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Formative Assessment and its Impact on EFL Learners' Motivation and Performance: Case of Secondary School EFL Pupils and Teachers in the Province of Mila

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Dedication

the name of Allah, the Most Gracious, the Most Merciful.

I thank Almighty Allah for granting me the strength and ability to complete this work.

This work is dedicated first and foremost to ***myself***, for my determination and hard work in completing this journey alone. I am proud of myself.

To my beloved mother, Warda, the flower of my life, who prayed for me day and night and supported me throughout this journey with endless love, care, and sacrifices.

To my dear father, Tahar, my source of strength, who supported me, believed in me, and has always been proud of me.

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Abstract

Formative assessment is an integral part of both the learning and teaching process. This study aims at examining the impact of formative assessment on EFL learners' motivation and performance. It adopts a descriptive small-scale research design with a mixed-methods approach. The target population includes second-year secondary school EFL pupils at Mohammed Khemisti Secondary School in Mila, Algeria, and EFL teachers from different secondary schools across Mila Province. For sampling, non-probability sampling technique, specifically convenient sampling, is employed to determine the participants of the study. Consequently, the sample of study includes 44 pupils and seventeen teachers. Regarding data collection, a questionnaire with pupils and semi-structured interviews with teachers are used. The descriptive frequencies using IBM SPSS Version 21 are used to analyze the data collected through the questionnaire in a quantitative way. Additionally, thematic analysis is used to interpret the data collected through the interview in a qualitative way. The findings revealed that teachers and pupils believe that formative assessment is effective in improving pupils' academic performance, increasing their motivation, engagement and self-confidence, promoting pupils' critical thinking skills, enhancing teachers' awareness of their pupils' level, and enabling them to adjust their teaching methods based on learners' needs. They also reported teacher's and peer feedback as the most two preferable methods of receiving feedback. Future studies could investigate the long-term impact of formative assessment on motivation and performance to provide more empirical evidence.

Key Terms: Formative assessment, motivation, academic performance, feedback.

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List of Abbreviations

EFL ： English as a Foreign Language

General Introduction

Among the different types of assessment, formative assessment has gained significant attention because it focuses on supporting learning during the teaching process rather than only evaluating outcomes at the end. By providing continuous feedback, formative assessment helps EFL learners identify their strengths and weaknesses, improve their language skills, and enhance their overall performance. In addition, formative assessment has an effect on learners' motivation in the sense that regular and constructive feedback allows pupils to become more aware of their progress, which increases their confidence and reduces anxiety when using the target language. This sense of progress and improvement strengthens their motivation to learn, engage in classroom activities, and persist in overcoming learning difficulties. As motivation increases, learners tend to show better performance, since motivated pupils are more willing to participate actively, practice language skills more frequently, and take responsibility for their own learning. Therefore, formative assessment creates a strong and continuous link between motivation and performance because it simultaneously supports learners' psychological engagement and academic achievement, making it an essential approach for improving EFL learners' outcomes and promoting effective, learner-centered teaching strategies.

1. Statement of the Problem

In many EFL classrooms, assessment is often limited to traditional exams and tests that focus primarily on marks rather than supporting learners' ongoing development. This emphasis on grades may reduce learners' engagement in the learning process and limit opportunities for improving their language skills. Formative assessment, which provides continuous feedback and opportunities for reflection, has been widely recognized as an effective approach for enhancing

learners' motivation and academic performance. Nevertheless, despite its acknowledged importance in the teaching-learning process, its implementation remains limited in many educational settings. Moreover, there is a lack of research investigating the impact of formative assessment on EFL learners' motivation and performance in secondary schools in Mila Province. This gap highlights the need for further research in the local context. Therefore, the present study seeks to investigate how formative assessment influences EFL learners' motivation and performance in order to contribute to the development of more effective and learner-centered teaching practices.

2. Research Questions

The study aims at findings answers to the following research questions:

1. How does formative assessment influence secondary school pupils' motivation?
2. How do EFL secondary school pupils perceive the role of formative assessment in improving their performance?
3. Which formative assessment practices (e.g. teacher feedback, self-assessment, peer assessment) are most effective in enhancing learner's motivation and performance?

3. Research Aims

The study aims to examine the effect of formative assessment on EFL learners' motivation and performance. It seeks to investigate how different formative assessment practices, such as teacher feedback, self-assessment, and peer assessment, influence learners' engagement and achievement. In addition, the study aims to explore EFL learners' perceptions of formative assessment and its role in supporting their learning process. By addressing these objectives, the

research intends to provide insights into how formative assessment can be used to enhance motivation, improve performance, and promote more effective, learner-centered teaching practices in EFL classrooms.

4. Significance of the Study

This study is significant because it highlights the role of formative assessment in improving EFL learners' motivation and performance, which are critical factors in successful language learning. It shows how continuous feedback, self-assessment, and peer assessment can support learners' engagement and active participation. The findings can help teachers design classroom strategies that encourage reflection, build confidence, and enhance language skills.

5. Methodology Overview

This study adopts a mixed-methods research design in order to investigate the effect of formative assessment on EFL learners' motivation and academic performance. The use of both quantitative and qualitative methods allows for a deeper understanding of learners' and teachers' perspectives regarding formative assessment practices in EFL classrooms. The quantitative method is employed through a questionnaire administered to second-year secondary school EFL pupils at Mohamed Khemisti Secondary School in order to collect data about their perceptions, motivation, and academic performance in relation to formative assessment. In addition, the qualitative method is used through interviews conducted with teachers to explore their views and experiences regarding the implementation of formative assessment strategies. This approach provides comprehensive and reliable data that contribute to achieving objectives of the study.

6. Structure of the Dissertation

This dissertation is structured to examine the effect of formative assessment on EFL. learners' motivation and performance. It is divided into two chapters. Chapter One presents the theoretical framework of the study. It discusses formative assessment, learners' motivation, academic performance, and the relationship between formative assessment and learners' motivation and performance. Chapter Two represents the practical part of the study. It presents the research methodology and design, population and sample, research instruments, and data collection procedures. It also includes the analysis and interpretation of the collected data, discussion of the findings, limitations of the study, pedagogical recommendations, and conclusion.

Chapter One: Theoretical Part

Introduction

Formative assessment has become an important approach in modern education, particularly in EFL classrooms, because of its role in supporting pupils' learning and improving classroom practices. Unlike traditional assessment methods that focus mainly on final results, formative assessment is integrated into the teaching and learning process through continuous feedback, classroom interaction, and regular monitoring of learners' progress. It also encourages pupils to become more active and motivated learners while helping teachers identify learners' strengths and weaknesses.

In general, recent educational reforms and learner-centered approaches have emphasized the importance of continuous assessment practices in secondary education. In Algeria, the growing interest in improving English language teaching has increased the importance of formative assessment in EFL classrooms. Accordingly, this chapter begins with an overview of formative assessment, including its main characteristics and methods used in EFL teaching. It then moves to the concepts of motivation and academic performance. Finally, it establishes a theoretical relationship between formative assessment, learners' motivation, and performance by explaining how continuous feedback and classroom assessment practices can influence pupils' engagement and achievement in secondary school contexts.

1.1 Definition of Formative Assessment

Formative assessment refers to assessment practices that are used during instruction to provide feedback and improve learning (Black & Wiliam, 1998). It takes place during the lesson and allows teachers to provide immediate feedback that helps pupils improve their learning

progressively before final evaluation. Black and Wiliam (1998) further explain that formative assessment includes various activities carried out by both teachers and pupils to evaluate learning and use the feedback obtained to improve teaching practices and learning processes. In this way, learning becomes a continuous two-way process in which teachers adapt their instruction according to pupils' responses, while pupils develop their understanding through regular feedback and guidance.

More recent perspectives also emphasize the ongoing and interactive nature of formative assessment. The Council of Chief State School Officers (CCSSO, 2018) considers formative assessment as a continuous process through which teachers and pupils collect and use evidence of learning to improve academic achievement and encourage learners to become more independent. This means that formative assessment goes beyond simple testing, as it focuses on constant interaction, feedback, and instructional adjustment throughout the learning process. Similarly, Karimi (2014) regards formative assessment as an effective method for enhancing teaching and learning because it helps identify pupils' understanding, learning needs, and difficulties at an early stage. In the same context, Popham (2008) explains that formative assessment is a planned and systematic process in which assessment evidence is continuously used to modify teaching and learning activities in order to achieve better educational outcomes.

1.1.1 Brief History of Formative Assessment

The conceptualization of formative assessment has evolved substantially over time, shifting from an instrument of measurement to a mechanism that actively facilitates the learning process. The pedagogical roots of this approach can be traced to Socratic instructional methods, where dialogue and strategic questioning were utilized to cultivate critical thinking and deeper

understanding. In modern educational discourse, the specific term "formative evaluation" was pioneered by Scriven (1967) within the context of curriculum evaluation, denoting an assessment designed to improve an ongoing program rather than judge its final product.

This conceptual framework was subsequently expanded by Bloom et al. (1971), who establish a definitive distinction between summative and formative evaluation. They conceptualized summative evaluation as an assessment executed at the culmination of an instructional unit to judge final student achievement or verify curricular efficacy. In contrast, formative evaluation was defined as an ongoing, integrated process aimed at improving teaching and learning during instruction, thereby underscoring its supportive and developmental purpose rather than a judgmental function.

A pivotal advancement in the field occurred with the landmark study by Black and Wiliam (1998), which provided robust empirical evidence demonstrating the profound impact of formative practices on student achievement. They defined formative assessment as classroom activities that yield evidence to be used as feedback for modifying teaching and learning. Their work fundamentally shifted the educational paradigm from the assessment of learning to assessment for learning, placing unprecedented emphasis on the quality of feedback and the communicative interaction between teachers and students (Black & Wiliam, 1998; Shepard, 2005).

Furthermore, Stiggins (2005) introduces a distinct student-centered dimension to this historical trajectory. He argued that learners should not be viewed merely as passive recipients of external feedback, but rather as active agents who must personally interpret and apply assessment data to regulate their own learning trajectories.

1.1.2 Formative Assessment System

Formative assessment is designed to help students move from their current level of understanding toward the intended learning goals through continuous and effective feedback. According to Hattie and Timperley (2007), feedback plays an essential role in reducing the gap between students' present performance and the expected learning outcomes by guiding them to recognize their strengths, identify their weaknesses, and improve their learning progressively. This systemic feedback serves as a continuous mechanism that guides students toward continuous improvement and the progressive mastery of expected learning outcomes. In this regard, Black and Wiliam (1998) emphasize that a well-implemented formative system enhances student achievement by making internal cognitive processes visible and adjustable. This visibility enables both teachers and students to monitor the trajectory of learning as it unfolds and to intervene instructionally in an informed manner. Correspondingly, Stiggins (2005) maintains that an effective formative framework must be inherently student-centered. Within such a system, learners actively engage with assessment metrics to self-regulate, shifting the responsibility of learning onto the students themselves as they utilize feedback to refine their academic performance.

Additionally, Heritage (2010) conceptualizes the formative assessment system as an unbroken cycle of data collection and interpretation dedicated to informing immediate instructional choices. This continuous influx of empirical classroom evidence empowers educators to alter their teaching methodologies in real time to match evolving student needs.

Structurally, the system proposed by Hattie and Timperley (2007) is operationalized around three core guiding inquiries:

"Where am I going?" (Feed-up): Establishes explicit learning targets and performance criteria for the students.

"How am I doing?" (Feedback): Provides concrete data regarding the student's current performance, clarifying progress and highlighting specific conceptual obstacles.

"Where am I going next?" (Feed-forward): Outlines the explicit tactical steps required to achieve further academic development.

Collectively, these components generate goal clarity, heighten progress awareness, and provide directional guidance within a continuous learning cycle. Thus, the formative assessment system operates as a dynamic, interactive framework wherein teachers and students co-construct knowledge, transforming evaluation into a shared, continuous process that elevates motivation, classroom engagement, and overall academic performance.

1.1.3 Formative Assessment vs. Summative Assessment

Formative and summative assessments represent two primary educational paradigms utilized to evaluate student learning, each operating under distinct temporal and functional parameters. From a foundational perspective, Scriven (1967) observes that all assessment is fundamentally a process of appraising student output against established standards, objectives, and criteria. Consequently, both formative and summative approaches share baseline evaluative mechanisms.

Black and Wiliam (1998) emphasize that formative practices are not detached from evaluation but are an organic component of it, where feedback helps identify the gap between current performance and desired learning targets. This diagnostic function enables both teachers and learners to make immediate adjustments. In the same line, Wiliam (2018) further develops

this view by explaining that formative assessment is embedded in classroom instruction and relies on the systematic use of evidence of student learning to make real-time instructional decisions that improve learning outcomes.

Expanding on this idea, Sadler (1989) highlights that formative assessment depends on clear criteria or benchmarks to be meaningful, whether explicitly stated or implicitly understood. Crooks (2002) distinguishes between “assessment of learning” and “assessment for learning.” Assessment of learning refers mainly to summative purposes, while assessment for learning focuses on supporting ongoing development through feedback. In contrast, summative assessment is understood as the process of evaluating and reporting student achievement at the end of a learning period, typically for grading, certification, or accountability purposes (Dixson & Worrell, 2016). This shows that the focus is mainly on what students achieve at the end of learning, not on how they learn during the process.

Torrance and Pryor (1998) describe formative assessment as a continuous dialogue between teacher and learner, allowing for ongoing diagnosis of understanding and immediate feedback to guide learning. Clark (2006) summarizes this distinction clearly in terms of timing and purpose: formative assessment occurs during learning to support development, while summative assessment occurs after learning to confirm outcomes.

1.1.4 Operational Definition of Formative Assessment

Formative assessment is operationally defined as a continuous, systematic process executed during live instruction to actively monitor and enhance student learning outcomes. It is characterized by the empirical collection of evidence regarding student comprehension, the delivery of timely, descriptive feedback, and the immediate calibration of teaching strategies to

fulfill specified learning objectives. According to McManus (2008), effective formative assessment is operationalized through five core attributes:

- Learning Progressions: The instantiation of clearly sequenced sub-goals and pathways toward learning objectives, which allows teachers to locate exact gaps in student understanding.
- Clear Learning Goals and Criteria for Success: The explicit articulation of targets and performance standards that guide both pupils and teachers as they track academic progress.
- Descriptive Feedback: The delivery of qualitative data directly linked to learning objectives, helping pupils understand their current performance status and the exact steps required for improvement.
- Peer and Self-Assessment: The active engagement of students in evaluating their own work and that of their classmates, which cultivates metacognitive reflection and academic self-regulation.
- Collaboration: The intentional creation of dialogue between students and teachers regarding the learning process, which supports shared understanding and communal progress.

