedly, it is confirmed that Summative assessment has absorbed the full attention of many researchers attempting to level up the educational achievement. This was through putting much concern on the lasting effect of Summative Assessment on Students, and how language teachers can invest in this element to raise EFL students' motivation for learning.

The chapter in hand aims to explore the work's keyword, which is Assessment of learning. It is divided into two sections. The first section starts broadly and ends narrowly. Starting by some scholars' definitions of assessment, its brief history, its major pillars, and its importance in the classroom. The researcher then moved to stick on Summative Assessment by highlighting its features, importance in ELT, the roles of both EFL teachers and students in its undertaking, and the various challenges that hinder the path of teachers. The second section takes in charge the concept of motivation and covers its definition and types

1.2. Definition of Assessment:

The term assessment is debated by many educationalists and applied linguists. It has been used variously in the fields of language teaching and applied linguistics. In the current literature dealing with assessment, there is a plethora of definitions, the most typical one is provided by Longman dictionary of language teaching and applied linguistics which defines assessment as “a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence”. In the same respect ,Zidane (2010) highlights that assessment falls into different forms according to the function it fulfills such as internal assessment, which focuses on the individual student's learning and is limited to the curriculum, and external assessment, which is not tied to a particular class and then used to judge student's achievement at a larger rate.

In The same line of thought, Black &William, 1998 state a broad definition, viewing assessment as :“an integral process of gaining information about students’ learning and making value judgments about their progress”. Besides the previous definitions, Palomba and Banta also define it as a systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development.

Accordingly, Classroom Assessment plays the role of reporting students’ learning. Moreover, it helps the instructor to find the answers to the questions of what to teach, and how to teach. No less important is the fact that it fills the gap between teaching and learning. Thus, most educationalists refer to classroom assessment as the bridge between teaching and learning.

1.3. Brief history of assessment:

Very late in 2000 and early in 2001, Serafini notes that assessment has passed through three major paradigms, which are: assessment as measurement, assessment as procedure, and assessment as inquiry. What is worth mentioning is that, the reason behinds this division of paradigms is the switch from the positivist to the constructivist view.

First, assessment as measurement: in1996, Birenbaum points out that this paradigm focuses largely on the behavioral theory of learning. Moreover, among its major characteristics is decontextualisation of knowledge i;e. unrelated to students’ experience, as it is believed that knowledge exists separately from the learner. Similarly, Sefani 2000 says that “students work to acquire it, not to construct it”. The student is considered as an empty vessel, “Blank slate” as he is ready to be filled up with knowledge.

Besides, its major instrument is the large-scale norm reference standardized test. These standardized tests are to design objectively the amount of knowledge that a student has acquired over a given time (Winerberg, 1977).

Second, assessment as a procedure, which focuses on the procedures of assessment rather than its purpose. Serafini (2000) marks that there is no big difference between the two paradigms ,as the results obtained from assessment are not used to inform the coming instruction as are used to measure students’ achievement and to inform stakeholders. Hence, teachers are the outer circle of

the decision-making process as their work is just to evaluate the students objectively and report the information yielded to external audience. However, the slight difference between the two paradigms is that “the procedures have changed to resemble qualitative data collection method” (Sefani,2000).But, regardless of the change of methods, the major beliefs that students’ achievement can be objectively measured and that knowledge exists independently from the learner.

The third paradigm is assessment as inquiry. In this paradigm, assessment sheds light on constructivist theory of knowledge (Fosnot 1996), Student-centered learning (Altwerger,et al, 1987) and the inquiry process (Short,et al 1995).In this vein, the teacher uses a number of quantitative and qualitative assessment techniques for the sake of inquiring the learners learning process. Moreover, it is a process of both inquiry and interpretation. Besides, it shifts the focus on assessment as a process rather than as a product. Accordingly, Serafini, (2000; p387) stresses that assessment as inquiry is “a process of inquiry and a process of interpretation used to promote reflection concerning students’ understanding”. The utterance of assessment in this paradigm gives the chance to students and teachers to be considered as active creators of knowledge rather than passive recipients while the teachers are no more considered as a simply test administer. Sefani (1995) marks that: “instead of using tests to measure students’ abilities and compare children, teachers use this classroom-based assessment procedure to facilitate learning, direct curricular decisions, and communicate more effectively with students and parents”. In addition to what has been mentioned in the insight of the inquiry paradigm, portfolios are regarded as a vehicular for the sake of promoting both teachers’ and students’ reflection, self-evaluation and goals setting. These portfolios are a set of works that show the students’ interests, abilities, needs and values. Accordingly, Bargeron (1996) states that “the work included in these portfolios has been created in a more authentic context, rather than a testing situation”. Admittedly, classroom assessment does not give up to assess learning as assessment is an integrate part of the learning process, not as separate from it.

1.4. Pillars of Assessment:

Through the heavy weight importance of assessment in education, Falchikov (2005; p 01) gives seven pillars upon which assessment is based on:

- (1) Why assess?
- (2) How to assess?
- (3) What to assess?
- (4) When to assess?
- (5) Who assesses?
- (6) How well do we assess?
- (7) What next?

Digging in depth of some instances mentioned above, the first pillar is not involved only on the purpose of assessment, but as well as in the issue of who needs or uses the results. In 1987, Rowntree observed that the vast bulk of assessment literature is concerned with how to use assessment for purposes of grading and ranking. “Only a minuscule proportion considers how to use it [assessment] to enhance the students’ educational growth” Rowntree, (1987; p10). Moreover, Falchikov (2005;p 4) notes that the purposes of assessment can be grouped under two categories: summative and formative. The summative purposes include selection, accountability, and effective monitoring while formative purposes consist of motivation, feedback, and learning improvements.

The Second pillar is about how to assess. There are numerous conflicting modes of assessment, moving from the informal to the formal. Assessment is carried out quantitatively or qualitatively. It may take place by the end of the course, lecture or module as it can be spread throughout the academic year. It sheds light on both the product and the process, as well as on the continuous assessment versus terminal assessment, internal vs. external, convergent vs. divergent, Idiographic vs. homothetic and Obtrusive vs. unobtrusive.

Additionally, the answer to the third pillar, which raises the question of what to assess, is both the product and the process. On the one side, the product that represents the final stage of an academic activities such as: exams, tests, course work that takes the form of essays, books and lab reports. On the next side, the process, which is an ongoing activity that lasts throughout the whole teaching duration as classroom participation, personal skills development, alongside with continuum evaluation. All these activities should be done in the academic setting.

1.5. Types of Assessment:

Assessment in education stands on the behalf of various types containing formal vs. Informal and formative vs. Summative Assessment, and each one of these will be clarified in deep.

1.5.1. Formal Vs Informal:

Formal assessment can be regarded as a well constructed and administrative activity. Accordingly, Brown, (2003;p6) notes that formal assessment“ exercises or procedures specifically designed to tap into a storehouse of skills and knowledge”. Such type of assessment cannot be differentiated with the test. Hence, what is compulsory to bear in mind is that, all tests are considered as a formal assessment, whereas not all formal assessment is testing. Additionally, formal assessment is characterized by some particular features as: F.A is usually timed, thus; the instructor gives the students a limited amount of time in order to show what they know. Also it allows for comparisons i.e. in standardized tests, students’ results are compared with the national norms.

As opposed to the preceding one, informal assessment, which defines by Longman dictionary as: “procedures used for systematic observation and collection of data about students’ performance under normal classroom conditions rather than through the use of standardized tests or other controlled methods of appraisal”. Informal assessment can be uttered throughout various forms as occasional or unplanned comment or feedback given to the students during the instructional session. For example, saying “Good Job”, “excellent” and so forth. Furthermore, Informal Assessment items can be covered in a form of portfolios, classroom presentations, and language passport. However, the difference between formal and informal assessment is highlighted in Brenda Weavers’ article 2013.

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

Herein, the overall difference between the formal and informal assessment can be clarified in the fact that formal assessment uttered in order to make an academic comparison between students' achievements .However, informal assessment is used to inform the instructor about a particular teaching practice.

1.5.2. Formative vs. Summative Assessment:

Formative and summative assessments are known as assessments for learning and assessments of learning. Beside both are regarded as an important types of assessment. As no matter how careful a teacher designs their lectures, what their students learn remains probabilistic and unpredictable. In fact, it is via assessment either formative or summative that the teacher may be able to know whether students have fully grasped the materials of the teaching or not.

It is widely agreed that, formative assessment, or assessment for learning has a powerful impact on students' achievement, as it occurs during the course of teaching. Moreover, some state that it should be implemented only to minute-to-minute and day-to-day interactions between students and teachers, while others think that interim, or benchmark, tests administered every six to ten weeks as formative assessment. Brown (2004; p 06) says that Formative assessment is "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process". Furthermore, formative assessment helps in evaluating the students' process of learning and grantee the success of various teaching practices. In addition, it provides the students with the required information so that they would be able to clarify their errors.