1.1.5 Benefits and Challenges of Formative Assessment

Formative assessment is widely acknowledged as a foundational component of effective classroom instruction due to its documented capacity to improve student learning outcomes and academic achievement (Black & Wiliam, 1998). The practice centers on identifying a learner's current performance level, establishing clear target goals, and implementing strategies designed to bridge the gap between the two. Research indicates that formative frameworks contribute significantly to escalating student motivation and performance metrics (Wiliam, 2007). However, despite its established pedagogical value, its implementation in the classroom introduces

substantial operational difficulties, particularly regarding professional teacher training and practical classroom application. Consequently, formative assessment must be viewed simultaneously as an impactful educational tool and a highly complex practice to execute effectively.

1.1.5.1 Benefits of Formative Assessment

Empirical literature demonstrates that the systematic integration of formative assessment directly elevates students' academic outcomes and enhances their intrinsic motivation to learn (Black & Wiliam, 1998). It is widely endorsed in educational research as an optimized approach to refining both instructional delivery and knowledge acquisition. Chief among its benefits is the enhancement of student achievement through continuous feedback loops; Black and Wiliam (1998) argue that formative assessment drastically optimizes learning outcomes precisely because it helps pupils isolate and understand the discrepancies between their current performance and their ultimate learning targets.

Another prominent benefit is its positive influence on student motivation and behavioral engagement. Sadler (1989) maintains that formative feedback is foundational to the learning process because it provides students with the critical insights necessary to self-regulate and assume ownership of their academic progress. This self-regulatory capacity encourages learners to become highly active, confident participants in classroom tasks and discussions.

Furthermore, formative assessment supports instructional efficacy by providing educators with real-time diagnostic data concerning student comprehension, enabling them to alter their pedagogical approaches instantly. According to the OECD (2005), this contextual

adaptability represents one of the primary strengths of formative assessment, particularly within secondary education environments.

Additionally, formative assessment naturally accommodates self-assessment and peer-assessment protocols, both of which drive the development of student autonomy and critical thinking skills. Hattie (2009) synthesizes this benefit by highlighting that descriptive feedback and structured reflection stand among the most powerful variables influencing student achievement.

1.1.5.2 Challenges of Formative Assessment in the Classroom

Despite its theoretical and practical advantages, educators often face severe structural and pedagogical challenges when trying to deploy formative assessment inside the classroom. Aitken (2000) posits that many instructors struggle to sustain formative assessment practices due to the systemic pressure generated by high-stakes summative examinations. In many contemporary educational architectures, teachers are forced to prioritize rigid test-preparation strategies over the daily, organic monitoring of student learning progress. The researcher further observes that a widespread lack of familiarity with specific formative strategies prevents teachers from executing these practices efficiently.

Concurrently, Black and Wiliam (1998) note that entrenched teacher beliefs regarding learning dynamics and student capabilities can severely restrict the efficacy of formative assessment. Instructors who view learning through a traditional, transmissive lens—where knowledge is merely transferred from teacher to student—frequently struggle to adopt practices that require active student participation and incremental development. Furthermore, educators who maintain a "fixed mindset" regarding student intelligence may fail to provide learners with

sufficient opportunities to improve through iterative feedback and dialogue, thereby neutralizing the potential benefits of formative interventions.

Moreover, Andrade and Cizek (2010) emphasize that effective formative assessment cannot occur in a vacuum; it requires clear curricular objectives, highly descriptive feedback mechanisms, sufficient institutional resources, and specialized professional development. This implies that teachers must be allocated adequate time, preparation periods, and institutional backing to execute these strategies. They argue that because many educational systems remain structurally biased toward summative accountability metrics, teachers face immense systemic friction when attempting to integrate formative practices.

In the same vein, Popham (2009) underscores the critical need for "assessment literacy" and ongoing professional development. He asserts that both pre-service training programs and in-service professional seminars are mandatory to equip teachers with the sophisticated skills required to design valid formative tasks, formulate constructive feedback, and respond adaptively to diverse student learning needs.

1.1.6 Role of Teachers and Pupils in Formative Assessment

The effectiveness of formative assessment relies on the complementary roles played by both teachers and students during the instructional process. As highlighted by the Western and Northern Canadian Protocol for Collaboration in Education (2006) and further supported by Heritage (2011), teachers are responsible for guiding instruction, collecting evidence of learning, and providing continuous feedback, while students are expected to actively participate through self-assessment, peer assessment, and reflective learning practices. This collaborative interaction

transforms assessment into a continuous and dynamic process that supports learners' progress and helps achieve the intended learning outcomes.

1.1.6.1 Teacher's Role

According to the Western and Northern Canadian Protocol for Collaboration in Education (2006), formative assessment is an interactive process embedded throughout the entire instructional cycle. Within this framework, the teacher's role requires them to: align immediate instruction directly with targeted curricular outcomes; diagnose the specific learning needs of individual students and student subgroups; select, adapt, and refine instructional materials and educational resources; construct differentiated instructional strategies and personalized learning opportunities to scaffold individual student progress; deliver immediate, actionable feedback and guided interventions directly to learners.

Formative assessment achieves maximum efficacy when teachers establish transparent learning goals that line up with the intended outcomes of the lesson. In this context, Heritage (2011) emphasizes the necessity of pedagogical transparency, indicating that at the start of the session, teachers communicate the learning objective or actively develop it with the students in order to maximize transparency for the students. Additionally, teachers either determine or share the signs of success toward the learning goal with the pupils. This explicit communication ensures that learners understand what is expected of them and are capable of tracking their own progress.

According to Heritage (2011), these progress indicators serve as vital signals for both instructors and students, facilitating the continuous tracking of comprehension throughout a lesson. When success criteria are clearly articulated, teachers are better positioned to select

appropriate methods for gathering evidence of student learning in real time. Heritage (2011) further explains that there is no singular, prescriptive method for collecting formative evidence, as formative assessment does not constitute a specific test type. Instead, teachers must draw from diverse data sources, including active classroom discussions, targeted observations of students engaged in tasks, and systematic analyses of written or practical student work.

Crucially, two operational principles must be maintained. First, the evidence gathered must be highly functional and "actionable," meaning it must provide clear data that both teachers and students can immediately use to improve learning outcomes. Second, this evidence collection should be a systematic, planned process that ensures a continuous flow of data mapped against progress indicators. At the same time, Heritage (2011) recognizes that teachers must also master the utilization of "on-the-fly" evidence—which consists of spontaneous, unplanned observations occurring mid-lesson when an unprompted student response or action uncovers their actual level of understanding relative to the instructional objective.

From this perspective, assessment ceases to be an isolated testing event; it becomes a fluid, continuous process that leverages both planned and spontaneous evidence to monitor student progress, allowing teachers to calibrate their instruction in real time to satisfy student needs.

1.1.6.2 Pupils' Role

Pupils occupy a central position within the teaching and learning continuum, making them essential partners in the formative assessment process, which fundamentally depends on a reciprocal relationship between the instructor and the learner. Within this collaborative paradigm, pupils are not merely passive recipients of instruction; they are vital contributors

whose level of involvement directly dictates the rate of academic progress and achievement. Furthermore, pupils function as an internal motivational force, as their cognitive willingness to learn and develop actively shapes their thinking patterns and performance outcomes. Consequently, they must be intentionally engaged in interactive classroom tasks and collaborative projects to anchor their own learning development (Stiggins et al., 2004).

The student's role in formative assessment is activated the moment they achieve a clear understanding of the target learning goals. Heritage (2011) posits that just as instructors collect evidence aligned with these outcomes, pupils must concurrently do so via self-assessment, which operates as a critical, complementary feedback loop. Through self-assessment, learners engage in metacognitive reflection—a cognitive process widely recognized as an indispensable feature of deep, meaningful learning.

In a highly optimized learning environment, pupils also actively participate in peer assessment, wherein they offer constructive feedback to their classmates to facilitate improvement and help them achieve lesson objectives. This peer-directed process utilizes the exact same learning indicators and success criteria employed in self-assessment, ensures evaluative consistency across the classroom. Peer assessment yields cognitive dividends for both the provider and the recipient of the feedback; it drives deeper reflection and assists pupils in internalizing learning goals through the critical analysis of their peers' work. Ultimately, pupils are expected to transcend the role of passive feedback receivers, developing the capacity to actively reflect on evaluative data and implement it to advance their own learning (Heritage, 2011).

1.1.7 Self-Assessment and Peer Assessment

Formative assessment relies on a highly collaborative view of pedagogy in which both instructors and learners actively share responsibility for the educational process. In this regard, Heritage (2010) notes that when students and their peers are actively involved alongside the teacher, the diversity of feedback channels and learning opportunities increases, which helps cultivate a cooperative classroom environment. Similarly, Garrison and Ehringhaus (2009) point out that integrating peer- and self-assessment methodologies contributes directly to the formation of a supportive learning community. They emphasize that students who practice systematic metacognitive reflection demonstrate significantly higher levels of behavioral investment in their own education. Furthermore, involving learners in the active derivation of learning goals and evaluative criteria transforms self-assessment into a deeply meaningful phase of the instructional cycle. Concurrently, peer assessment allows students to safely utilize one another as collaborative sources of academic support, evaluating the structural quality of work based on mutually understood criteria.

Therefore, the educator must function as a skilled facilitator who organizes and scaffolds classroom dynamics to establish a firm foundation for both self- and peer-assessment. Under this guidance, students learn to critique their own output and that of their classmates, transforming collaboration, progress, and iterative improvement into an organic, integrated component of daily classroom life (Clark, 2006).

1.1.7.1 Self-Assessment

Self-assessment can be understood as a formative practice in which learners evaluate their own work against clearly defined criteria and use this judgment to improve their

performance (Sadler, 1989). It is considered an important element of formative assessment because it helps students understand quality standards and actively engage in improving their learning.

From a broader perspective, self-assessment involves learners judging the quality of their performance through reflection and comparison with expected standards. This process encourages students to take greater responsibility for their learning, especially when they understand what high-quality work looks like (Andrade, 2019). In this way, self-assessment supports the development of learner autonomy and accountability.

Research shows that structured self-assessment can improve student learning outcomes and engagement when it is properly guided (Panadero et al., 2019). Its effectiveness depends on learners' ability to understand learning objectives, recognize quality work, and evaluate their own progress realistically.

As students develop this skill, they become more aware of their learning process and more confident in judging their performance. This reflective practice supports motivation because learners feel more involved in their academic progress. Self-assessment also provides valuable information for teachers by showing how students perceive their own learning and where misunderstandings may exist (Yan & Carless, 2022). This helps teachers adjust instruction and provide more targeted support.

Overall, self-assessment encourages learners to take an active role in their learning by reflecting on their progress, identifying areas for improvement, and gradually becoming more independent in their learning process.

1.1.7.2 Peer Assessment

Peer assessment operates as a vital structural complement to self-assessment and is widely recognized as an indispensable strategy within formative frameworks. While its operational definitions can vary across the literature, researchers generally agree that peer assessment fundamentally involves "one student's assessment of the performance or success of another student" (Noonan & Duncan, 2005, p. 2). This collaborative practice can be operationalized through diverse classroom interventions, including peer feedback exchanges and structured peer learning activities.

The primary objective of peer assessment is to deepen student understanding by activating complex cognitive and metacognitive processes, while simultaneously cultivating essential social and transferable professional skills (Brown, Bull & Pendlebury, 1997). As a formative intervention, peer assessment plays a critical role in accelerating student interaction, conceptual understanding, and overall learning outcomes (Anthony & Lewis, 2008). It encourages learners to assume responsibility for their academic development and helps them construct a highly realistic awareness of their own performance levels (Heywood, 2000). Multiple studies indicate that peer assessment optimizes interpersonal dynamics between students, as well as between students and teachers, by helping learners decipher and appreciate their peers' diverse conceptual perspectives during the learning process.

In this regard, Dochy and Segers (1999) assert that for peer assessment to be executed effectively within a classroom, the guiding evaluative criteria must be established well in advance and articulated in highly practical, accessible terms. They emphasize that peer assessment

achieves its highest rate of success when these evaluative rubrics are collaboratively developed through democratic dialogue between the teacher and the student body.

1.1.8 Overview of the Algerian Educational System

The education system in Algeria is centrally administered and regulated by the Ministry of National Education, structured by state mandate to provide free and compulsory schooling for all citizens between the ages of 6 and 16. The national academic architecture is organized into three progressive tiers: primary education (spanning five years), middle school education (spanning four years), and secondary education (spanning three years). This final tier culminates in the high-stakes national Baccalauréat examination, which serves as the sole credential granting access to higher education institutions.

According to historical assessments by UNESCO, the Algerian educational framework has undergone comprehensive structural reforms since gaining independence in 1962, with primary policy initiatives focusing on expanding institutional access, promoting gender equity, and elevating overall educational quality. Yet, while Algeria has achieved commendable success regarding gross enrollment rates and gender parity across all tiers, the system continues to navigate critical contemporary challenges. These primary issues relate to curriculum relevance, complex multilingual language policies, and the alignment of educational outputs with the evolving requirements of the national labor market (UNESCO, 2015).

In 2005, formative assessment was institutionalized within secondary education environments (OECD, 2005) which represented a crucial pedagogical methodology that enabled scaffolding learning via continuous feedback loops and active behavioral engagement. It provided secondary school educators with the diagnostic tools required to identify immediate learner

needs and adjust their instructional delivery in real time, thereby optimizing academic outcomes within secondary classrooms. This methodological framework drove a necessary shift away from traditional, teacher-centric transmissive testing models toward interactive, student-centered learning practices.

Furthermore, recent educational literature underscores that specific formative assessment strategies—such as targeted classroom questioning, structured self-assessment, and collaborative peer assessment—play an important role in expanding students' conceptual comprehension and active participation within secondary education settings (MDPI, 2024). Classroom-based empirical studies demonstrate that systematic formative assessment provides secondary teachers with the precise mechanisms needed to monitor student trajectories and deliver timely feedback, both of which correlate with superior academic performance. Ultimately, within the secondary school context, formative assessment transcends its role as a mere grading alternative, functioning instead as an unbroken, supportive process that underpins the entirety of teaching and learning**.**

1.2 Definition of Motivation

Motivation has been defined by many researchers, all of whom highlight its importance in initiating, guiding, and maintaining behaviour. Myers (1996) defined motivation as "a need or desire that serves to energize behaviour and to direct it towards a goal." In other words, motivation acts as an inner force that activates a person's behaviour and helps them focus their efforts on achieving specific objectives.

Similarly, Wlodkowski (1985) described motivation as a process that arouses, directs, and sustains behaviour over time, leading individuals to select certain actions. Accordingly,

motivation is not limited to starting an activity but also involves maintaining effort and choosing purposeful behaviours throughout the learning process. From a psychological perspective, Deci and Ryan (2000) explain that motivation involves energy, direction, and persistence of behaviour. In other terms, motivation operates as a continuous process that provides individuals with the strength to begin actions, stay focused, and keep working toward their goals.

In addition, Reeve (2018) state that motivation is an internal psychological process that can be seen as either a drive or a need. It reflects an inner state that pushes individuals toward change in themselves or their environment. When this internal energy is activated, individuals are able to interact with their surroundings in a flexible, adaptive, and problem-solving way. Hence, motivation originates from within and enables people to respond effectively to different situations. In the context of language learning, Ellis (1994) emphasized that motivation affects learners' persistence, the effort they invest, and their level of achievement. Consequently, motivated learners are more likely to continue learning, work harder, and achieve better results.

Likewise, Dörnyei (2001) explained that motivation determines why individuals start a task, how long they continue it, and how much effort they put into it. Therefore, motivation plays a key role in both initiating and sustaining learning behaviour.

In conclusion, motivation can be understood as an internal force that drives individuals to act, directs their behaviour toward goals, and helps them persist despite difficulties, making it essential for successful learning.

1.2.1 Motivation in Educational Psychology

The framework of motivation in educational psychology can be understood through its ability not only to initiate but also to sustain students' academic engagement in a structured way.

Wlodkowski (1984) explained motivation as a set of processes that activate behaviour and give it direction and purpose over time. In this sense, motivation becomes the driving force that turns a simple interest into consistent effort and long-term learning. McClelland (1955) further suggested that motivating conditions act as stimuli that guide behaviour until a goal is reached. From a teaching perspective, this highlights how clear learning objectives can strongly influence how long and how effectively students remain engaged in a task.

In classroom practice, Ames (1990) pointed out that motivation is visible when students actively participate, stay engaged, and remain committed throughout the learning process. This shows that real motivation is reflected in students' ability to continue working even when tasks become more challenging. However, different theories explain where this motivation comes from. Freud emphasized the role of unconscious internal forces that shape behaviour, while Deci (1975) focused on a more humanistic view that highlights personal growth, inner feelings, and the learner's need for self-development. Together, these perspectives suggest that a student's readiness to learn is often linked to deeper psychological factors that exist even before formal learning begins.

On the other hand, the behaviourist perspective, as described by Beard and Senior (1980), stresses the importance of the environment in shaping learning outcomes. From this point of view, classroom conditions, teaching methods, and external stimuli play a major role in influencing student behaviour. Overall, motivation in educational psychology is not a fixed internal trait but rather a dynamic process shaped by the interaction between internal drives and external educational conditions, both of which determine how students engage with learning.

1.2.2 Types of Motivation

Motivation in educational psychology is usually divided into different types to better understand what drives students to learn. This classification helps explain whether learners are motivated by internal or external factors in the learning process.

1.2.2.1 Intrinsic and Extrinsic Motivation

Within Self-Determination Theory (SDT; Deci & Ryan, 1985), motivation is distinguished according to the underlying reasons or goals that lead to behaviour. A basic distinction is made between intrinsic motivation, which refers to engaging in an activity because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing an activity in order to obtain a separable outcome. Research over several decades has indicated that the quality of experience and performance differs depending on whether behaviour is driven by intrinsic or extrinsic motivation.

The phenomenon of intrinsic motivation was first acknowledged in experimental studies of animal behaviour, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward (White, 1959). These behaviours are characterized by spontaneous exploration, play, and curiosity, occurring without any form of external reinforcement.

Learning theory (Hull, 1943) argue that behaviour is driven by physiological needs and their satisfaction, meaning that actions are performed to reduce internal needs such as hunger or discomfort. From this perspective, intrinsically motivated activities are those that fulfil natural psychological needs and bring internal satisfaction.

Intrinsic motivation is considered an important concept for educators, as it represents a natural source of learning and achievement that can be strengthened or weakened through the practices used by parents and teachers (Ryan & Stiller, 1991). It refers to a natural source of learning and achievement that is influenced by how parents and teachers act, since their practices can either support and enhance it or reduce and weaken it.

According to Dörnyei (2001), intrinsic motivation emerges from students' internal desire to learn, their curiosity to discover new things, and their personal interest in classroom activities and subject matter. He also emphasized that intrinsically motivated students participate in learning tasks because they find them enjoyable and satisfying rather than because of external rewards (as cited in Yaiche, 2013).

Yaiche (2013) pinpoint that intrinsically motivated learners are not influenced by external rewards such as grades, praise, or recognition. Instead, their engagement in learning activities is driven by internal factors, including personal goals, curiosity, enthusiasm, and the desire to face challenges. In other words, these students participate in tasks because they find them meaningful and enjoyable, and they are motivated by the satisfaction they gain from learning itself rather than external reinforcement.

Extrinsic motivation, on the other hand, refers to engaging in learning activities in order to achieve external outcomes such as grades, rewards, praise, or to avoid punishment rather than for personal enjoyment. It can range from external regulation, where behaviour is controlled by outside forces, to more internalized forms of regulation, where learners begin to accept and value the behaviour. In simple terms, students are mainly driven by external factors like marks

or approval, but these reasons can gradually become more self-determined over time (Ryan & Deci, 2000).

Similarly, Pintrich and Schunk (1996) state that students who are extrinsically motivated engage in activities as a means to achieve external outcomes rather than for the enjoyment of the activity itself. In other words, learners may complete tasks in order to obtain rewards, gain teacher approval, or avoid punishment instead of learning because they are genuinely interested in the subject.

1.2.2.2 Integrative and Instrumental Motivation

Brown (2000) explain that motivation in second language learning is commonly classified into two main orientations: instrumental and integrative. According to Gardner and Lambert (1972), instrumental motivation refers to learning a language for practical purposes such as getting a job, earning rewards, or achieving academic and professional goals. In this case, learners focus mainly on the usefulness of the language as a tool to succeed in real-life situations, such as exams, careers, or future opportunities. Integrative motivation, on the other hand, is related to the learner's personal interest in the target language community, including the desire to communicate with native speakers, understand their culture, and become integrated into the society of the target language community. This means that learners are not only interested in the language itself, but also in the people and culture behind it, which makes their learning more meaningful and long-lasting.

Generally, integrative and instrumental motivation are considered important factors in second language learning (Cook, 2000). In addition, Gardner (1985) emphasize that integrative motivation is strongly linked to long-term success in language learning, as learners who show

positive attitudes toward the target language culture tend to maintain higher levels of effort and persistence. In simple terms, when students like the culture and people of the language they are learning, they are more likely to continue learning even when it becomes difficult. Likewise, Dörnyei (1994) maintains that motivation in second language acquisition is a dynamic process influenced not only by goals but also by classroom environment and teacher behaviour. This means that motivation is not fixed; it can increase or decrease depending on how the teacher teaches, how students interact, and how positive the classroom atmosphere is. Furthermore, Ellis (1994) point out that motivated learners are more likely to invest effort, persist in difficult tasks, and achieve higher levels of proficiency compared to unmotivated learners. In other words, when students are motivated, they do not give up easily, they try harder, and they generally perform better in language learning tasks.

1.2.3 Motivation in EFL Classroom

Motivation in the EFL classroom is widely seen as an important factor in learners' engagement and success in learning English (Dörnyei, 2001; Gardner, 1985; Ushioda, 2008). It plays a key role in influencing students' participation, effort, and achievement in language learning activities. Motivation is a dynamic process that affects learners' willingness to take part in classroom tasks and continue learning over time (Dörnyei, 2005; Ushioda, 2011), depending on learners' learning experiences and classroom context. It is also influenced by teacher behaviour, teaching methods, and the classroom environment (Dörnyei & Ushioda, 2011; McEown & Takeuchi, 2012), where a supportive and positive atmosphere helps students become more involved in learning. Teachers' strategies, such as setting clear goals, using meaningful activities, and providing helpful feedback, are important for keeping students interested and

active (Dörnyei, 2001; Oxford & Shearin, 1994). In addition, learners' effort and their attitudes toward the English-speaking world contribute to their motivation and success (Gardner, 1985). Motivation is also seen as an internal force that helps learners continue studying even when they face difficulties (Brown, 2007). Finally, classroom interaction, learner independence, and positive relationships between teachers and students are closely connected to higher motivation in EFL classes (Al-Hoorie, 2017; Dörnyei & Ryan, 2015).

1.2.4 The Effect of Formative Assessment on Pupils' Motivation

Formative assessment has been widely identified as an effective approach for improving both student achievement and motivation in the classroom. Black and Wiliam (1998) highlighted that formative assessment contributes to raising pupils' academic standards and that feedback focused on improvement, rather than grades, helps learners become more engaged and task-oriented. Pupils improve more when they receive comments that show them how to correct mistakes instead of only receiving marks, which keeps their attention on learning tasks rather than scores.

In the same line, Stiggins (2005) ascertains that classroom assessment enhances motivation by involving students in setting learning goals, encouraging them to reflect on their progress, and increasing their sense of responsibility for their own success. Learners feel more motivated when they take part in deciding what they need to achieve and when they regularly monitor their own progress, which strengthens their sense of ownership over learning outcomes.

Cauley and McMillan (2009) further confirms that formative assessment promotes student motivation and engagement by providing continuous information about performance, supporting self-assessment, and helping learners develop autonomy and mastery-oriented goals.

Regular feedback helps students understand their progress, evaluate their own work, and focus on improving skills rather than merely achieving high grades.

Similarly, Ryan and Deci (2000) argues that feedback is most effective when it supports learners' confidence and avoids negative judgment, as positive feedback increases intrinsic motivation and interest in learning. When teachers provide supportive comments instead of criticism, students feel more confident and become more interested in learning for personal satisfaction.

Clark (2011) also notes that classroom assessment serves as a tool for guiding instruction and motivating students to actively participate in their learning process. Assessment helps teachers adjust their teaching strategies while encouraging students to take a more active role in lessons. In addition, Angelo and Cross (1993) stresses that formative assessment encourages students to become self-directed learners capable of evaluating their own progress. Students gradually learn to judge their own work and become less dependent on the teacher for correction.

Clark (2006) adds that such assessment practices shift classroom dynamics toward student-centered learning, where learners take greater responsibility for their education. Classroom roles change so that pupils become more involved in their own learning instead of only receiving information from the teacher. Finally, the OECD (2005) reports that students exposed to formative assessment practices tend to be more involved, confident, capable of self-evaluation, and highly motivated in their learning process.

1.3. Definition of Performance

In its broadest sense, academic performance refers to the accomplishment of learning objectives in a variety of cognitive and non-cognitive domains (Alj & Bouayad, 2024). That is to say, academic performance refers to the ability of students to fulfill their learning objectives in different learning fields, either scientific or non-scientific ones. Thus, this element represents students' learning progress and their success in reaching the expected educational outcomes that were outlined by their teachers at the beginning of their learning process.

Similarly, Engbino et al, (2026) define academic performance in a more inclusive sense, stating that it refers to the degree to which a student, instructor, or organization has achieved their immediate or long-term learning objectives. This definition does not only include students and their ability to achieve their learning goals, but it also includes teachers and academic organizations in accomplishing their pedagogical goals as well. Therefore, it is important to note that performance represents both students and teachers' accomplishments within the EFL learning and teaching process as well.

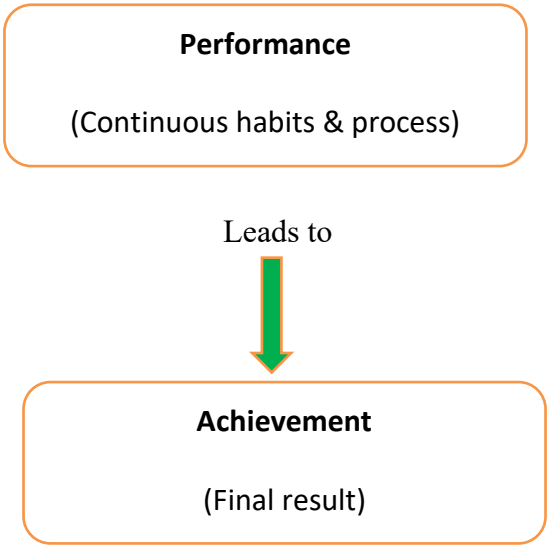
1.3.1. Performance vs Achievement

As demonstrated through the definition provided above, it could be stated that performance and achievement are closely related, but they do not represent the same term. Looney (2022) explained the difference by stating that achievement is the result that is typically compared to others, whereas performance is about a continuous representation of habits or processes. This shows that achievement is the end result while the performance is the continuous process through which this result is obtained. The following figure provides an illustrative

demonstration for the difference between performance and achievement based on Looney's (2022) explanation (See Figure 2.1).

Figure 1.1

Difference between Academic Performance and Achievement (Based on Looney, 2022)



Bong (2001) further adds that performance encompasses the ability to utilize language in a restricted and regulated setting, like a classroom or a situation-based discussion. This language use could be performed through speaking or writing, which both represent students' ability to use language and continue to use it in academic settings and requirements. Moreover, this performance reflects students' language proficiency and the development of their language skills. Performance could also be reflected through classroom participation and engagement in learning activities, unlike achievements that are measured through final outcomes such as tests and exams.