On the other hand, Summative Assessment, or Assessment of Learning, is a type of assessment that occurs by the end of a lecture, unit, course of instruction, or a school year. Indeed, this type of assessment cannot be dismissed due to the fact that it helps in the characterization of the students' performance or a system which means that its purpose is to obtain measurement of achievement to be used in decision making. Additionally, Summative Assessment is a high stake, which means that they are a high-point value. All too often, Summative Assessment is measuring the outcomes of the instructional program for the learners who were integrated in that program for the sake of having a clear idea about if they acquired the knowledge and skills needed to move towards the next level.

1.6. Features of Summative Assessment:

Most instructors hope for creating a classroom assessment that best quantifies their students' learning. In fact, Summative Assessment can be seen as a powerful tool to do so. However, In order for Summative Assessment to be effective, five major features should be in play, which are: authenticity, reliability, volume, validity, and variety. Here is how each fits into the Summative Assessment equation:

1.6.1. Authenticity:

A test should be adapted to the real world application. As a matter of example, a grammar rule alone is less effective than one with a story problem or ways to associate the skill outside of the testing environment so that the students will have a better comprehension of the materials in order to fit the real world.

1.6.2. Reliability:

Tests given as summative assessment, which take place in different settings should come up with similar result. In other words, the reliability of Summative Assessment shows when a test taken in the same conditions with different students, however, the result remains approximately the same.

1.6.3. Volume:

Teachers should avoid the urge to over-test. Summative Assessment should be used only when it is necessary, for the sake of determining the level students achieved so far. Too much volume leads to testing fatigue for both students and teachers, and that can have negative effects on the quality of testing.

1.6.4. Validity:

It is well known that testing should clearly reflect the main objectives taught in a particular period of time. Teachers should be aware of the learning goals before teaching a particular topic. Validity implies from the teacher to test strictly on the aspired outcomes. As it is unfair to test the students on something that was not addressed in a particular teaching unit.

1.6.5. Variety:

This aspect has the deepest impact on determining the students' success in summative assessment. Testing should always include cognitive, psychomotor, and affective learning domains. These include group presentations, work portfolios, research papers, and timed pencil-to-paper testing.

1.7. Types of Summative Assessment:

The process of teaching and learning cannot be accomplished without assessing the acquired knowledge and obtained skills. Educators claim that Summative Assessment is the ultimate key that helps in collecting information and feedback that sum up the teaching-learning process. Hence, teachers all over the world rely on two forms of Summative Assessment mainly known as teacher-constructed (informal) and teacher-standardized (systematic).

1.7.1. Teacher Constructed (Informal):

Teacher constructed assessment is the most common and widely used form of Summative Assessment as it is taken from the teachers' daily interactions and observation of how students act and behave in the classroom. The most typical reason behinds the use of this form of Summative Assessment is to evaluate a student's own performance and progress individually. Moreover, teacher-constructed assessment comes in various ways as a matter of instances.

First, test and quizzes, which is the typical way students are evaluated for their acquisition of knowledge usually consist of elements such as multiple choice questions, true or false questions, short questions, and fill in the blank questions.

Second, grading in which teachers normally assign value to a student's work. It consists of giving either numerical, alphabetical grade, or a combination of both to students' work.

Third, portfolios, which are an assessment tool which is effective in helping students as well as their parents and teachers to see their progress over time. In fact, students collect complete assignments in a single folder or portfolio by looking at all their work over the course of time. They can see how they have improved and/or where they need more work.

1.7.2. Standardized (Systematic):

Standardized testing is the second major type of summative assessment, Longman dictionary of language teaching and applied linguistics defines standardized test as: “a test which has been developed from tryouts and experimentation to ensure that it is reliable and valid”. Furthermore, standardized testing is often used in schools, teachers and students are very used to these types of assessment.(NCLB, 2002) pointed out that “Over the past twenty years, they have played an ever-increasing role in schools, especially since the passage in 2001 of the No Child Left Behind Act”. On this head, (Drowns, et al and 1991; Hart et al., 2015) note that :“Standardized tests have increased not only in influence but also in quantity. Typically, students are engaged in taking standardized tests between 20 and 25 hours each year”.

1.8. Importance of Summative Assessment:

Summative Assessment, as previously noted, is a crucial aspect in the teaching-learning process. Furthermore, assessment of learning provides a bunch of benefits for both teachers and students.

First, its major goal is to help teachers measuring students’ achievement at the end of a dedicated instructional period. For example, instructors aim to evaluate students learning, skill acquisition, and academic achievement at the conclusion of a chapter, unit, etc. In most cases, Summative Assessment results are recorded as scores or grades that are then factored into our students’ academic record.

Second, Summative Assessments can serve as a guide to improve teaching methods; teachers use different teaching methodologies in the classroom. Summative Assessments can help teachers collaborate and improve teaching methods from year to year.

Third, Summative Assessment helps teachers and administration alike, in improving curricula and their planning. Standards-driven instruction plays a pivotal role in schools today. When summative assessments show consistent gaps between student knowledge and learning targets, schools may turn to improve curriculum planning or new curricula to fill those learning gaps.

Additionally, Assessment of Learning offers students the opportunity to build on their strengths and learn from their mistakes.

1.9. Role of Teachers and Students in Summative Assessment:

Assessment practices not least Summative Assessment cannot be applied from vein .Hence, both teachers and students play a crucial role in the implementation of Summative Assessment practices.

1.9.1. Teachers' role:

Teachers' integration in Summative Assessment is compulsory, as they are the monitors of classroom assessment. Besides, no one could deny the crucial role that is undertaken by the instructor. Teachers in the UK, Australia and the United States (Queensland and California) brought out the following five points in consulting those with experience of implementing Summative Assessment.

A. Teachers should have clear criteria describing levels of progress in various aspects of achievement, and, ideally, they should help to develop these criteria, as well as providing a common basis for interpretation of evidence, such criteria should also spell out the learning opportunities that are required. This makes it easier for teachers to assess pupils dependably on the basis of regular classroom work.

B. Professional development is needed so that teachers follow procedures that assure dependability. Training should also focus on the criteria to be applied and the sources of potential bias that have been revealed by research.

C. A system of moderation of teachers' judgments through professional collaboration benefits teaching and learning as well as assessment. Moderation that affects the planning and implementation of assessment, and consequently teachers' understanding of learning goals and of the criteria indicating progress towards them, has more than a quality assurance function.

D. The provision of a bank of well-designed tasks, with marking criteria, can do more than help teachers to make judgments about their pupils' achievements. Such tasks exemplify activities through which students can work

towards important goals, such as critical reasoning and the application of knowledge in new situations. As assessment tasks, they can provide students with interesting and relevant learning experiences. They should not be allowed to dominate the assessment process and certainly should not be seen as separate measures to be set beside teachers' judgments. Nor are they intended to confirm teachers' judgments. Rather they are part of the evidence that teachers can use, if needed, to ensure that all intended goals are taken into account in their assessment.

E. Where teachers and users of Summative Assessment have become dependent upon external tests it will take time to increase teachers' competence in using on-going assessment and to build confidence in teachers' judgments. It is important that all involved agents/factors have time to trial and evaluate new practices and to be clear about the procedures and the safeguards that are built in to protect dependability.

1.9.2. Students' role

Indeed, the student as no exception plays a role of great importance in the success of Summative Assessment. Who undertakes various activities as final exams, tests, journals, portfolios ect. Besides, in Summative Assessment, students are regarded as the informants as their responses are the ultimate part in assessing learning. It leads the instructors to sum up the student's feedback that shows either the instructional process is successful or it requires remedial reflection in and on action. Therefore, in Summative Assessments, students are less keen to experiment with ideas and concepts (Biggs & Tang, 2007), preferring to 'play it safe', giving the answers they believe are expected of them, and banking the marks provided.

1.10. Challenges of Summative assessment in the classroom:

Despite the importance of Summative Assessment, EFL teachers worldwide faced a lot of obstacles that shake the stability of its implementation. These obstacles can be listed as follows:

1.10.1. Rectification is late:

The major disadvantage of Summative Assessment shaped in the fact that it is based on the learning output by the end. However, in case there are hindrances or difficulties, learning at the end will be tough. Besides, it will not provide an accurate reflection of the students' results.

1.10.2. No remedy:

In most instances, nothing is done to identify hindrances or challenges well before summative evaluation. Instructional issues are not identified until they blow up and become critical.

1.10.3. Biasing:

Summative evaluations are considered to possess limited means of expression especially that standardized test which has a number of multiple-choice questions for automatic grading. This has the main disadvantage for many students, which can be non-native speakers with less knowledge of the language. There are students who face cultural barriers and may face difficulties in understanding the questions, and there might be students with physical or learning disabilities, and others who give a poor performance due to pressure in the testing conditions.

1.10.4. Reliability and validity:

The evaluation must be developed in a manner that covers and reflects the complete content, and how the material have been taught. Tasks should also possess better consistency, which is unavailable and the way they are marked internally and externally across various versions. Reliability and validity errors are few factors that must be focused on with summative evaluation as they measure students' performance.

1.11. Motivation:

Various aspects can create an inner desire to learn. This desire to reach a particular goal is named "motivation". In fact, motivation has many effects on

students' learning and behavior and it is a key part of being successful as a student Wimolmas 2013.