1.3.2. The Effect of Formative Assessment on EFL Learners' Performance

Research shows that there is a positive association between teachers' implementation of formative assessment and students' academic performance. In a study conducted by Sahibzada

and Himat (2019), it was revealed that the use of formative assessment through group work, assignment, homework, presentation, project work contributes to improving students' academic that is measured by their final scores in exams. This study provided concrete evidence of the positive impact of formative assessment in enhancing FEL students' academic performance. Thus, ongoing assessment of students' language production and academic performance through classroom activities ensures the progressive development of their academic performance and enhancement of their language skills.

In another study, Sadek (2025) examines the impact of formative assessment on EFL students' academic performance in Algiers university, particularly the Department of Communication Sciences. This research highlighted the use of formative assessment through blended learning environment, using Moodle platform. Thus, students were engaged in continuous assessment process activities both in class and online. The study employed both pre and post-test, in addition to focus group discussions with the participants to accurately detect the progress, or lack thereof, of their academic performance. the results showed that regular formative assessment and feedback provided to learners via Moodle had a significant impact on the development of their writing proficiency, a skill that was used to measure the increase in students' academic performance. Furthermore, the findings of the study showed that this type of assessment is also effective in increasing students' engagement in the learning process. Despite the positive results, limitations were also reported in terms of technical problems and limited digital literacy. which may pose a challenge to the effectiveness of long-term online formative assessment implementation in the EFL learning process.

Similarly, Ben Hmida (2022) examined the impact of formative assessment on EFL learners in Tunisian secondary schools. The findings showed that formative assessment positively influenced students' learning and engagement through continuous feedback and self-assessment practices. However, the study highlighted the need for further research on its long-term effects in different educational contexts.

1.3.3. Classroom Participation

Classroom participation could be viewed as one of the most important indicators of successful academic performance. This term describes pupils' involvement in the learning process and their active engagement in classroom learning activities. In general, pupils' participation is defined as "the amount of physical and psychological energy that the student devotes to the academic experience" (Nguyen. H & Nguyen. T, 2020. p. 1). In other words, participation is not limited to students' physical engagement in the learning process in class, such as answering teachers' questions and engaging in classroom discussions. On the contrary, it also involves the amount of attention, concentration and motivation that students show towards their learning process in class. Consequently, participation involves the cognitive, emotional and physical engagement of the learner in classroom learning activities.

Furthermore, Loftin et al, (2010) added that classroom participation contributes to the development of learners' critical thinking skills and the enhancement of their academic performance. However, teachers should provide the accommodating environment that supports this participation. Loftin et al, (2010) explained that large-size classrooms, fear of negative feedback, and teachers' interruptions are all factors that could reduce students' willingness to

participate in classroom activities. Thus, teachers should make a conscious effort in creating a safe and engaging environment where students feel comfortable to participate. Moreover, teachers are advised to encourage classroom participation through asking simple questions, calling students with their names, moving around the classroom to get all students' attention equally and provide encouraging feedback to learners (Loftin et al, 2010). All these suggestions serve as positive prompts that could encourage students to take part in classroom activities and engage in the EFL learning process.

As demonstrated above, one of the main indicators of academic performance in the EFL classroom is participation in the learning process. Nguyen. H and Nguyen. T. (2020) reveal that active verbal communication is regarded by both learners and teachers as a strong indicator of successful academic performance in the EFL learning process. Students' ability to speak in class, express their thoughts and discuss their opinions with their teacher and classmates increases their confidence in their language performance, facilitates their learning process and enhance their language proficiency as well.

In a study conducted by Bukhari, et al (2024), academic performance indicators were classified into two types; they include behavioral and social indicators. The behavioral indicators include the physical actions taken in class to reflect students' academic performance and language production, such as taking part in class discussions, group projects, and activities. These behavioral markers such as attendance, regularity, and punctuality could provide the teacher with insightful information about student's interest and performance level. That is to say, the more students participated in classroom activities and discussions, and maintained their regular attendance to class, they more interest they show towards their learning process and towards

the aspect of developing their academic performance and language proficiency. Consequently, these markers are important in determining pupils' performance and predicting their overall achievements.

Regarding social indicators, they mainly involve students' ability to socialize within the EFL classroom (Bukhari, et al, 2024). This is based on the implication that students who have more social assets typically do better academically than students who lack social skills. This suggests that the ability to engage in social interaction with peers and teachers and maintain a positive rapport with academic individuals predict students' high academic performance.

Moreover, Bukhari, et al (2024) also explain that socialization with high-achieving students in the classroom or outside, helps learners develop their own academic performance. Thus, it could be stated that peer pressure and positive social interaction can have a significant influence on students' learning habits and their motivation to ensure their academic success in the EFL learning process, maintaining the same level of performance that their friends have as a form of academic competition or imitation of successful academic performance.

1.3.4. Characteristics of Academic Performance

Formative assessment is expected to improve pupils' learning and accomplishment because of its compelling logic, which involves defining learning goals, evaluating pupils' progress toward those goals, and utilizing effective teaching tactics to reduce the gap in their learning (Yin, 2005). All these factors contribute to making this type of assessment one of the most strategic language teaching instruments that could be used in the EFL classroom to enhance students' academic achievements and improve their language performance.

In addition, Akrofu (2020) list self-perception, attendance at school, behavior and attitude, intelligence level, time management, and motivation as the main characteristics that define students' academic performance in the EFL learning process. This shows that these characteristics could be classified into internal and external characteristics. The internal ones involve students' level of intelligence, their motivation, their self-perception and attitudes.

Regarding external characteristics, they include pupils' behaviors in class, such as participation, their time management and their attendance at school. In fact, Ancheta, et al (2021) provide proof, through their empirical study, that pupils who attend school regularly score higher achievements in tests and exhibit better academic performance than pupils who frequently skip school and miss their classes. This shows that school attendance serves as an indicator of academic performance through reflecting pupils' commitment towards the learning process, their level of responsibility and their willingness to achieve their learning goals.

In terms of motivation, research shows that the higher levels of motivation pupils have towards learning or teachers' practices, the more positive attitudes they develop towards the overall learning process, an in turn, the higher pupils' academic performance (Belaid & Sarnou, 2019; Granberg, et al, 2021). The level of intelligence also characterizes pupils' academic performance. Pagar (2016) demonstrate that students' cognitive abilities correlate positively with their academic achievements and performance. It is explained that students with advanced cognitive skills have better problem-solving and critical thinking skills, in addition to more enhanced memory retention, which results in higher academic performance.

In addition, time management is another important factor that characterizes students' academic performance. Galaviz (2025) show through his study that time management enables

students to complete tasks in correlation with the time allocated for its execution. This way, students' perceptions of their self-efficacy are improved and their ability to regulate their learning process and organizing its activities is enhanced. Consequently, it was found that time management is a factor that significantly influences students' academic performance, leading to the conclusion that students must possess this competency.

1.4. The Relationship between Formative Assessment, Motivation and Performance

The relation between formative assessment, motivation and academic performance is based on the of formative assessment activities on increasing students' motivation to learn and develop their language skills, which in turn contributes to the enhancement of their academic performance in class. In a study conducted by Zhang (2018) with young EFL learners in Jiangsu Province in China, this impact was empirically examined and proved. For data collection, the study employed questionnaire with students to explore their level of motivation, and their attitudes towards formative assessment, quantitative English language quizzes to measure student achievement during the fieldwork, and qualitative interviews with teachers and students regarding their perceptions of formative assessment. The findings of this research revealed that students' motivation and achievement were strongly and positively correlated with formative assessment usage. Thus, this study showed the relation between formative assessment, students' motivation and their academic achievements, which represent their academic performance. Moreover, this study highlighted the factor of gender in determining this effect, showing that girls scored higher levels of motivation and academic achievements than boys, especially girls with previously low academic achievements in class.

The study of Belaid and Sarnou (2019) further emphasize the need for promoting students' motivation, indicating that underachievers have low academic performance despite the implementation of engaging formative assessment strategies, due to lack of motivation. Moreover. their lack of motivation is also attributed to their negative attitudes towards their teacher, which draws the line between achievers and underachievers in the EFL classroom. Therefore, it was suggested through this study that training sessions should be provided for teachers, especially within the Algerian educational system, to train them on how to integrate effective and engaging formative assessment methods in class to improve students' attitudes towards the overall learning process in general and their teachers' competence in particular. Thus, improving students' attitudes could play a significant role in enhancing their learning motivation and increasing their academic performance as well.

In another study that is used to highlight the relation between formative assessment and students' performance, Dench (2020) examines the role of formative assessment on EFL students' writing performance at Biskra University in Algeria. This study highlighted that the majority of students in this university struggle to develop their writing skill and improve their performance in writing sessions. As it is commonly known, writing is vital for students in higher education since it is the medium used to pass tests and exams and generally measure learners' language proficiency. Thus, the use of continuous assessment methods, through which teachers provide continuous supportive feedback for students, showed to improve their writing and develop their academic performance.

For further confirmation of the relation between the three variables, the study of Granberg, et al (2021) is used as another example. This study was conducted to explore formative

assessment practices in the EFL classroom and their influence on students' self-regulated learning. The findings of this research revealed that formative assessment practices have a major impact on increasing students' language learning autonomy. The latter refers to students' initiative in taking responsibility of their own learning process. Learning autonomy in fact, requires motivation as a main drive to guide this process and ensure its continuity, particularly, intrinsic motivation (Lee & Ni, 2025). Thus, the effect of formative assessment on self-regulated learning extends to enhanced students' motivation as well. Furthermore, the study of Granberg, et al (2021) also reveal that formative assessment practices contribute to promoting students' academic performance, which shows the correlative relation between formative assessment, motivation and academic performance as well.

Conclusion

To conclude, this literature review has discussed the main concepts related to formative assessment and its impact on EFL learners' motivation and academic performance. First, it presented different definitions and characteristics of formative assessment as an effective approach that supports teaching and learning through continuous feedback and classroom interaction. Then, the chapter shed light on learners' motivation and its different types, emphasizing its importance in enhancing learners' engagement and participation in EFL classrooms. In addition, it explored the concept of academic performance and the factors that may influence learners' achievement. Finally, the relationship between formative assessment, motivation, and academic performance was clarified, showing that the effective use of formative assessment can positively influence learners' motivation and improve their academic outcomes.

Chapter Two: Field Work

Introduction

The current chapter presents the practical side of the dissertation. It explains the research design, its methods, population, sample and sampling techniques, data collection and analysis tools and procedures. All of these elements are presented with the justification for adopting each of them. It also presents the data analysis and discussion, summarizes the research findings and recommendations.

2.1. Research Design

The present research adopts a descriptive small-scale approach. Exploratory studies are defined by Stebbins (2001) as the processes of learning about the unknown. It is the process of looking into and learning about a foreign field in order to establish background information and general knowledge about a certain subject or item. Therefore, the purpose of exploratory research is to study a research subject that has not been thoroughly studied before and has little literature to support it. This is done to give other researchers a foundation upon which to develop their investigation.

Consequently, the purpose of this type or research design corresponds with the aim of the present study, which examines the effect of formative assessment on learners' motivation and performance within EFL classrooms in an Algerian secondary school named Mohammed Khemisti, which is situated in Chelghoum Laid-Mila.

2.2. Research Methods

. According to George (2021), the mixed methods approach provides a more complete picture that can be obtained by the researcher using both quantitative and qualitative methods than by using only the quantitative or qualitative method on its own. This approach integrates the benefits of both qualitative and quantitative research approaches to address a particular research problem in order to gain a deeper comprehension of the topic in an accurate and systematic way.

Thus, this approach is selected to be used in the present study because it combines both accuracy and quality to gain more elaborated research answers that could solve the research problem. Both quantitative and qualitative data collection procedures are followed in the present study to explore both students and teachers' perceptions towards the effect of formative assessment on learners' motivation and academic performance. This cross-examination of pupils and teachers' perspectives through both quantitative and qualitative research means provides an in-depth comprehension of the application of formative assessment in EFL classroom and how it contributes to the development of pupils' learning process.

2.3. Research Population

The target population of the present study consisted of second-year secondary school pupils from the Foreign Languages stream at Mohammed Khemisti Secondary School in Chelghoum Laïd, Mila, and English language teachers from different secondary schools across Mila Province. This population was selected because it is appropriate for investigating the effect of formative assessment on learners' motivation and academic performance, drawing on their accumulated learning experiences within an educational system where formative assessment is mandatory. The inclusion of English language teachers from different schools provided a broader perspective on

the implementation of formative assessment practices. Collecting data from both pupils and teachers allowed the researcher to examine the phenomenon from different perspectives and obtain more comprehensive insights into the research topic.

2.4. Sample and Sampling Technique

The present study employs non-probability sampling technique, specifically convenient sampling. The rationale behind this decision is the accessibility of participants that is facilitated by the already-existing groups put in classrooms. This factor makes it easier for the researchers to collect data in a short period of time, avoiding to waste teachers' classroom valuable time. However, this decision poses the imitation of bias and lack of generalizability of findings that could reduce the reliability of final results due to lack of randomization. Consequently, the sample of study includes 44 pupils and seventeen EFL teachers.

2.5. Data Collection

Data collection or gathering is identified as the process of obtaining and examining relevant variable information in a methodical and defined way with the aim of addressing specific research inquiries, testing theories, and assessing outcomes (Kabir, 2016). This process entails collecting information from participants in order to evaluate the study variables through the use of different materials and instruments. The tools employed in the present study include a questionnaire with pupils and semi-structured interviews with teachers.

2.5.1. Pupils' Questionnaire

According to Roupa and Sayta (2012), a questionnaire consists of a set of questions that are either printed or transcribed online, and respondents fill them out to share their opinions. In other words, it is a set of questions given to the research sample in order to get information on their

opinions and perceptions about a particular subject. This tool is used in this study to collect a large base of data in a short period of time.

2.5.1.1. Description of the Questionnaire

The questionnaire is the quantitative tool used in this study to collect data from the participants. It is adapted from the study of Sahibzada and Himat (2019), which examines the effect of formative assessment on EFL pupils' academic performance at Kandahar university. The statements from the likert scale section are taken from this model, while the rest of the questions are self-developed to meet the specific objectives of the present study. The questionnaire is divided into three sections, with seventeen questions, most of them are either close-ended questions and likert-scale statements (See Appendix A).

Section one: Background Information

This section explores the background information of participants, including their age (Q1), gender (Q2) and their level of English language proficiency (Q3).

Section Two: Perceptions towards the Effect of Formative Assessment on Learners' Motivation

The second section explores participants' perceptions towards the effect of formative assessment on learners' motivation. It includes six questions. The first one investigates the types of assessment used by the teacher in classroom activities (Q4). The second question in this section explores the frequency with which teachers provide their pupils with feedback when engaging in different forms of formative assessment (Q5). The third question examines the effectiveness of this feedback in correcting and improving pupils' language performance in class (Q6). The fourth question aims at identifying the most effective type of assessment in improving pupils' language proficiency development (Q7). It is followed by another question that examines participants' attitudes towards the use of both formative and summative assessment in evaluating

their language proficiency in the EFL learning process (Q8). The final question in this section explores participants' motivation when engaging in formative assessment (Q9).

Section Three: Perceptions towards the Effect of Formative Assessment on Learners' Performance

The third section explores participants' perceptions towards the effect of formative assessment on their performance. It includes eight questions, seven of which are likert-scale statements that examine the effect of formative assessment on different aspects of pupils' learning process (Q10-Q16), and the last one prompts pupils to provide further suggestions and recommendations (Q17).

2.5.1.2. Administration of the Questionnaire

The questionnaire was administered to pupils online using Google platforms. It was first posted on Facebook groups for Second-year pupils of Mohammed Khemisti secondary school in Chelghoum Laid- Mila on Mai 1st, 2026. The questionnaire was reposted for four successive days to collect the sufficient number of responses. The participants were anonymous and only offered the information needed in the forum. Therefore, confidentiality was highly maintained throughout this procedure.

2.5.2. The Interview

The interview is the qualitative data collection tool used in this study to gather elaborated information from teachers concerning. According to Nigel et al, (2000), it is an essential method of obtaining data that involves verbal exchanges between the researcher and the subject through which participants could offer elaborated information about their insights and points of view towards a particular topic. This makes it the most suitable tool for exploring teachers' perceptions

towards the effectiveness of formative assessment and its effect on learners' motivation and performance.

2.5.2.1. Description of the Interview

The interview is the qualitative tool used in this study to collect data from the participants. It is self-developed in order to meet the specific objectives of the present study. The questions are custom-made in order to gain in-depth comprehension of teachers' practices in conducting formative assessment in class and the influence of this process on pupils' motivation and performance in school. It mainly includes nine open-ended questions (See Appendix B).

- **Question 1:** It explores participants' teaching experience. This question determines the ability of the participants in providing insightful information about the application of formative assessment in their EFL classrooms based on their own teaching experience.
- **Question 2:** It explores participants' professional development, for the aim of examining their theoretical knowledge and expertise by identifying the influence of the type of training they received on their understanding of and application of formative assessment.
- **Question 3**: It explores participants' perceptions of assessment, with its types, and its role in tracking pupils' learning progress.
- **Question 4**: It examines the most frequently used type pf assessment by the participants in their teaching practices.
- **Question 5**: It explores participants' perceptions of the benefits of formative assessment for pupils' academic progress based on their own teaching experience.
- **Question 6:** It inspects the assessment strategies followed by the participants to integrate formative assessment in their teaching methods.

- **Question 7:** It aims at exploring the effectiveness of formative assessment in enhancing pupils' motivation to learn in class.
- **Question 8: I**t examines the effectiveness of formative assessment in enhancing pupils' academic performance.
- **Question 9**: It offers the opportunity for participants to provide further suggestions and recommendations for improving the quality of formative assessment application in EFL classrooms.

2.5.2.2. Conducting the Interview

The interview was conducted online using Zoom platform. First, participants were approached to obtain their consent and schedule convenient Zoom sessions based on their availability. This process started on May 9th, 2026 and lasted until May 13th, 2026. First, only teachers of English from Mohammed Khemisti secondary school in Chelghoum Laid- Mila engaged in the data collection process, then other teachers from nearby secondary schools participated as well, considering that their participation was feasible due to the use of online procedures. Consequently, seventeen participants were interviewed, with their responses recorded after obtaining their consent, to offer their perceptions towards the influence of formative assessment on learners' motivation and performance within EFL classrooms in Algerian secondary schools. Throughout the timespan of four days, four interviews were conducted per day to collect the necessary data from the participants, with an exception for the fourth day since five interviews were conducted instead of four.

2.6. Data Analysis

According to Ibrahim (2015), data analysis is the process of extracting relevant information from the collected data through a variety of calculations and assessments. Consequently, it is the

process of analyzing the information obtained from the sample of research in order to determine the study's final conclusions and offer answers to the research questions.

The current study employed descriptive frequencies using IBM SPSS Version 21 to analyze the data collected through the questionnaire in a quantitative way. Additionally, it also employs thematic analysis to interpret the data collected through the interview in a qualitative way.

2.6.1. Analysis of the Questionnaire

The analysis of the questionnaire is conducted using SPSS software, specifically descriptive frequencies that account for the internal validity and reliability of the questionnaire.

The results of the internal validity of the questionnaire are presented below.

Table 2.1

Internal Validity of the Tool

Internal Validity of the Tool	**Correlation**	**Significance**
	0.86	0.01

****Significant at the *p* =0.01 level**

Table 2.1. demonstrates that the correlation coefficient of the study tool is statistically significant at the level (0.01). The value of the validity of the current tool was proven to reach (0.86). As a result, the coefficient correlation of validity is high and the tool is valid.

The following table includes the results of measuring the reliability of the questionnaire.

Table 2.2

Reliability of the Questionnaire

Cronbach's Alpha	**Reliability Statistics**	**N of Items**
0.94	0.97	10

Table 2.2. represents the stability factor of the present research instrument. The stability of the questionnaire reached (0.97), which is high and suitable for study purposes. Hence, the development of the questionnaire is reliable.

Section One: Background Information

1. Age

This question explores the distribution of age among the research participants. The data show that (95.2%) of participants are aged between "16-18" years old, while (4.8%) are between "19-21" years old. The results are summarized in table 2.3.

Table 2.3

Participants' Age

		Frequency	**Percent**
Valid	16-18	40	95.2
	19-21	2	4.8
	Total	42	100.0

These findings show that the sample of the study is a homogenous group, as the majority of participants are close in age. This also reflects positively on the data collection process, as pupils are similar in age, which could contribute to the maintenance of data consistency and reliability.

2. Gender

This question examines the distribution of gender among the participants. It shows that more than half participants are "Females", with a percentage of (54.8%) representing their response. (45.2%) are "males".

Table 2.4

Participants' Gender

		Frequency	Percent
Valid	Male	19	45.2
	Female	23	54.8
	Total	42	100.0

The results show that there is a relatively an equal distribution of gender between the research participants. This also contributes to the consistency and reliability of research findings.

3. How do you describe your English language proficiency?

This question aims at examining participants' English language proficiency. The majority of participants indicated that they have either a "Good" or "Above average" level, with a percentage of (45.2%) and (16.7%) respectively. other participants selected "Poor" and "Average" as their level of proficiency, with a percentage of (16.7%) and (14.3%) respectively. There are only three participants, (7.1%), who expressed that they have an excellent level of English proficiency.

Table 2.5

Participants' Level of English Proficiency

		Frequency	Percent
Valid	- Poor	7	16.7
	- Average	6	14.3
	- Above average	7	16.7
	- Good	19	45.2
	- Excellent	3	7.1
	Total	42	100.0

The results reveal that participants have varying levels of English proficiency and mostly, half of them have the adequate level that enables them to comprehend the content of the questionnaire. Therefore, in order to avoid any misunderstandings due to linguistic barriers, the

questionnaire was translated to Arabic in order to meet the different linguistic needs of the participants.

Section Two: Perceptions towards the Effect of Formative Assessment on Learners' Motivation

4. What type(s) of work(s) do your teacher often ask you to do?

This question aims at identifying the type of work that teachers often assign their pupils to. The data shows that most participants selected "Group work" and "Homework" with an equal percentage of (30.2%). Others chose "Asking questions in class" (11.6%), classroom assignments (9.3%) and "Presentations and Projects" (9.3%). Peer work is the least selected classroom activity, with a percentage of (7%). The results are shown in table 3.6.

Table 2.6

Teachers' Use of Different Types of Tasks in Class

		Frequency	Percent
Valid	- Group work	13	30.2
	-Peer work	3	7.0
	-Classroom assignments	4	9.3
	-Presentations and Projects	4	9.3
	-Homework	13	30.2
	-Asking you questions in class	5	11.6
	- All the above	1	2.3
	Total	42	100.0

The findings of this question show that group work and homework are heavily emphasized by EFL teachers in secondary school. The selection of these two methods of assessment could be

attributed to their suitability to be implemented with large-size classrooms. This way, teachers can ensure that all pupils in class can engage in these activities and benefit from this academic practice, whether in class or at home.

5. How often does your teacher provide you with feedback when engaging in these forms of works?

This question explores the frequency with which teachers provide their pupils with feedback when engaging in assessment activities. (35.7%) of participants selected “Sometimes”, (26.2%) chose “Often”, and (21.4%) selected “Always”. They are followed by (9.5) and (7.1%) who successively chose “Rarely” and “Never”. The results are presented in table 2.7.

Table 2.7

Teachers’ Feedback to Pupils’ When Engaging in Classroom Activities

		Frequency	**Percent**
Valid	Always	9	21.4
	Often	11	26.2
	Sometimes	15	35.7
	Rarely	4	9.5
	Never	3	7.1
	Total	42	100.0

The findings show that most participants associate their engagement in assessment activities with teachers’ feedback. This suggests that teachers frequently and consistently provide feedback to their pupils when they assign them to different assessment activities, either in class or at home.

6. To what extent do you agree that this feedback is effective in correcting and improving your language performance in class?

This question explores participants' attitudes towards the effectiveness of teachers' feedback in correcting and improving their language performance in class. (52.4%) and (31%) of participants "Strongly agree" or "Agree", respectively, on the effectiveness of this feedback. (14.3%) chose "Neutral", expressing their uncertainty towards the statement, while (2.4%) chose to "Disagree". The statistics are summarized in table 2.8.

Table 2.8

Effectiveness of Teachers' Feedback in Improving Pupils' Language Performance

		Frequency	**Percent**
Valid	Strongly agree	22	52.4
	Agree	13	31.0
	Neutral	6	14.3
	Disagree	1	2.4
	Total	42	100.0

These findings indicate that teachers' feedback is effective in correcting pupils' mistakes and improving their performance in class, based on participants' learning experience.

7. Which type of assessment do you believe is more effective in promoting your language proficiency development?

This question aims at identifying the type of assessment that participants believe is more effective in promoting their language proficiency development. (85.7%) selected "Continuous

assessment", while (14.3%) chose "Summative assessment". The results are presented in table 2.9.

Table 2.9

Most Effective Type of Assessment for Promoting Pupils' Language Proficiency

		Frequency	Percent
	Continuous assessment (any or all of the above works)	36	85.7
	Summative assessment (at the end of the learning period)	6	14.3
	Total	42	100.0

The findings show that pupils acknowledge the role of formative assessment that is based on the continuous evaluation of their performance in promoting their language proficiency development.

8. Do you prefer your teacher to use the above works or end-of- trimester exams to evaluate your language proficiency in the EFL learning process?

This question further explores pupils' preference of summative or formative assessment to evaluate their language proficiency in the EFL learning process. Results show that (64.3%) of participants chose "continuous assessment", and (35.7%) selected "Exams (at the end of the learning period i.e. summative assessment)". The statistics are summarized in table 2.10.

Table 2.10

Pupils' Preferred Assessment Method in their Language Learning Process

		Frequency	Percent
Valid	Any or all of the above (continuous assessment)	27	64.3

	Exams (at the end of the learning period i.e. summative assessment)	15	35.7
	Total	42	100.0

The findings confirm the result of the previous question (Q7), indicating that pupils prefer formative, or continuous assessment over summative assessment, to evaluate their progress in the EFL learning process.

9. How would you describe the level of motivation you feel when engaging in the above-mentioned activities?

This question aims at exploring participants' level of motivation when engaging in formative assessment activities. (42.9%) and (31%) chose "Motivated" or "Highly motivated", respectively. (23.8%) chose "Neutral", while (2.4%) selected "Not motivated". The results are summarized in table 2.11.

Table 2.11

Pupils' Motivation in Engaging in Assessment Methods

		Frequency	**Percent**
Valid	Highly motivated	13	31.0
	Motivated	18	42.9
	Neutral	6	23.8
	Not motivated	1	2.4
	Total	42	100.0

The findings show that most participants feel motivated when engaging in assessment activities. Thus, this shows the positive effect of formative assessment on increasing EFL pupils' motivation.

Section Three: Perceptions towards the Effect of Formative Assessment on Learners' Performance

10. To what extent do you agree or disagree that formative assessment provides you with opportunities to find your strengths and weakness in order to work accordingly?

This question examines participants' perceptions towards the role of formative assessment in detecting pupils' learning weaknesses and strengths. The results show that (52.4%) and (26.2%) of participants "Agree" and "Strongly agree", respectively, on the positive role of formative assessment in identifying their weaknesses and strengths. They are followed by (19%) who chose "Neutral", while (2.4%) chose "Disagree". The results are shown in table 2.12.

Table 2.12

Role of Formative Assessment in Detecting Pupils' Learning Weaknesses and Strengths

		Frequency	Percent
Valid	Strongly agree	11	26.2
	Agree	22	52.4
	Neutral	8	19.0
	Disagree	1	2.4
	Total	42	100.0

These findings indicate that most participants acknowledge that formative assessment provided by their teachers is effective in identifying their errors. This helps them fill in the gaps in their learning process through detecting their learning weaknesses. Moreover, formative assessment also contributes to acknowledging and addressing pupils' learning strengths through the praise provided by the teacher. Thus, the role of this assessment is not limited to detecting errors, but to motivate learners and enhance their performance as well.