1.11.1. Definition:

Motivation is cited as a complex phenomenon due to the fact that it has been defined through various angles as Gardner (2006, p.242) states “motivation is a very complex phenomenon with many facets...Thus; it is not possible to give a simple definition”. In the general sense, the word motivation refers to getting someone to move. It originates from the Latin verb "movere", which means to move.

Indeed, in the field of education motivation has a clear relationship with students' willingness to learn. An overview of research on motivation simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert and their actual achievement as. Logman Dictionary pointed out that it is: “in general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn.”

Importantly, motivation is considered as an inner drive that gives a huge push to students to set high goals and work harder to achieve difficult objectives and go beyond expectations with an immense energy and eagerness. (Bhoje, 2015) There are four distinct types of motivation mostly: intrinsic and extrinsic motivations from one side, and instrumental and integrative motivations from another side.

1.11.2. Types of Motivation:

Accordingly, motivation is a psychological variable and a major aspect in language learning. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated towards an end is considered motivated. Motivation divides into various types. The first scale of motivation distinguishes between integrative and instrumental motivation.

The second makes a distinction between intrinsic and extrinsic motivation.

1.11.2.1. Integrative and Instrumental Motivation:

One point to start with is the fact that , when tackling the aspect of motivation, it is compulsory to stress the obvious distinction between integrative and instrumental motivation. Most importantly, Brown 2000 asserts that studies on motivation of second/foreign language learners often refer to a distinction between two types of motivation, integrative and instrumental motivation (cited in Bouklikha, 2012).

On the one hand, integrative motivation refers to the learner wishes and desires to learn a language for the sake of a deep discovery of its culture, civilization and everything related to its native speakers lifestyle, or even become similar to valued members of that community. In this line of thought, integrative motivation is defined as “learning a language because the learner wishes to identify himself with or become integrated into the society of the target language” Gardner, (1983,p. 203).On the other hand, instrumental motivation suggests that the learner learns a language in order to fit some of his own personal purposes or hopes to reach a remarkable level in learning that language to increase the chances of getting a job, write scientific articles, attend conferences, read newspapers, and understand a documentary or a film.

Indeed, it is important to mention that both types are effective and crucial elements in language learning .In fact, Brown (2000) argues that both models of motivation are important for the student’s success. Additionally, it is also mentioned in the research of Liu and Huang (2011).Brown (2000) also adds that a student does not separate one motivation from another, but s/he rather uses a combination of both in studying or learning English. As an example, EFL students in the inner circles (UK or USA) learn English but at the same time wish to be integrated in that society.

1.11.2.2. Intrinsic and. Extrinsic Motivation:

Motivation relies on two further types that give the student a push either directly or indirectly to pick up a learning procedure which is more suitable to him/her.In Self-Determination Theory (SDT; Deci&Ryan, 1985), we differentiate between different types of motivation based upon different reasons

or goals that give rise to an action. In fact, the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. In the past three decades, researches have shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons.

On the one side, intrinsic motivation is defined as the performing of an action for its inherent satisfactions rather than for some separable consequence. Indeed, when someone is intrinsically motivated would move to act for having fun rather than because of external prods, pressures, or rewards. In this sense, Deci(1975;p23) defines intrinsically motivated activities as “the ones for which there is no apparent reward except the activity itself.” It is worth to point out that intrinsic motivation was strongly advocated to second language learning as it has been defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. In such activities, students will be lucky to experience flow in the moment and optimal sensation of enjoyment.

On the other side, although intrinsic motivation is very important, most activities people perform are not done intrinsically. This can be shown after early childhood as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for no intrinsically interesting tasks. As a matter of instance, in school it shows that intrinsic motivation becomes weaker with each advancing grade. Extrinsic motivation is related to the external factors which are either short term goals like rewards, money, prizes, points towards an activity ,or long term goals as possibility of winning scholarships, better job opportunities, or higher social status .In other words, extrinsic motivation is a way or means that push someone to do something in order to achieve a target. Moreover, a research made during the 1970s and 1980s proved that rewards can lead to a decrease in intrinsic motivation among people who are already doing something because of their own reasons (Brophy, 2004). In the same vein, learners who might be extrinsically motivated will do tasks and activities that they think (tasks & activities) will bring about concrete outcomes as teacher admiration or evasion (prevention) of punishment (Pintrich&schunk,1996).

1.12. Conclusion:

The overarching aim of this chapter was to promote a theoretical background of the two major concepts of the current study, which are Summative Assessment and Motivation. The first part of this chapter provided a number of scholars' definitions of Summative Assessment to dig deeper within its meaning. Additionally, the need for constraining the different types of assessment that could be found mostly in the field of education, hitting its most efficient type, which is Summative Assessment focusing on some of its aspect such as importance, features, types, and the most frequent challenges while implementing it in education. The second part of this chapter, focused on the concept of Motivation, highlighting its definition and its adequate types.

Chapter two

Chapter two: Situation Analysis and Data Interpretation

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2.1.Introduction:

This chapter aims at highlighting the practical side of the present study. Indeed, It includes two parts, the first part mainly contains the research design, sampling and instrumentation. However, the second part tackles the analysis and interpretation of the data collected ,plus the researcher's recommendations for the purpose of knowing the truthful impact of summative assessment on raising students' motivation for learning the English language.

2.2. Population:

The informants used in this research are the EFL teachers and learners in the department of English. Thus; the number of permanent EFL teachers is 63 and more than 1232 EFL students.

2.3. Sample:

As far as the researcher has picked up a sample that covers ten 10 teachers and 30 thirty students were requested to answer the research instruments, in order to represent a larger population .Indeed, the sample has been chosen for the purpose of making the data more precise and to enable the generalization process.

2.3.1 Teachers' profile:

The investigation covered a sample of 10 EFL teachers who were asked to elicit data about their perspectives on the impact of Summative Assessment on raising students' motivation for learning, and in which extend it can be positive for students.

The informants were selected based upon some specific features, namely, the length of experiences in their teaching career, and the vision they built through a numerous times of the application of Summative Assessment practices. Hence, EFL teachers can provide informative data about the impact of summative assessment on EFL students.

2.3.2. Students' profile:

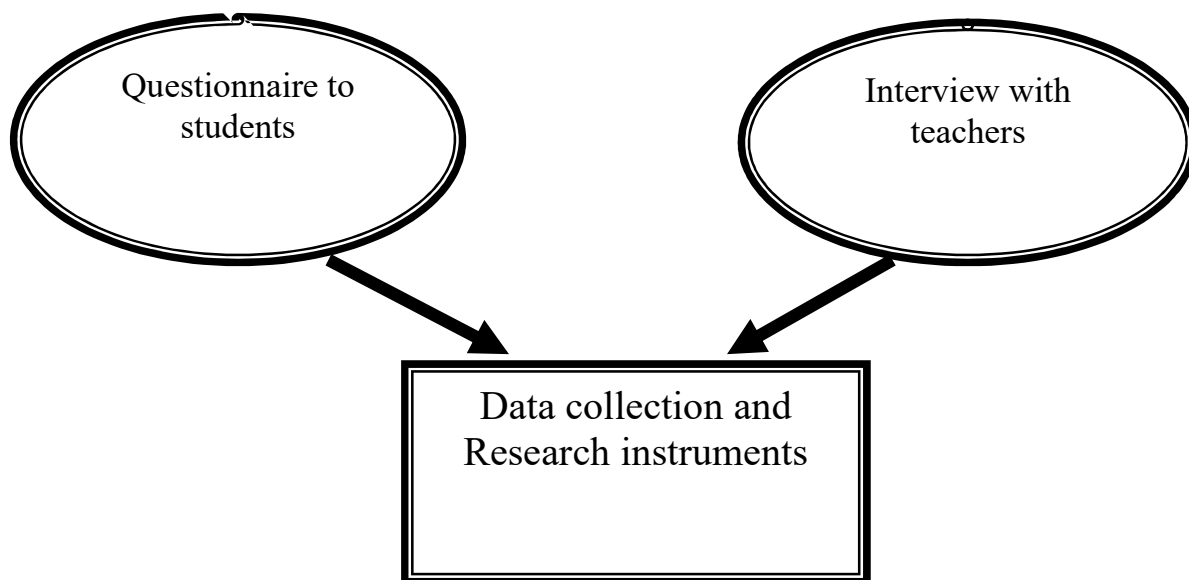
The researcher carefully selected thirty EFL students (male and female). They have been studying English as a foreign language for a considerable

amount of years mainly four years in the middle school, three years in the secondary school and three years in the tertiary level.

The reason behinds the choice of those EFL learners is that they are third year EFL students of English .Furthermore, they are truly aware about the importance of English in their current and future studies and professional work. Besides, they are more experienced in the way they have been assessed throughout the past ten years.

2.4.Data collection:

The researcher used an exploratory case study for the sake of investigating how does summative assessment effects the students positively and how it can rise their motivation for learning the English language .Indeed, due to these aspects, the researcher employed a double techniques of both quantitative and qualitative data in order to provide a reliability and enable the utterance of the generalization process of the research findings. Henceforth, a questionnaire to students beside an interview with teachers has been used as it is mentioned earlier.



2.4.1. Questionnaire to students:

It is a research instrument that consists of a set of written questions used by researchers in order to collect data faster. In this vein, Brown (2001;p6) defines questionnaire as :“any written instrument that present respondent with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers.”The questionnaire is so beneficial for gathering information about individuals’ attitude and knowledge. Additionally, a remarkable number of researchers use this tool due to the fact that it helps in minimizing time, and the respondents may feel at ease while answering the questions.

The researcher used a mixture of close-ended, open –ended and multiple choice questions

1-close-ended question: it provides qualitative data in which the informant has to put just a cross on one of the items without adding any comment .For example:

1- Does the Final Evaluation encourage you to improve your learning performance?

Yes
No

2-open-ended question: it provides quantitative data in which the informant has to answer in a descriptive manner in a form of long answers .For example:

2- How can students take the most out of summative assessment?

3-Multiple choice question: the respondents are requested to pick one item or more, since it assembles a number of choices .For example

1- Which kind of Summative assessment activities could improve the learning situation ?

Essay Question

Grammar exercises

W.H questions

Other.....

As far as, the present questionnaire consists of a set of questions distributed to 3rd year EFL students at the University of Tlemcen. The purpose was to dig deeper on the impact of summative assessment on EFL students and to look for ways through which students can take the most out of assessment of learning .As a matter of fact, the researcher used a questionnaire compromised of ten questions.

Question One: Aims to know the attitude of students towards the final evaluation.

Question Two: asks to know if EFL students make efforts in the preparation of the exams.

Questions Three: investigates if summative assessment encourages the students to aim higher.

Question Four: tries to explore if summative assessment clarifies the gap between the current situation and the desired one.

Question Five: attempts to know if summative assessment enables the students to have an idea about their strengths and weaknesses.

Question Six: this question tries look for ways that may improve the EFL learning situation.

Question Seven: attempts to find out if assessment of learning helps in raising EFL students' motivation for learning.

Question Eight: checks if summative assessment helps students in reaching their learning objectives.

Question Nine: seeks to find out which summative assessment activities that best help EFL students to improve their learning.

Question Ten: wants to know how EFL students benefit from the final evaluation.

2.4.2. Interview with teachers:

It is another face of questionnaire that consists over face to face interaction ;it is “a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information “(Cannell and Kahn

1968,quoted in Cohen et.al 2005;p269).Indeed, the interview makes the participants feel at ease and allows them to provide more of an in depth information through their answers because the respondents is involved and motivated in the subject being investigated ,and to discuss various interpretations of the world around them ,and express the way they perceive the world issues from their own perspectives .In the same line of thought, Cohen et all (2005;p267) mention that:”interviews enable the participants to discuss their interpretation of the world in which they live, and to express how they regard situations from their own point of view “

There are three kinds of interview based upon the degree of structure: structured, semi-structured and unstructured interview .First, the structured interview is more structured and organized as the researcher makes a full preparation before facing the interviewee. Furthermore, it is characterized by a “tight control over the format of questions and answers” Denscombe (2007;p175) .Beside the structure interview is beneficial as it saves time. Second, Semi-structure interview within this kind of interview the interviewer has an overview about the tips he wants to shed the light on. Hence, he can contribute some brand new items based on the respondents answers for the sake of letting the respondents feel at ease in order to develop their views freely .In this regard, D’rnyei (2007;p 136) notes that :“the interviewer provides guidance and direction, but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues” Third, unstructured interview is “more like an aural conversation” Mackey and Gass, (2005;p 173);it is extremely similar to a natural conversation in which the interviewer faces the interviewee without any predetermined questions, but rather the interviewer raises the key factors within the conversation. Therefore, the interview is guided by the respondents’ answers, and this makes the direction of the interview unpredictable (Nunan, 1992).

In the present investigation, the researcher based his research upon the structure interview due to the fact that it provides more systematic coverage of issues (Drnyei, 2007). The interview was directed towards a number of EFL teachers to ensure a precise and deeper data concerning the research study and also to confirm the data taken from the questionnaire to students. The truthful reason behinds the choice of this kind of interview is to have clear and reliable research findings. In fact, the study includes ten EFL teachers; most of them are

experienced teachers. While interviewing, the recording process was needless as the majority of items were direct questions.

Furthermore, the interview includes six questions, and each question holds a particular purpose.

Question01: seeks to know EFL teachers conception about Summative assessment.

Question02: it attempts to provide data about the way EFL teachers perceive summative assessment.

Question03: it helps to know the way EFL teachers use Summative assessment in their instructions.

Question04: allows knowing how summative assessment can effect EFL students' motivation.

Question05: looks up for techniques that improve the learning situation.

Question06: seeks to know the set of activities that truly collaborate between the teaching practices and the testing activities.

2.5. Data Analysis:

In the present research work, the investigator used a couple of research instruments namely the questionnaire to EFL students and an interview with EFL teachers, which are analysed and interpreted quantitatively and qualitatively. We gain better understanding of complex phenomenon by converging numeric trends from qualitative data and specific details from qualitative data. Word can be used to add meaning to numbers and numbers can be used to add precision to word Dornyei (2007.p45).

Indeed, quantitative data analysis based upon the implementation of statistics in order to analyze the data more precisely. It Includes: frequencies, graphic representations, and percentages. However, qualitative data analysis usually makes use of textual techniques, as it helps researcher to provide enough data.

2.6. Results:

2.6.1. Questionnaire to EFL students:

The questionnaire piloted for this research was addressed to thirty 3rd Year EFL students in which it includes ten questions, and each question hits a specific point that is related to assessment of learning.

2.6.1.1. Questionnaire Analysis and Interpretation:

This questionnaire was undertaken by means of a mixture of quantitative and qualitative. Herein, the objective is to provide a top-notch data that assure the credibility of the research findings.

Q1-How do you perceive the final evaluation (exams –tests...)?

The ultimate aim of this question was to investigate the way EFL students perceive summative assessment, the result shows that 53.33% of the respondents perceive assessment of learning positively. However, 47.67% of the respondents possess summative assessment negatively.

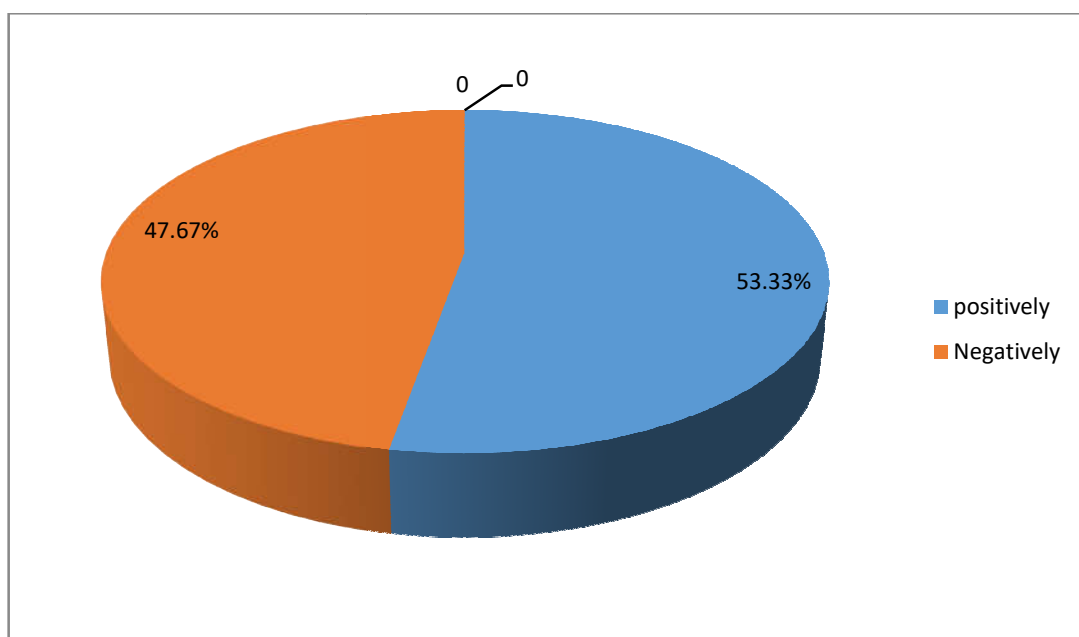


Figure 2.1. EFL Students' Perception towards Summative Assessment

Q2 -Do you prepare for the exam?

This question was designed in an attempt to show if EFL students prepare for their exams. Accordingly, the result displays that the overall number that

covers 66.66% answered with a YES, However, the rest of the respondents that represent 33.34% answered with a NO.