11. To what extent do you agree or disagree that teachers' assignment in studying new lessons make you active in the class?

This question examines participants' attitudes towards the role of teachers' assignments in increasing pupils' motivation to be active in class. (35.7%) of participants "Agree" with the statement, followed by (23.8%) who chose to similarly "Strongly agree". (28.6%) decided to stay "Neutral", while (7.1%) and (4.8%) selected "Disagree" or "Strongly disagree" respectively. The results are shown in table 2.13.

Table 2.13

Role of Teachers' Assignments in Increasing Pupils' Motivation

		Frequency	Percent
Valid	Strongly agree	10	23.8
	Agree	15	35.7
	Neutral	12	28.6
	Disagree	3	7.1
	Strongly disagree	2	4.8
	Total	42	100.0

These findings indicate that most participants acknowledge that teachers' assignment in studying new lessons make them active in the class. Therefore, formative assessment contributes to increasing pupils' engagement and participation in classroom activities.

12. To what extent do you agree or disagree that teachers' positive reinforcement motivates you as a student to do your best in class?

This question examines participants' attitudes towards the role of teachers' positive reinforcement in motivating them as pupils to do their best in class. The majority of participants selected to "Strongly agree" or "Agree" with the statement with a percentage of (61.9%) and

(23.8%) respectively. (9.5%) chose to stay “Neutral”, while (4.8%) decided to “Disagree”. The results are summarized in table 2.14.

Table 2.14

Role of Teachers’ Positive Reinforcement in Motivating Pupils

		Frequency	Percent
Valid	Strongly agree	26	61.9
	Agree	10	23.8
	Neutral	4	9.5
	Disagree	2	4.8
	Total	42	100.0

These results highlight the role of positive reinforcement as a motivational strategy that encourages pupils to engage more in their learning process and enhance their academic performance.

13. To what extent do you agree or disagree that teachers’ questions and answers method of assessment at beginning of the classes and at the end lead you to come prepared for the class?

This question explores the role of teachers’ questions in enhancing pupils’ preparedness for class. It shows that the majority of participants “Strongly agree” or “Agree” with the statement, with a percentage of (50%) and (38.1%) respectively. They are followed by (7.1%) who chose “Neutral”, and (4.8%) who chose to “Disagree”. The results are presented in table 2.15.

Table 2.15

Role of Teachers’ Questions in Enhancing Pupils’ Preparedness for Class

		Frequency	Percent
Valid	Strongly agree	21	50.0
	Agree	16	38.1
	Neutral	3	7.1
	Disagree	2	4.8

	Total	42	100.0

The results show that the majority of participants acknowledge the positive ieffect of teachers' method of asking them questions at the beginning and end of class in increasing their preparedness to class.

14. To what extent do you agree or disagree that formative assessment influences your results in final exams?

This question explores participants' attitudes towards the effect of formative assessment on their final exams. The results show that most participants "Strongly agree" or "Agree" with the statement, with a percentage of (57.1%) and (28.6%) respectively. They are followed by (11.9%) who chose "Neutral", and (2.4%) who chose "Disagree".

Table 2.16

Role of Formative Assessment in Influencing Pupils' Final Scores

		Frequency	**Percent**
Valid	Strongly agree	24	57.1
	Agree	12	28.6
	Neutral	5	11.9
	Disagree	1	2.4
	Total	42	100.0

The findings of this question reveal that the majority of participants are aware that formative assessment influences their final exam scores. This awareness could play a role in motivating pupils to take part in classroom assessment activities and engage in this type of assessment to enhance their academic performance.

15. To what extent do you agree or disagree that formative assessment has increased your academic performance?

This question aims at identifying participants' attitudes towards the role of formative assessment in increasing pupils' academic performance. The data shows that most participants "Agree" or "Strongly agree" with the statement, with a percentage of (52.4%) and (33.3%) respectively. (11.9%) chose to stay "Neutral", while (2.4%) chose to "Strongly disagree". The results are summarized in table 2.17.

Table 2.17

Role of Formative Assessment in Increasing Pupils' Academic Performance

		Frequency	Percent
Valid	Strongly agree	14	33.3
	Agree	22	52.4
	Neutral	5	11.9
	Strongly Disagree	1	2.4
	Total	42	100.0

These findings reveal that most participants are aware that formative assessment increases their academic performance. Thus, this awareness helps them acknowledge that their teachers' formative assessment contributes to supporting their academic performance, which may lead them to forming positive attitudes towards this method.

16. As pupils, which form of formative assessment is most effective in enhancing your motivation in class and academic performance?

This question aims at identifying participants' attitudes towards the most effective type of assessment in enhancing their motivation and academic performance. (57.1%) chose "Teachers' feedback", (28.6%) selected "Peer assessment", while (14.3%) selected "Self-assessment". The results are summarized in table 2.18.

Table 2.18

Most Effective Assessment Method for Enhancing Pupils' Motivation and Academic Performance

		Frequency	Percent
Valid	Teachers' feedback	24	57.1
	Self-assessment	6	14.3
	Peer assessment	12	28.6
	Total	42	100.0

The findings show that the majority of participants agree that teachers' feedback is the most effective type of assessment in promoting motivation and academic performance.

17. Would you like to offer some further suggestions and recommendations?

The data collected through this question reflect the participants' recommendations which include:

- **Providing Timely Feedback**: One of the main suggestions provided by pupils is that teachers should put more effort in providing pupils with feedback at the end of every task. One of the participants justified that "Timely feedback is crucial because it allows us to correct our mistakes immediately and stay motivated throughout the learning process".
- **Providing Detailed and Personalized Feedback**: Another suggestion was to customize the feedback provided based on every student's performance. One of the participants revealed that "Specific comments on individual strengths and areas for improvement are much more helpful for academic growth than general remarks".
- **Increasing Formative Assessment Practices in the EFL Classroom**: There is a participant who suggested that "teachers should use formative assessment regularly, it would be helpful to include more quizzes and group work". This suggestion highlights the need for integrating more formative assessment practices and activities in the EFL classroom to promote pupils' language learning process and improve their academic performance.

2.6.2. Analysis of the Interview

1. How long have you been working as a teacher?

The data collected through this question indicates that the participants of the study have different teaching experiences in higher education. The main observation is that participants are divided into two categories, novice teachers and more stable teachers in their professions, or more experienced ones. The results are summarized as follows.

- **Novice Teachers**: The data show that there are eight teachers out of seventeen who are considered as novice. Their teaching experience ranges from two months to three years (2months, 9 months, 1 year. 2 years, 3 years). This may pose a limitation to the information they offer regarding the use of formative assessment in the EFL classroom and its effect on learners' motivation and academic performance. Their limited teaching experience may not enable them to fully develop their professional comprehension or application of formative assessment methods in class.
- **More Experienced Teachers**: There are nine participants who could be classified as more experienced instructors based on their teaching experience that extends three years. The data collected show that their teaching experience ranges from 5 years, 7 years to10 years. These findings indicate that the majority of participants could provide insightful information regarding their practical teaching experience in the EFL classroom and their diverse knowledge of formative assessment strategies and pedagogical implementation in class to evaluate pupils' academic performance.

2. Have you received a professional training regarding assessment before or during your teaching careers? Provide some details about your experience, please.

The data collected through this question reveals that participants had different experiences with teaching training. The answers are divided into three main themes. They are presented as follows:

- Professional Training: Five participants indicated that they have received a structured and professional training to educate them about assessing pupils' performance in the EFL classroom. Participants' responses varied from **"***During my teaching career***"** to **"***Yes, I have. Well! During my teaching career? I was taught by the inspector to assess learners' grasping of the lexical and grammatical aspects tackled along each unit to assess grammar rules understanding of lexical items and text their comprehension of texts and questions related to texts and also to assess their writings and the consolidation of grammar rules taught before that should be used while producing any piece of writing*". This training may have been general in terms of covering different aspects of the teaching process, but it did cover assessment as one of its main components. Another teacher said: "*Yes, I received professional training on assessment during my teaching career. It covered formative and summative assessment, test design, and giving effective feedback to pupils*". This response shows that this type of feedback is more specific, which implies that it could be more effective in enhancing teachers' theoretical knowledge of assessment strategies and practical application of assessment rubrics. In addition, another one stated: "*Yes, I have. during my teaching career. It included workshops on formative and summative assessment, designing effective tests, and using feedback to support pupils' learning. This training helped me improve how I evaluate and guide my pupils*". These responses also reflect the different aspects of assessment covered in the training and their contribution to developing teachers' ability to implement different types of assessment in their classroom to evaluate pupils and assess their progress.

- Academic/Pedagogical Training: Two participants revealed that they only received an academic guidance through their university education before enrolling in their profession. One of them explained **"***At university, I learned how to design tests and evaluate pupils. I also attended training sessions at school where I learned how to assess pupils' skills and give marks*". The second participant proclaimed that he received training as a pre-service practice, "As a student in higher school teacher, I received training before teaching for 6 months". This type of training may be beneficial for increasing teachers' knowledge of assessment strategies, but it is limited to the lack of practical application. Although this training enhances teachers' theoretical knowledge of how to design tests and grade pupils, but it does not promote the practical skills that teachers need to develop on real life classroom practices.

- Self-Training: There is one participant who revealed that he was responsible for his own training on how to use assessment in the EFL classroom to evaluate pupils' academic performance. He stated: **"***In my experience, I learned how to choose the right activities and help pupils improve through feedback***".** This answer reflects the personal efforts that teachers make to develop their own professional skills, but it also highlights the gap in Algerian educational systems regarding formal professional training and pedagogical support to promote teachers' continuous professional development. This independent and unstructured training shows that teachers are left to rely on themselves to increase their ability to design tests and assessing activities that could adequately evaluate pupils' performance.

- No Training at All: Four participants out of seventeen indicated their lack of professional training in general, and training to use assessment methods and strategies in particular. One of them declared **"***I have never received any professional training*". Another one added "*Not really except what we have been taught at university*". This further suggests the lack of academic and

professional support of the Algerian ministry of education in preparing teachers for effective classroom assessment practices and strategies.

There are five participants who revealed that they received a training on formal assessment, but they did not provide any details concerning the setting of this training, its effectiveness or the skills or competencies gained through this training. Overall, the findings show that participants had different experiences in receiving assessment. Their responses highlight the limitation of current professional training on assessment strategies, emphasizing the need for more structured and inclusive programs provided by the government to support teachers' pre-service and continuous teachers' development.

3. How do you perceive the element of assessment in tracking and promoting your pupils' learning process, and which type of assessment do you mostly rely on in your teaching practices?

The data collected from the participants shows that participants provided different perspectives towards the use of assessment in the EFL classroom to track pupils' progress. The responses are organized into the following themes

- **Role of Assessment in Guiding Pupils' Learning Process**: It is demonstrated through participants' responses that assessment is vital in tracking pupils' progress in the EFL learning process. One of the participants posited that: "*Assessment guides the learning process and helps in developing the learners' level, especially formative assessment*". Similarly, another participant stated: "*Assessment helps me understand my pupils' level and follow their progress. It shows me their strengths and difficulties, so I can help them improve. I mostly use formative assessment in class, like asking questions and giving small activities. I also use summative assessment, like tests*". These responses highlight the specific use of formative assessment and

its role in helping teachers track their pupils' progress in the language learning process. It contributes to helping teachers detect learners' mistakes and weaknesses and fill in the gaps in their learning. The majority of participants provided similar answers regarding the use of formative assessment and its role in tracking pupils' learning progress. Another response summarized the role of formative assessment and its activities in class "*Assessment is a continuous process, not just a final measurement. I use it mainly to track progress, identify gaps, and adjust my teaching to better support pupils. I rely mostly on formative assessment—like questioning, observation, and quick activities—because it gives immediate feedback and helps guide learning in real time. Summative assessment is used more to evaluate overall achievement at the end*".

- **Adjusting Teaching Methods based on Assessment Results:** Another aspect of using assessment is that it helps teachers adjust their teaching methods based on the identification of pupils' challenges and difficulties in learning. One of the responses was "*Assessing learners gives teachers a chance to adjust their teaching methods accordingly*". Similarly, another participant added "*It allows me to identify their strengths and weaknesses and adjust my teaching accordingly. I mainly rely on formative assessment, such as quizzes, classroom observation, and questioning, because it provides continuous feedback and helps pupils improve during the learning process. However, I also use summative assessment at the end of sequences to evaluate overall achievement*". This response explains how assessment is used to help teachers develop and improve the effectiveness of their teaching methods to develop pupils' academic performance.
- **Role of Assessment in Motivating Learners:** Another response highlighted the role of formative assessment in increasing pupils' motivation to learn and improve their performance.

The answer stated that: "*It also motivates pupils by giving them feedback and guiding them toward improvement. In my teaching practice, I mostly rely on formative assessment, such as classroom activities, oral questions, and continuous observation, because it allows me to support pupils during the learning process and improve their performance step by step*". This shows that formative assessment is not only used to provide corrective feedback, but also to praise learners on their good performance.

- **Role of Formative Assessment in Facilitating Pupils' Comprehension:** Another use of formative assessment is facilitating pupils' comprehension. One of the participants pointed out that: "*Assessment for me as a teacher is an important element to check learners understanding. Most of the time I rely on summative and peer assessment*". Thus, continuous tasks, activities and questions make teachers identify whether pupils comprehended the lesson or not. Therefore, they could explain the difficult concepts for their pupils again.

4. Which type of assessment do you mostly rely on in your teaching practices (list those types and sub-types here because many forgot about them)?

The data collected through this question reveals that teachers use different forms and types of assessment to evaluate their pupils' performance. They include the following.

- **Formative Assessment**: Most participants provided similar answers, implying that formative assessment is the most frequently used assessment form they implement in their classroom using approximately similar activities. Some of these responses stated: "*I mostly rely on formative assessment, such as quizzes, classroom observation, peer assessment, and self-assessment, because it helps monitor progress and support pupils during learning*". Another one reflected these thoughts: "*I see assessment as an essential tool for both teaching and learning. It not only measures pupils' performance but also helps improve it. In my practice, I*

mainly rely on formative assessment because it encourages continuous feedback and student engagement. Techniques like self-assessment and peer assessment help learners become more responsible for their own progress, while summative assessment is used to evaluate their final level".