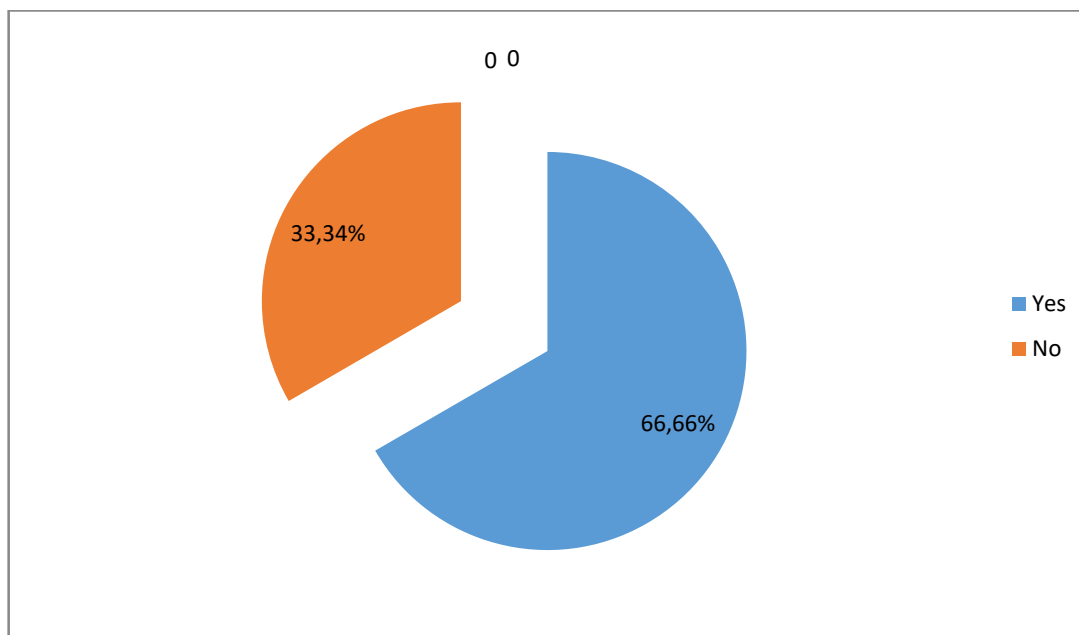


Figure 2.2. EFL Students' Preparation for the Exams.

Q3 -Does the Final Evaluation encourage you to improve your learning performance?

The rational of this question was to explore whether the activities held within summative assessment encourage EFL students to make a remarkable improvement in their learning environment .Herein, the results obtained show that more than the half of the respondents 66.66% state that summative assessment rise an encouragement within students to improve their learning performance as opposed to the rest of the respondents 33.34% who view the opposite.

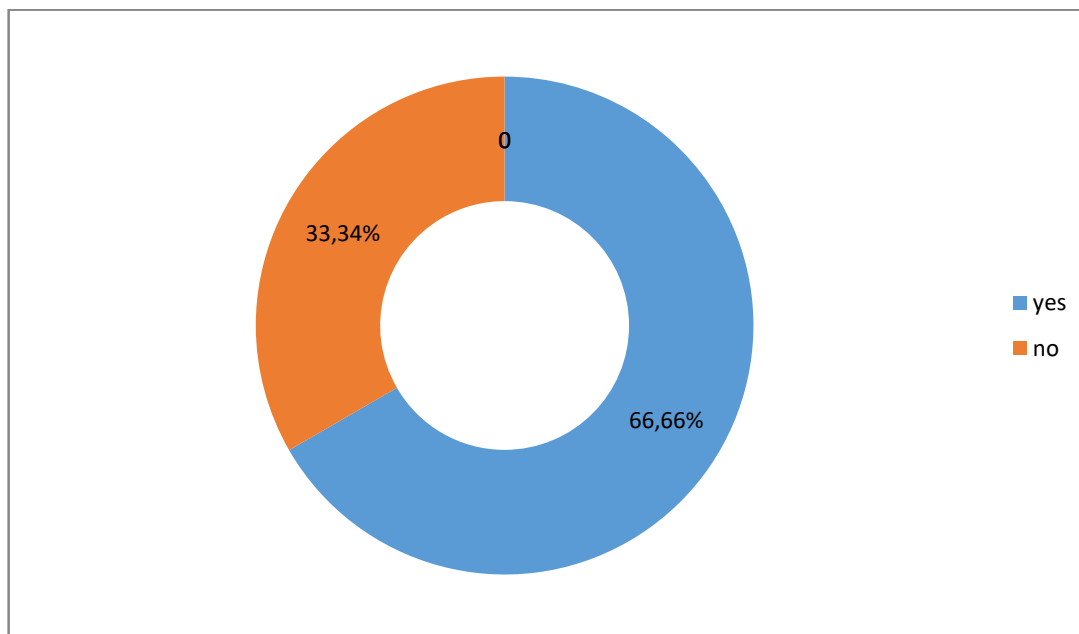


Figure.2.3. EFL Students' Attitude towards Summative Assessment

Q4--Does summative assessment clarify the gap between your current learning situation and the desired one?

This question addressed to EFL students to see if summative assessment principles truly help students to clarify the gap i.e, what is lacking in their learning .In this vein ,the overwhelming number of the respondents that represents 60% of the informants crossed the Yes answer .However,40% of the informants see the opposite.

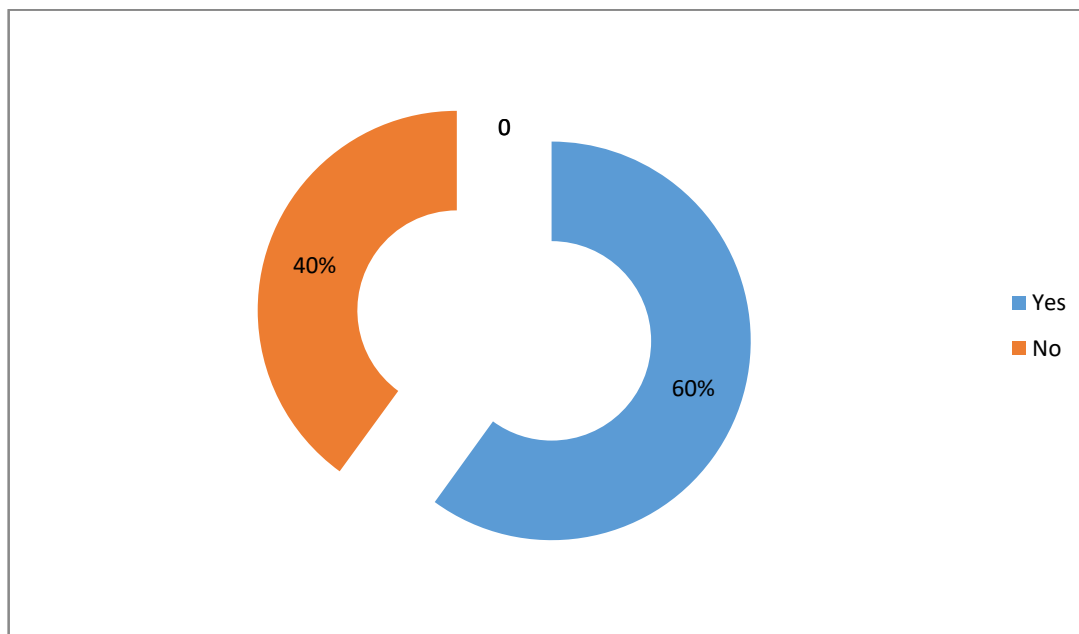


Figure2.4The role of Summative Assessment in the Learning Process.

Q5 -Does summative assessment help in identifying your strengths and weaknesses?

The ultimate reason behinds addressing this question to EFL students was to clarify if the notion of summative assessment truly helps EFL student in identifying their strengths and weaknesses .Indeed, the findings obtain prove that the overwhelming number of the respondents that represents 86.66% see that through the implication of summative assessment activities students will be able to know their personal strengths and weaknesses .However ,the rest of the respondents that covered a percentage of 13.34% hold a diverse perspective .

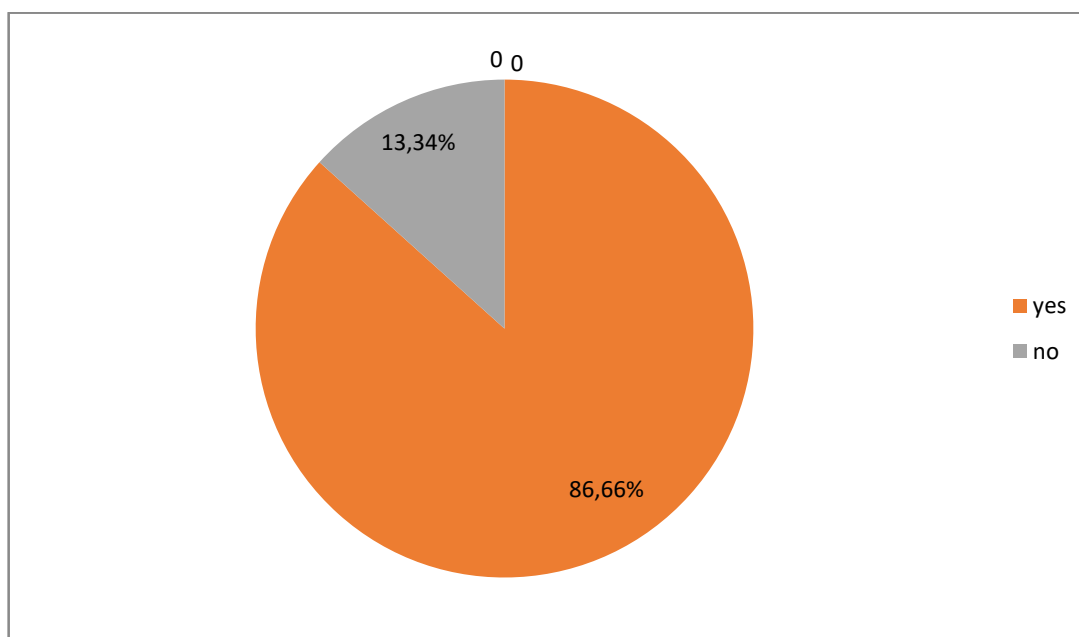


Figure.2.5. Summative Assessment Efficiency in the Learning Process.

Q6-Does summative assessment suggest ways through which learning could be improved?

The obvious reason behinds asking such question was to know if summative assessment provides ways that contribute in the improvement of the learning process from the perspective of EFL students.

Herein,73.33% of the informants confirm that Summative Assessment collaborates in the improvement of the learning process through the implementation of some sort of tests that have the criterion of reliability and validity ,in contrast with the rest 26.67% who are disagree on the fact that Summative Assessment provides ways that help the improvement of learning.

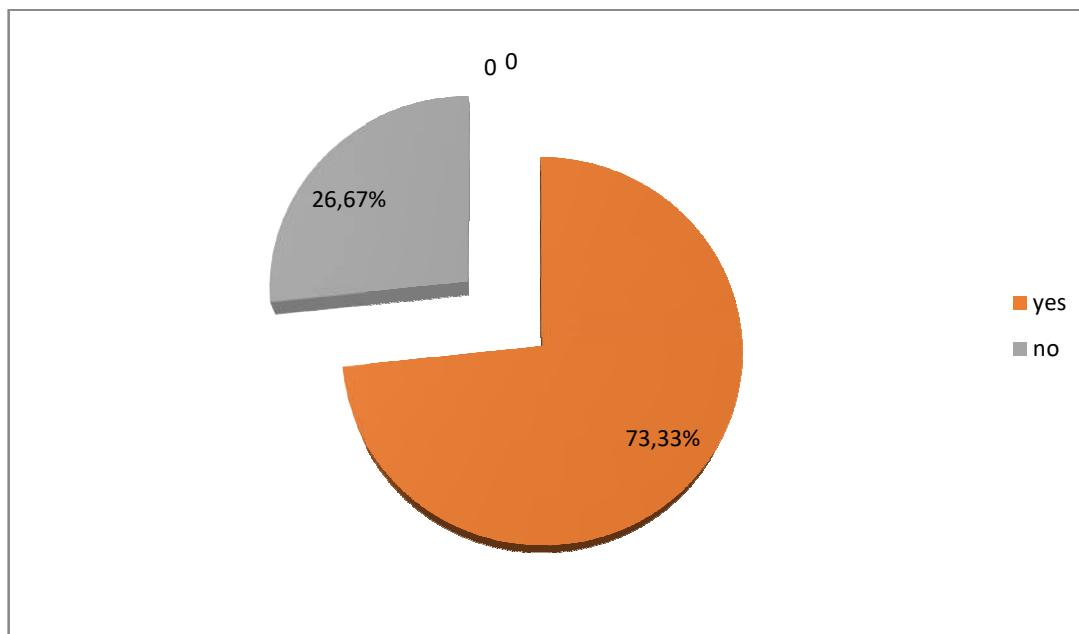


Figure 2.6 Ways to Improve the Le Learning Process.

7-Does summative assessment raise your motivational ?

The above question was addressed to EFL students to know if the so-called Summative Assessment has an impact on EFL students' motivation, the result gathered illustrate that 70% of the respondents strongly believe that Summative Assessment leads their motivation to get higher. Whereas, the rest 30% point out that assessment of learning has nothing to do with students' motivation.

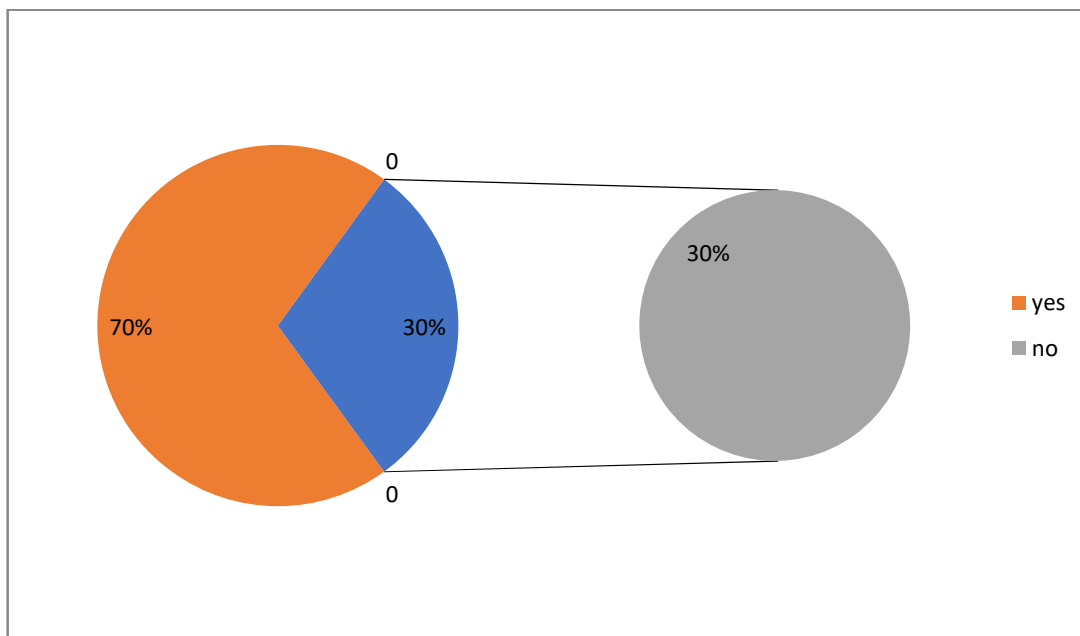


Figure 2.7. the Impact of Summative Assessment on Students' Motivation.

Q8 -Does Summative assessment help you reaching your learning objectives?

The principle of this question was to know if summative assessment truly paves the way to EFL students to reach their learning objectives .In fact,63.33% assumed that summative assessment lead students to catch up with their objective, but the rest of the respondents that cover 36.67% diverse in their perspective.

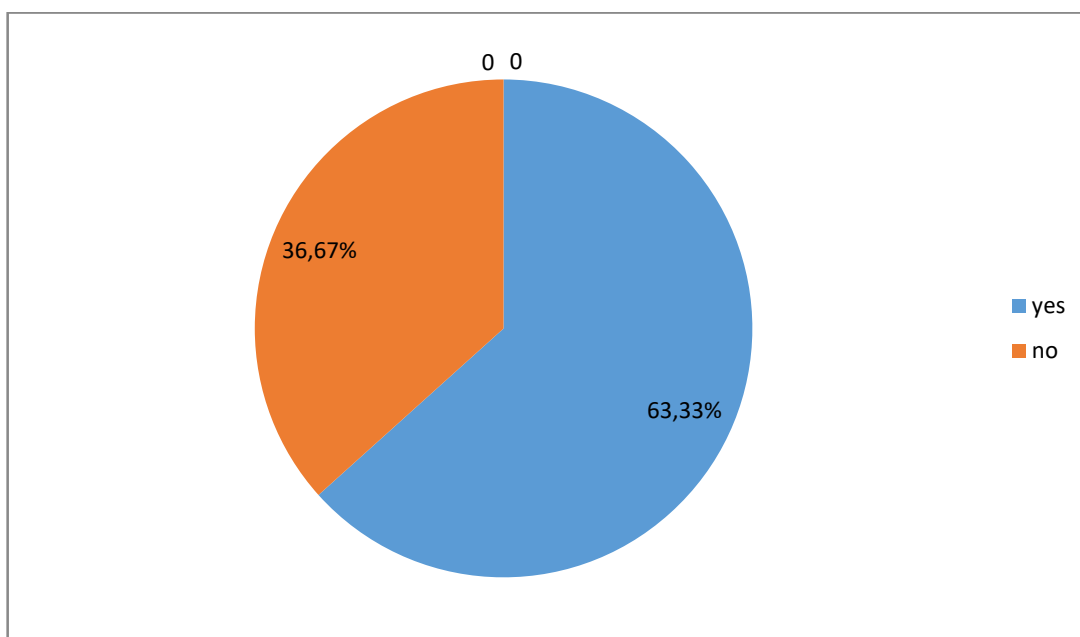


Figure 2.8. The Importance of Summative Assessment in Reaching EFL Students' Learning Objectives

Q9 - which kind of summative assessment activities that help students improve their learning ?

This question seeks to examine which kind of activities hold within Summative Assessment that help EFL students to level up in their learning performance. What is more ,16% assume that grammar activities is a powerful tool that help students improve learning , and 21% believed that yes no answers are way better than any other activities .In addition, the highest percentage that represent 45% who blindly assumed that essay questions are the ultimate key factor for reaching a high learning performance .Hence,18% see

the utterance of a mixture of activities may provide a better result.