- **Summative Assessment**: Summative assessment was not listed separately in the participants' responses. Most of them stated that they only use this form in association with formative assessment, and only at the end of a term.

5. Based on your experience as a teacher, what are the benefits of formative assessment for pupils' (if in secondary school, use pupils) learning process and academic progress?

The participants' responses reveal that there are several benefits associated with formative assessment. These benefits are organized into the following themes.

- **Improving Pupils' Academic Performance**: The most acknowledged benefit of formative assessment is the encouragement of pupils' continuous learning and development of academic performance. Most of the participants' answers echoed this one: "*Formative assessment basically helps pupils learn better in real time. It gives quick feedback, so they can fix mistakes early instead of waiting till the end*" and "*It helps learners to learn more effectively through giving continuous feedback*". Thus, formative assessment plays a major role in supporting pupils' learning process and improving their academic performance.
- **Increasing Pupils' Motivation, Engagement and Self-Confidence:** Formative assessment is also acknowledged to contribute to increasing pupils' motivation to learn, their self-confidence in their linguistic ability and their engagement in class. One of the participants explained that: "*It keeps pupils more engaged, builds confidence since it's low-pressure, and lets the teacher adjust to each student's level. Overall, it makes learning smoother and helps them improve*

step by step". Another participant added: "*For pupils, it helps them improve step by step, stay motivated, and become more active in the lesson. It supports their learning and helps them make better progress*". In addition, "*formative assessment plays a great and important role in motivating learners as quizzes and games make them more comfortable to do tasks without feeling pressured and stressed as in tests and exams*".

- **Enhancing Teachers' Awareness of their Pupils' Level:** Formative assessment has many benefits for pupils' learning. It helps the teacher understand pupils' level and identify their difficulties. It also allows the teacher to give immediate feedback and correct mistakes
- **Developing Pupils' Critical Thinking:** This theme is extracted from this answer: **"**In addition, it encourages active participation, develops critical thinking, and promotes learner autonomy through self- and peer-assessment**".**
- **Enabling Teachers to Adjust their Teaching Methods:** This has been already addressed through the previous question. Formative assessment provides feedback for teachers on their teaching methods based on pupils' performance to determine the effectiveness, or lack thereof, of their teaching methods. **A r**esponse showed that **"***formative assessment helps pupils improve continuously by giving them regular feedback on their strengths and weaknesses. It increases their engagement, supports self-correction, and helps them understand their learning progress. It also allows me to adjust my teaching methods to better meet their needs, which improves their overall academic performance***"** and that **"***It [also] helps the teacher adjust lessons to meet pupils' needs, which leads to better understanding and academic progress***".**

6. How do you integrate this type of assessment in your teaching practices? (the activities that you use in class to conduct formative assessment: group work, peer work, individual work).

Participants' responses indicate that teachers use different methods and strategies to integrate formative assessment in their teaching practices. They include the following.

- **Group Work, peer Work, and Individual Work**: These three types of activities are listed by the seventeen participants of the interview. They all revealed that they mainly use these activities as the main one to integrate formative assessment. Their responses were similar but insightful at the same time. For instance, a teacher said: "I *integrate formative assessment through group work, peer work, and individual tasks*" and another maintained that: "*I use formative assessment through individual tasks, pair work, and group activities, with questions and quick feedback to check understanding and adjust teaching*". For further details, one of the participants provided this explanation "*I integrate formative assessment in my teaching through different classroom activities. I use group work, where pupils work together and share ideas. I also use pair work to help them discuss and learn from each other. In addition, I give individual tasks to check each student's understanding. During these activities, I observe pupils, ask questions, and give feedback to help them improve*". In the same vein of thought, one declared that: "*I integrate formative assessment through different classroom activities such as group work, peer work, and individual tasks. I use group activities to observe collaboration and understanding, peer work to encourage feedback between pupils, and individual tasks like short quizzes or exercises to check each learner's progress and difficulties.*"
- **Asking Questions**: One of the activities that is practiced by teachers is asking questions at the beginning of the lesson or at the end to check pupils' comprehension. A participant stated: "I *try to use this type of assessment at the beginning of each session to check learners' understanding of previous lessons*". Another one provided this justification: "*Since the classes were huge, I didn't rely on group work or pair work. I used to ask questions mid the lesson*

and test their understanding (the majority)". This shows that this activity is used with large-size classrooms to gain time, engage all pupils and evaluate learners' comprehension at the same time.

7. To what extent do you believe that formative assessment is effective in enhancing pupils' motivation to learn in class? Explain your answer providing examples, please.

The data collected through this question reveal that all participants agree that formative assessment is effective in enhancing pupils' motivation to learn and improve their performance. Their responses provided different justifications. They are classified into themes as follows.

- **Providing Feedback**: The majority of participants asserted that providing feedback is one of the main factors that contributes to increasing pupils' motivation to learn and improve their academic performance. Some are quoted here: "*I strongly believe formative assessment is very effective in boosting pupils' motivation. It gives quick feedback, so they see their progress and feel encouraged to keep going. For example, quick quizzes or exit tickets help them notice improvement, and peer work makes learning more interactive and less boring. Overall, it keeps pupils engaged and more confident in class*"; "*formative assessment is highly effective in enhancing pupils' motivation. It provides regular feedback, which helps learners understand their progress and feel encouraged to improve. For example, when I use short quizzes or ask questions during the lesson, pupils become more engaged because they receive immediate responses. Also, peer assessment and group work create a supportive environment where pupils feel more confident and motivated to participate*"; and "*if pupils can bridge the gaps in their learning successfully, they can get motivated to learn more. If we do a small comparison between teachers who use this type of assessment with the one who don't, we can imagine that pupils who are not assessed continuously would never know where they stand and thus things*

will keep being vague all along the process". These responses indicate that exposing pupils to different forms of formative assessment provides them with more opportunities to receive corrective or encouraging feedback, which makes them more engaged in the learning process and more motivated to learn.

- **Tracking Progress and Providing Support:** Another explanation is provided by one of the participants who elaborated that formative assessment provides a continuous support for pupils' learning process. This makes pupils feel more engaged in the learning process and more motivated to improve their performance. His response stated: "*Formative assessment is very effective for motivation because it shows progress and gives support. For example, quick quizzes, peer work, and feedback encourage participation and confidence.*"
- **Increasing Engagement and Involvement**: This factor has been already addressed through the previous themes in this question. Motivation is strongly associated with engagement. One of the participants explained: "*I believe that formative assessment is very effective in improving pupils' motivation. It encourages them to participate and stay active during the lesson. For example, when I ask questions or give short activities, pupils feel more involved. When I give positive feedback, they feel confident and motivated to do better. Also, activities like group work or small quizzes make learning more interesting and enjoyable*". This shows that formative assessment enhances pupils' involvement in the learning process, which increases their motivation to learn.
- **Providing Learning Variation**: Diversity in learning methods and activities is a vital factor that makes them feel more interested to learn. One of the participants expounded that: "*Learners like the variation of tasks and they stay focused and motivated*". Thus, diversity increases pupils' attention, which enhances their learning motivation.

- **Reducing Stress**: A teacher maintained that: "*formative assessment really motivates learners to learn. For instance, when teachers use games such as the hanging man, miming, hot seat, ... Pupils feel less stressed and more convenient and comfortable to receive any type of information their minds are calm and quiet there is nothing that's going to hinder their capacities and motivation to learn*". This response indicates that pupils feel less anxious when games and fun activities are integrated in the learning process. These games are guided with assessment objectives, but they evaluate pupils' performance in a fun and engaging way. Consequently, pupils feel more motivated to engaged in the learning process and rely on formative assessment to improve their academic performance.
- **Increasing Self-Confidence**: The response stating that "*Formative assessment increases pupils' motivation by helping them learn from their mistakes and participate more confidently in class*" suggests that pupils feel more self-confident in their performance when they receive assessment from their teacher or their peers. Similarly, another one explained that: "*Formative assessment is highly effective in boosting pupils' motivation because it provides continuous feedback, builds confidence, and involves them actively in learning. For example, quick quizzes, class discussions, and peer assessment help pupils see their progress and stay engaged. Thus, it could be stated that formative assessment builds confidence, reduces fear of mistakes, and encourages pupils to keep learning*".

Overall, formative assessment is perceived to enhance pupils' learning motivation. The remaining responses support this perception and indicate participants' agreement with this perspective.

8. To what extent do you believe that formative assessment is effective in enhancing pupils' academic performance? Explain your answer providing examples, please.

Participants' responses show that all participants perceive formative assessment to be effective in enhancing learners' academic performance. They provided different justifications for this effect. They are classified thematically as follows:

- **Detecting Pupils' Mistakes:** Fifteen participants out of seventeen all agreed that detecting learners' mistakes and correcting them through feedback is what makes formative assessment effective in enhancing pupils' academic performance. One of the responses explained in detail that: "*formative assessment is highly effective in improving pupils' academic performance. It helps catch mistakes early and fix them before they affect final results. For example, using quick quizzes or draft work lets pupils improve step by step, and targeted feedback helps them understand exactly what to work on. This leads to stronger understanding and better results in exams*". Similarly, another one argued that: "*formative assessment helps pupils understand their mistakes and correct them early. For example, when I give short activities or ask questions during the lesson, I can see pupils' difficulties and help them immediately. Also, when I give feedback, pupils know how to improve their work*". In addition, another participant claimed that: "*Formative assessment is very effective because it helps pupils improve during learning, not just at the end. It provides quick feedback, helps teachers adjust lessons, and keeps pupils engaged. For example, correcting mistakes right after an exercise helps pupils understand better and perform well later*". Moreover, another respondent said that: "*Formative assessment is very effective in improving pupils' academic performance because it provides continuous feedback that helps them identify and correct their mistakes. For example, when I use short quizzes or in-class exercises, pupils can immediately see their difficulties and work on them. Also, feedback from peer and group activities helps them improve their understanding and achieve better results in final exams*". These responses reflect the role of formative

assessment in enhancing pupils' academic performance through helping pupils detect their learning mistakes, correcting them and improving their performance.

- **Identifying Learning Gaps:** Learning gaps are not necessarily learning mistakes. Teachers could overlook some lesson aspects that leave certain gaps in pupils' understanding. Therefore, continuous assessment and lesson discussions helps identify these gaps address them for more profound comprehension and it also helps avoid making mistakes. one of the participants explained: **"***this assessment identifies difficulties early and allows quick support. For example, quick quizzes reveal gaps in understanding, so I can re-explain points before moving on. Peer and self-assessment help pupils recognize and correct their mistakes, while regular feedback guides them to improve their work. As a result, pupils build stronger understanding step by step and perform better in tests and exams***".**
- **Enhancing Self-Confidence:** One of the factors that contributes to enhancing pupils' academic performance is self-confidence. One of the responses illustrated that: "formative assessment enhances learners' self-confidence to answer and participant especially in peer and group work also its gives all the learners the opportunity to participate and express their ideas and feelings". This shows that praising learners and providing them the necessary support throughout their learning process helps build their self-confidence and promote their academic performance in class. Another participant added: "formative assessment is less direct than summative assessment, which makes pupils more comfortable receiving feedback from their teachers and enhance their self-confidence throughout the learning process". This indicates the role of explicitly correcting pupils' academic performance in building their confidence in their linguistic ability and improving their performance.

9. Would you like to provide further suggestions and recommendations?

The data collected through this question show that some participants provided further suggestions for improving formative assessment practices in the EFL classroom. They include are stated below.

- **Importance of Providing Regular Formative Assessment in the EFL Classroom:** formative assessment is essential for both pupils' learning process and teachers' professional development as well. Participants recommended that this method should be implemented regularly in class. It was proposed that "teachers should use "quick check-ins like, short quizzes, involving pupils in self and peer assessment and group work as well". Another important suggestion is to make the formative assessment focus on performance and learning rather than grades. This makes pupils more comfortable and more excited to engage in classroom assessing activities. Another participant added: "*Yes. To make formative assessment more effective, it's important to use it consistently and not only occasionally*".
- **Providing Professional Teachers' Training:** Participants also addressed the need for providing professional training programs for teachers to support their professional development. One of them stated: "I would recommend giving more training to teachers on how to design and use formative assessment effectively.
- **Reducing Classroom Size**: A teacher suggested "*to reduce large class sizes when possible, so teachers can give more individual feedback. Finally, providing more simple assessment tools and resources can help teachers apply formative assessment more easily and consistently*". This response addresses one of the main challenges faced by EFL teachers in Algerian schools, which is providing customized and timely feedback for learners in large-size classrooms.

2.7. Discussion of the Main Findings

2.7.1. Discussion of the Findings of the Pupils' Questionnaire

The data collected through the pupils' questionnaire reveal that formative assessment is often implemented in Mohammed Khemisti secondary school in Chelghoum Laid- Mila. Teachers mostly use homework, group work and asking questions in class as well as classroom assignments as the main two forms of formative assessment in their English teaching classrooms. This could be attributed the large-size classroom in the selected setting that prevents teachers from integrating individual forms of assessment often, such as speaking presentations and peer work. Therefore, teachers use these collective and engaging assessment forms to ensure that all pupils in class can participate in these activities and benefit from this academic practice, whether in class or at home.

In terms of feedback, pupils revealed that their teachers frequently and consistently provide feedback to their pupils when they assign them to different assessment activities, either in class or at home. They further demonstrated that this feedback is effective in correcting their mistakes and improving their performance in class. in alignment with these findings, Sebatane (1998) asserted that formative assessment enables teachers to observe pupils' performance and make informed decisions that help them learn in the classroom. That is to say, teachers observe pupils' performance, detect their mistakes and correct their language production. Consequently, assessment becomes a day-to-day classroom practice that relies on observation and immediate interpretation, allowing teachers to improve their pupils' performance and adjust their instruction in real time and respond effectively to pupils' needs. These findings answer the first research question, by demonstrating that pupils' increased motivation is attributed to the continuous development of their language skills through their teachers' corrective feedback. This feedback

helps identify pupils' learning gaps and encourages their participation in the EFL learning process for the aim of improving their performance.