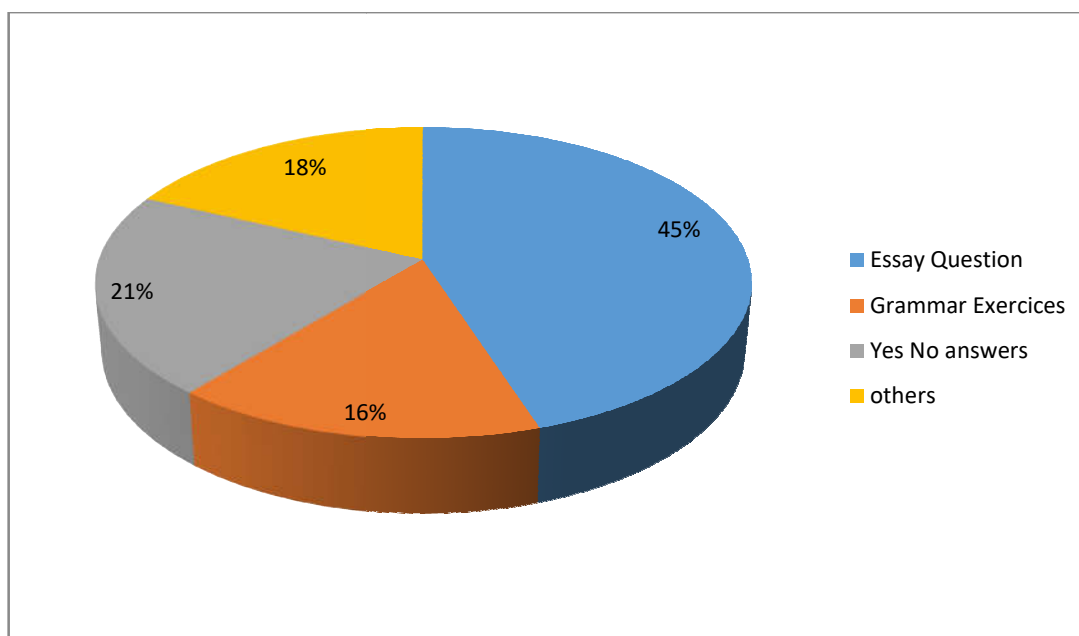


Figure 2.9. Summative Assessment Practices.

Q 10-How can student take the most out of summative assessment?

The majority of the informants considered summative assessment as an opportunity in which it paved the way to students to get a lot of benefits throughout Reflecting upon the previous exam, clarify their mistake and work hard to reach more .In addition, students assume that summative assessment turn on a inner clock within the students that pushes them strongly to work more for the sake of having a high degree.

2.6.1.2. Discussion of the questionnaire results:

The piloted questionnaire to EFL students was of paramount importance in which it confirmed the research hypotheses in some degree and it did not in others. The finding of the first question proved wrong the general understanding which says that students perceive summative assessment as a dreadful practice. This is due to the preparation they made as they highlighted in question two.

What is more, the result showed that the fear and stress caused by exams and tests are invested by the majority of students as it encourages them to reach a high performance. Plus, it leads them to be aware of the way in which they would pass Summative Assessment practices successfully. Additionally, the feedback provided through summative assessment helps the vast majority of students to identify what they are lacking in their learning.

The results also unveil the fact that the careful implementation of Summative Assessment activities would successfully collaborate in the success of both teaching and learning processes. What is important to mention on the worthier side is that, the result also proved that summative assessment is an effective key which is in the hands of teachers in which they must be fully aware of how they can make the students use it to empower their strengths and to overcome their weaknesses.

The crucial part of this research findings is that Summative Assessment practices have a truthful impact on raising students' motivation for learning English language, as this has been confirmed by a plethora of students shedding the light on the fact that the vast majority of students became highly motivated to acquire the maximum of the courses when assessment of learning practices are nearby. Added to this the most needed Summative Assessment activities relate between teaching practices and testing activities. For instance: the essay question which consists on gathering the majority of aspects made in classroom within the framework of an essay, plus grammar activities that build a large scale of language proficiency.

Herein, the obtained research findings show the ability for students to benefit from the practices of Summative Assessment by showing them the learning goals and objectives, and push them to maximize the efforts needed for passing any S.A activities.

2.6.2. Interview with Teachers:

In order to examine the impact of teachers' Summative Assessment practices on raising students' motivation and exploring teachers' "conceptions (knowledge), perceptions and practices of Summative Assessment; a structured interview was conducted on a sample of ten (10) EFL experienced teachers in the University of Tlemcen, due to the fact that they have been nominated as direct observers of the effects lasted by assessment on their students throughout the whole process of teaching.

Accordingly, the structured interview was adopted because it provides sufficient flexibility to approach directly the respondents within the same framework of investigation. Furthermore, this instrument draws reliable and valuable data with valid conclusions.

The interview consisted of six questions and was undertaken in the English language. Hence, the questions aimed at disclosing background information about EFL teachers' viewpoints about summative assessment, with regard to the ELT field, the informants were also asked about how summative assessment can be positive for students and in which way it can highlight their motivation for learning.

2.6.2.1. Interview Analysis and Interpretation:

The current research is analyzed and interpreted in a descriptive method in presenting the results because descriptive statistics help to present 'quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way' (Patton, 2002).

This method is also helpful in presenting qualitative results. This part aims at processing the data gathered from the EFL teachers' interview after a qualitative analysis as a first step before it is discussed and interpreted to such an extent that provides contextual insights about the research problematic. The interview with EFL teachers at Tlemcen University has dealt with each question individually.

Question01: Teachers' conception about Summative Assessment

The majority of EFL teachers agreed on the fact that summative assessment is a kind of assessment that takes place by the end of any instructional process, which means by the end of a lecture, course, semester or an academic duration. Furthermore, it is a point value that covers high stake exams as BEM exam which takes place by the end of the 4th AM in the middle school, and BAC exam that takes place by the end of 3 AS in the secondary school.

Question 02: Teachers' perception towards Summative Assessment

The overall number of respondents believes that Summative Assessment is a compulsory pedagogical aspect .Moreover, it is the bridge that shapes the processes of teaching and learning which serves different purposes from the so-called formative assessment, and it provides EFL students with feedback that helps them consulting their strengths and weaknesses. .

Question03: Teachers' utterance of Summative Assessment in their teaching

The majority of teachers with a percentage of 67% claim that they tried to utter Summative Assessment activities that successfully link between teaching and testing with an example of the essay question in which the students are asked to group a number of aspects in a form of an essay .However, the rest of the informants agree on the grammar exercises as it reflects the truthful language mastery from the part of students.

Question 04: How can Summative Assessment be positive for students?

The overwhelming number of interviewees noticed throughout their teaching experience that the vast majority of EFL students perceive Summative Assessment as a dreadful task .However, teachers not least EFL teachers must turn it into a fun through shifting the testing practices from traditional to modern, increase the use of ICTs ,help students to expect higher from their feedback ,and the emphasize on the fact that the exam is just an evaluative process that can be passed without any negative connotations .

Question 05: How can S.A enhances students' motivation?

The vast majority of teachers said that the implementation of teaching techniques and principles which are updated, innovative and different from the

previous ones marked a remarkable interests of student to achieve higher while measuring their abilities .For instances: the use of ICTs, make oral presentation, cooperative and collaborative learning have truly affected the students' positively and show a very highly motivated performance.

Question 06: Teachers' techniques of S.A that cope between the teaching practices and testing activities

The informants claimed that the continuous trying to make a deep relation between teaching practices and testing activities has led most instructors to think outside the box.

2.6.2.2. Discussion of the interview results:

The major aim of this exploratory research was to identify EFL teachers' conception and perception concerning the impact of summative assessment on students' motivation for learning. The results prove that teachers own a considerable awareness about summative assessment as a compulsory aspect in the teaching process.

The collected data also confirmed that EFL teachers have conceptualized the term Summative Assessment successfully; viewing that Summative Assessment comes in the final stage of any instructional process, beside it comes with the purpose of making an evaluative of the entire aspects and materials that contribute in the teaching and learning processes.

In the Same vein, the research findings show that EFL teachers agree on the fact that any language instructor must link between the teaching practices and testing activities for the sake of making reliable and valid Summative Assessment activities. Additionally, most informants stand on a single word which claims that it is a must from the part of EFL teachers to innovate in their testing practices in order to shift students' perception towards Summative Assessment practices from dreadful to fun.

The best of all, the results have proved that the students' motivation can be easily increased through a smart hint from the instructor, especially during the assessment process by inventing brand new techniques and methods that best fix the students' interest and make them hope for more.

The finding of the last question reveals that the majority of teachers recommend two kinds of S.A activities that guarantee the success of any teaching practices which are: essays and grammar activities due to the fact that they cover the majority of aspects made during the teaching process.

1.6. Recommendations:

This research firstly investigates teachers' and students' attitude towards the effectiveness of Summative Assessment in raising students' motivation in learning English as a foreign language.

Due to the limitations of the demographic information, it is recommended to extend this study to a variety of levels and different settings .This study is conducted with third year EFL students in Tlemcen University. Furthermore, this study could be conducted in a huge-scale survey, in order to overcome the issue of generalisation ability to gain an accurate representation of the whole ideal population, and to obtain a biggest possible number in various regions.

This is possible for the future research to implicate triangulation techniques, through the application of questionnaire, interview plus the implication of a peer observation or an exam analysis.

Moreover, it is highly recommended to EFL teachers to be more aware and conscious about the sensitive importance of Summative Assessment due to its importance for EFL students, through training them to get used to Summative Assessment practices.

In this vein, it is high time that Algeria trusts its highly qualified cadres who should engage in creating a successful system of assessment that fits within the Algerian context .This can be done through launching conferences and study days that gather the Algerian experts wherein they can exchange their research work and share their expertise.

What is important to mention on the worthier side is that, Algeria can collaborate with countries that have more experience in dealing with these system as well as launching partnership based on win-win relations in order to maximize the benefits and reduce the drawbacks of assessment.

2.7.Conclusion:

The present chapter reveals a considerable research findings that were obtained in accordance with the research questions and objectives .Additionally, the results gathered from the informants proved in some extend the aforementioned hypothesises .Moreover ,the chapter provides a theoretical overview about the methodology tackled in the investigation.

Herein, the collection of data was followed by an in-depth analysis which in turn was accompanied with an accurate interpretation .Added to this, the researcher brings about a set of pedagogical implications, plus some recommendations for the sake of enhancing the field of English language teaching not least the utterance of Summative Assessment practices, with the entire field of English language teaching in relation to the Algerian context.

General Conclusion

General Conclusion

General Conclusion:

The present research work is set out in order to explore and investigate the impact of Assessment not least Summative Assessment on students' motivation with regard to the ELT context in Algeria .Henceforth, the investigation has been conducted with a sample of thirty EFL students and ten EFL teachers at Abou Bekr Belkaid University in Tlemcen Algeria , for the sake of showing up the attitude of EFL students and the viewpoint of EFL teachers towards the implementation of Summative Assessment practices within the instructional process , and the impact lasted by Assessment of Learning on the students' motivation. Accordingly, this exploratory study consists of two main chapters:

The first chapter provides a theoretical background by virtue of a number of definitions and illustrations about the concept of assessment with regard to Summative assessment in relation to the current status of English in the World, not least Algeria.

However, in the second chapter the researcher provides an overview about the methodology used in the study that covers the study design, sampling and instrumentation. Moreover, it concretises the practical work in which it involved two research instruments namely , a questionnaire with 3rd year EFL students and an interview with EFL teachers in the department of English university of Tlemcen for the sake of ensuring the credibility and validity of the data collected.

Indeed, the collection of data is followed by a deep quantitative and qualitative analysis with a forum of interpretation and examination of the results obtained in which it has been done in a form of statistical data and graphs.

On that account, the findings of this study show that EFL students hold an extreme positive attitude towards Assessment .Additionally, they are highly affected by Assessment in general and Summative Assessment in particular due to the fact that it is of high importance in the career of the students .What is more, the forms of Summative Assessment is considered as a push that encourages the students to aim higher. In fact, the results unveil that the right implementation of Assessment of Learning would surely improve the learning process .What is important to mention is that, the results prove the first research hypothesis wrong in which it shows that over the half of the respondents handle positive attitudes towards Summative Assessment and just few perceive Assessment of Learning practices as a dreadful practice.

Within the same vein, the research findings show that EFL teachers handle an acceptable working knowledge about assessment literacy; beside they are carefully aware about the importance of Assessment practices not least

General Conclusion

Summative Assessment due to the tremendous effects which is lasted on students.

On the top of that, the data obtained prove the truthful of the second research hypothesis which consists on the fact that teachers are quietly able to turn Summative Assessment practices to a fun, indeed, this can be done through the shift to the implementation of the technological tools while assessing in order to spark the full attention of the students ,and apply tasks that truly cope between the teaching practices and the testing activities ,as it reflects the obvious level of the students.

Unfortunately, the investigator faced a set of obstacles while undertaking this research as the circumstances that the country passed through make the implementation of peer observation and exam analysis impossible, lack of references in the library and very limited resources that tackle Summative Assessment on the internet .Plus the over majority of research dealt with assessment from the angle of formative assessment. Furthermore, some informants did not provide satisfactory answers.

Therefore, the researcher provides a number of recommendations in order to face the challenge that inhibit teaching learning processes and gain satisfactory results .As a matter of instance, the researcher recommends to go beyond the current demographic setting and implement this study on various levels and settings , added to this the implementation of classroom observation and exam analysis as a research instruments to come up with more accuracy of the findings, and the importance for Algeria to collaborate with countries that have more experience in the system of assessment and invest of the Algerian experts by arranging pre-service and in-service trainings to enhance assessment literacy within EFL teachers .

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Appendices

Appendices:

Appendices A: Questionnaire to student:

Dear students:

You are kindly requested to answer the following questionnaire for the sake of the submission of the master degree in the field of Didactics and assessment in English language Education , University of Tlemcen.

1- How do you perceive the final evaluation (exams –tests...)

Positively

Negatively

Why.....

.....

.....

2- Do you prepare yourself well for the exam ?

Yes

No

3- Does the Final Evaluation encourage you to improve your learning performance?

Yes

No

4- Does summative assessment clarify the gap between your current learning situation and the desired one?

Yes

No

5- Does summative assessment help in identifying your strengths and weaknesses?

Yes

No

6- Does summative assessment suggest ways through which learning could be improved?

Yes

No

Illustrates

.....
.....
.....

7- Does summative assessment raises your motivational level ?

Yes

No

How

.....
.....
.....

8- Does Summative assessment help you reaching your learning objectives ?

Yes

No

9- Which kind of Summative assessment activities could improve the learning situation ?

Essay Question

Grammar exercises

YES No Answers

Other.....

10- How can students take the most out of summative assessment?

.....
.....
.....

Appendices B :Interview with Teachers:

- 1- What is your conception of summative assessment ?
- 2-. What do you perceive summative assessment to be?
- 3-How do you use summative assessment when teaching English Language?
- 4-How can summative assessment turn out to be positive for students?
- 5-How can summative assessment enhance students' motivation ?
- 6-Are there techniques that may improve the learning situation ?
- 7-which activities that relate the teaching process and test activities ?

Summary: Teaching is counted to be among the top-notch activities that collaborate in the advancement of a bunch of civilized societies. On the top of that, assessment is as necessary as other teaching practices. However, the lack of assessment in any instructional systems would leave a huge gap in the process of teaching. As a matter of fact, assessment is noted as the bridge between teaching and learning. Moreover, assessment is seen as a systematic process that highlights the students' learning and the success of the process of teaching. The best of all is that, assessment covers teaching throughout the whole duration, mostly at the beginning, in the middle and by the end, known chronologically as diagnostic, formative and Summative Assessment. What is important on the worthier side is that, Summative Assessment has been successfully sparked the attention of a remarkable number of scholars due to its intensive importance at the level of gathering reliable information that reflect the accurate level which the students currently handle.

ملخص يُعد التدريس من بين الأنشطة الرائدة التي تتعاون في النهوض بمجموعة من المجتمعات المتحضرة. علاوة على ذلك، فإن التقييم ضروري مثل الممارسات التعليمية الأخرى. ومع ذلك، فإن عدم وجود تقييم في أي أنظمة تعليمية من شأنه أن يترك فجوة كبيرة في عملية التدريس. في الواقع، يُشار إلى التقييم باعتباره الجسر بين التدريس والتعلم. علاوة على ذلك، يُنظر إلى التقييم على أنه عملية منهجية تسلط الضوء على تعلم الطلاب ونجاح عملية التدريس. أفضل ما في الأمر هو أن التقييم يغطي التعليم طوال المدة بأكملها، معظمها في البداية، في المنتصف وفي النهاية، والمعروف زمنياً بالتقييم التشخيصي والتكويني والتلخيصي. المهم في الجانب الأكثر أهمية هو أن التقييم التلخيصي أثار اهتمام عدد كبير من العلماء نظراً لأهميته المكثفة على مستوى جمع المعلومات الموثوقة التي تعكس المستوى الدقيق الذي يتعامل معه الطلاب حالياً.

Resume L'enseignement compte parmi les activités de premier ordre qui collaborent à l'avancement d'un groupe de sociétés civilisées. En plus de cela, l'évaluation est aussi nécessaire que d'autres pratiques d'enseignement. Cependant, l'absence d'évaluation dans tous les systèmes d'enseignement laisserait un vide énorme dans le processus d'enseignement. En fait, l'évaluation est considérée comme le pont entre l'enseignement et l'apprentissage. De plus, l'évaluation est perçue comme un processus systématique mettant en évidence l'apprentissage des élèves et la réussite du processus d'enseignement. Le meilleur de tous est que, l'évaluation couvre l'enseignement pendant toute la durée de la formation, principalement au début, au milieu et à la fin, appelée chronologiquement évaluation diagnostique, formative et sommative. Ce qui est important du point de vue des méritants, c'est que l'évaluation sommative a attiré avec succès l'attention d'un nombre remarquable d'érudits en raison de son importance considérable au niveau de la collecte d'informations fiables reflétant le niveau exact que les étudiants gèrent actuellement.