As a result, most pupils agreed that continuous assessment is more effective than summative assessment, reinforcing the importance of formative assessment in the continuous development of pupils' academic performance and language skills. Furthermore, they also acknowledged the role of this type of assessment in increasing their motivation during the language learning process. They stressed that formative assessment is effective in detecting their learning weaknesses and strengths, enhancing their classroom participation, encouraging their language production, increasing their preparedness for class, and promoting their academic scores and results. In accord with these results, Black and Wiliam (1998) also confirmed that formative assessment significantly improves learning outcomes by helping pupils identify gaps between their current understanding and learning goals. Not only that, but Loftin et al, (2010) also added that classroom participation contributes to the development of pupils' critical thinking skills and the enhancement of their academic performance. Consequently, formative assessment enhances pupils' participation in class, which promotes their academic performance.

In conclusion, most pupils reported teacher's and peer feedback as the most two preferable methods of receiving feedback. This indicates that pupils prefer to receive feedback from their academic environment through their peers or teachers rather than relying on themselves to evaluate their performance. Therefore, this suggests that they require an objective assessment that is provided by someone else, rather than relying on their subjective judgement. This answers the third research question, highlighting both teacher's feedback and peer assessment as the two most effective types in enhancing pupils' motivation and academic performance.

2.7.2. Discussion of the Findings of the Teachers' Interview

The data collected through the interview reveal that most participants lack the professional and structured training that enables them to critically navigate the dynamics of implementing formative assessment in their EFL classrooms. This result highlights the gap in the Algerian educational system that does not provide enough attention to the necessity of designing specialized training sessions for pre-and in-service teachers for the aim of promoting their ability to integrate formative assessment in their teaching practices.

However, most participants revealed their self-reliance in pursuing independent formative assessment training, which reflects their ability to support their own professional development, including their knowledge of assessment practices. It also reflects their awareness of the importance of formative assessment in both their teaching and their pupils' learning process. This awareness is demonstrated through their acknowledgement of the role of assessment in guiding pupils' learning through tracking their mistakes and providing correction, its role in helping them adjust their teaching methods through detecting pupils' learning weaknesses and strengths, its role in motivating pupils, facilitating their comprehension, and enhancing their engagement.

Therefore, teachers admitted that they frequently use formative assessment through quizzes, observations, peer-assessment and self-assessment. They justified that this assessment contributes to enhancing pupils' motivation and engagement and promoting their learning autonomy as well. In accord with these results, Granberg, et al (2021) confirmed that formative assessment practices in the EFL classroom have a major impact on increasing pupils' language learning autonomy, which means that they are effective in enhancing both pupils' motivation and engagement in the learning process as well.

Furthermore, teachers stated that formative assessment is effective in improving pupils' academic performance, increasing their motivation, engagement and self-confidence, promoting pupils' critical thinking skills, enhancing teachers' awareness of their pupils' level, and enabling them to adjust their teaching methods based on learners' needs. They expressed that they implement this type of assessment through group-work, peer-work and individual work. They also ask questions at the beginning or end of the lesson to evaluate pupils' comprehension and retention. Thus, these results answer the second research question, suggesting that formative assessment has a positive impact on enhancing pupils' academic performance through continuous feedback that increases their motivation, engagement and self-confidence, as it promotes their critical thinking skills. They also relate to the success of the Algerian educational reform of (2015) that was based on supporting student learning via continuous feedback loops and active behavioral engagement.

Basically, the findings indicate that all of the three research questions are answered. First, the results of the questionnaire indicate that pupils' increased motivation is attributed to the continuous development of their language skills through their teachers' corrective feedback. This feedback helps identify their learning gaps and encourages their participation in the EFL learning process for the aim of improving their performance. Second, the questionnaire also revealed that formative assessment improves pupils' performance through the corrective feedback provided by the teacher, that identifies their errors, corrects them, and consequently improves their performance. Third, the interview results showed that teacher's and peer feedback as the most two preferable methods of receiving feedback.

2.8. Limitations of the Study

One of the main limitations of the present study includes the relatively small sample size that could influence the generalizability of the research findings. Since it is a descriptive research

based on perspectives and perceptions, numerous pupils from different schools should have been included in the data collection process, as well as teachers. However, the population of the study included teachers and pupils from a specific Wilaya. Therefore, further future research could expand the scope of the study and include more participants.

Furthermore, the interview analysis was not cross-checked to ensure the lack of bias. Only the researcher was able to interpret the data due to limited timeframe for the analysis and overall submission of the dissertation. Therefore, this may affect the reliability of the results obtained.

2.9. Recommendations

Based on the findings of this research, a few recommendations can be advanced.

- **Increasing Formative Assessment Practices in the EFL Classroom**: It is recommended that teachers should use formative assessment regularly, it would be helpful to include more quizzes and group work. This suggestion highlights the need for integrating more formative assessment practices and activities in the EFL classroom to promote pupils' language learning process and improve their academic performance.
- **Providing Detailed and Personalized Feedback**: It is suggested that teachers should customize the feedback provided based on every student's performance. Specific comments on individual strengths and areas for improvement are much more helpful for academic growth than general remarks.
- **Providing Timely Feedback**: Teachers should put more effort in providing pupils with feedback at the end of every task or immediate feedback during speaking practice. Timely feedback is crucial because it allows pupils to correct their mistakes immediately and stay motivated throughout the learning process.

- **Providing Professional Teachers' Training:** This research highlights the need for providing professional training programs for teachers to support their professional development. This training helps teachers increase their practical knowledge of how to design and use formative assessment effectively.
- **Reducing Classroom Size**: it is important to reduce large class sizes when possible, so teachers can give more individual feedback.
- **Advising textbook designers:** Course designers could include more diverse formative assessment tasks and activities in the English textbook to facilitate teachers' implementation of this method.
- **Giving topics for researchers:** Future research could expand the scope of research and include more participants in the data collection process in order to obtain more diverse results based on pupils' and teachers' experiences with formative assessment, its practices in the EFL classroom and its influence. Future research could also adopt a more experimental approach to examine the effect of formative assessment on the long-term learning process and academic performance of pupils.

Conclusion

In summary, this chapter focuses on the practical part of the study, which aims to examine the effect of formative assessment on EFL pupils' motivation and academic performance. The findings showed that that formative assessment is often implemented in Mohammed Khemisti secondary school in Chelghoum Laid- Mila. Teachers mostly use homework, group work and asking questions in class, in addition to classroom assignments as the main two forms of formative assessment in their English teaching classrooms. This assessment is acknowledged to increase pupils' motivation to learn, their engagement in the learning process and enhance their academic

performance as well. These improvements are attributed to the continuous and consisted feedback provided by teachers through formative assessment practices to detect pupils' learning gaps or errors, correct their mistakes and improve their performance.

General Conclusion

The study aims primarily at examining the effect of formative assessment on EFL learners' motivation and performance based on pupils and teachers' perspectives. It adopts an exploratory research design with a mixed-methods approach. The target population selected for the present study includes Second-year pupils and teachers at Mohammed Khemisti secondary school in Chelghoum Laid- Mila. For sampling, non-probability sampling technique, specifically convenient sampling, is employed to determine the participants of the study. Consequently, the sample of study includes 44 pupils and seventeen EFL teachers. Regarding data collection, a questionnaire with pupils and semi-structured interviews with teachers are used. The descriptive frequencies using IBM SPSS Version 21 are used to analyze the data collected through the questionnaire in a quantitative way. Additionally, thematic analysis is used to interpret the data collected through the interview in a qualitative way. The aim behind this process is to answer the following research questions:

1. How does formative assessment influence secondary school pupils' motivation?
2. How do EFL secondary school pupils perceive the role of formative assessment in improving their performance?
3. Which formative assessment practices (e.g. teacher feedback, self-assessment, peer assessment) are most effective in enhancing learner's motivation and performance?

The findings revealed that all research questions are answered. The results show that teachers and pupils believe that formative assessment is effective in improving pupils' academic performance, increasing their motivation, engagement and self-confidence, promoting pupils' critical thinking skills, enhancing teachers' awareness of their pupils' level, and enabling them to adjust their teaching methods based on learners' needs. Furthermore, pupils revealed that their

increased motivation is attributed to the continuous development of their language skills through their teachers' corrective feedback. This feedback helps identify their learning gaps and encourages their participation in the EFL learning process for the aim of improving their performance. They also reported teacher's and peer feedback as the most effective methods of receiving feedback. This indicates that pupils prefer to receive feedback from their academic environment through their peers or teachers rather than relying on themselves to evaluate their performance.

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Appendix A: Students' Questionnaire

Dear pupils,

This questionnaire is part of ongoing research that aims at exploring your perceptions towards the importance of formative assessment and its effect on both your motivation in the classroom and your academic performance. Of course, anonymity and confidentiality are guaranteed. Your participation is highly valuable for the completion of this study. Therefore, you are kindly requested to answer the following questions.

Questions

Section One: Background Information

1. Age: ……..Years
2. Gender: Male ☐ Female ☐
3. How do you describe your English language proficiency?

Poor ☐ Average ☐ Above average ☐ Good ☐ Excellent ☐

Section Two: Perceptions towards the Effect of Formative Assessment on Learners' Motivation

4. What type(s) of work(s) do your teacher often ask you to do?

- Group work ☐
- Peer work ☐
- Classroom assignments ☐
- Presentations and Projects ☐
- Homework ☐
- Asking you questions in class ☐
- All the above ☐

- Others ☐

……

5. How often does your teacher provide you with feedback when engaging in these forms of works?

   Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

6. To what extent do you agree that this feedback is effective in correcting and improving your language performance in class?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

7. Which type of assessment do you believe is more effective in promoting your language proficiency development?

- Continuous assessment (any or all of the above works) ☐
- Summative assessment (at the end of the learning period) ☐

8. Do you prefer your teacher to use the above works or end-of- trimester exams to evaluate your language proficiency in the EFL learning process?

- Any or all of the above (continuous assessment) ☐
- Exams (at the end of the learning period i.e. summative assessment) ☐

9. How would you describe the level of motivation you feel when engaging in the above-mentioned activities?

☐ Highly motivated ☐ Motivated ☐ Neutral ☐ Not motivated

Section Three: Perceptions towards the Effect of Formative Assessment on Learners' Performance

10. To what extent do you agree or disagree that formative assessment provides you with opportunities to find your strengths and weakness in order to work accordingly?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

11. To what extent do you agree or disagree that teachers' assignment in studying new lessons make you active in the class?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

12. To what extent do you agree or disagree that teachers' positive reinforcement motivates you as a student to do your best in class?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

13. To what extent do you agree or disagree that teachers' questions and answers method of assessment at beginning of the classes and at the end lead you to come prepared for the class?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

14. To what extent do you agree or disagree that formative assessment influences your results in final exams?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

15. To what extent do you agree or disagree that formative assessment has increased your academic performance?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree Strongly disagree

16. As pupils, which form of formative assessment is most effective in enhancing your motivation in class and academic performance?

- Teachers' feedback

- Self-assessment
- Peer assessment

17. Would you like to offer some further suggestions and recommendations?

……

……

Thank you for your time!

Appendix B: Teachers' Interview

1. Years of teaching experience?

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2. Have you received a professional training regarding assessment before or during your teaching careers? Provide some details about your experience, please.

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   ……

3. How do you perceive the element of assessment in tracking and promoting your pupils' learning process, and which type of assessment do you mostly rely on in your teaching practices?

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   ……..

4. Which type of assessment do you mostly rely on in your teaching practices (list those types and sub-types here because many forgot about them)?

   ……

   ……

5. Based on your experience as a teacher, what are the benefits of formative assessment for pupils' (if in secondary school, use pupils) learning process and academic progress?

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6. How do you integrate this type of assessment in your teaching practices? (the activities that you use in class to conduct formative assessment: group work, peer work, individual work).

   ……

   ……

7. To what extent do you believe that formative assessment is effective in enhancing pupils' motivation to learn in class? Explain your answer providing examples, please.

   ……

   ……

8. To what extent do you believe that formative assessment is effective in enhancing pupils' academic performance? Explain your answer providing examples, please.

   ……

   ……

   ……

9. Would you like to provide further suggestions and recommendations?

……
……..

Thank you for your cooperation!

Résumé

Cette étude vise à examiner l'effect de l'évaluation formative sur la motivation et la performance des apprenants de l'anglais langue étrangère (EFL). Elle adopte un modèle de recherche exploratoire avec une approche mixte. La population ciblée comprend les élèves de deuxième année du lycée Mohammed Khemisti à Chelghoum Laïd secondaire ainsi que les enseignants du meme niveau aux établissements de Mila. En ce qui concerne l'échantillonnage, une technique d'échantillonnage non probabiliste, plus précisément l'échantillonnage de convenance, est utilisée pour déterminer les participants de l'étude. Par conséquent, l'échantillon de l'étude comprend 44 élèves et dix-sept enseignants. Concernant la collecte des données, un questionnaire destiné aux élèves et des entretiens semi-structurés avec les enseignants sont utilisés. Les fréquences descriptives à l'aide du logiciel IBM SPSS Version 21 sont employées pour analyser quantitativement les données recueillies à travers le questionnaire. De plus, l'analyse thématique est utilisée pour interpréter qualitativement les données collectées lors des entretiens. Les résultats ont révélé que toutes les questions de recherche ont trouvé leurs réponses. Les résultats montrent que les enseignants et les élèves estiment que l'évaluation formative est efficace pour améliorer les performances académiques des élèves, accroître leur motivation, leur engagement et leur confiance en soi, promouvoir leurs compétences en pensée critique, renforcer la conscience des enseignants du niveau de leurs élèves et leur permettre d'adapter leurs méthodes d'enseignement en fonction des besoins des apprenants. En outre, les élèves ont révélé que leur motivation accrue est attribuée au développement continu de leurs compétences linguistiques grâce aux rétroactions correctives de leurs enseignants. Ces rétroactions permettent d'identifier leurs lacunes d'apprentissage et encouragent leur

participation au processus d'apprentissage de l'anglais langue étrangère afin d'améliorer leurs performances. Ils ont également indiqué que les rétroactions des enseignants et des camarades constituent les deux méthodes préférées pour recevoir des commentaires. Cela montre que les élèves préfèrent recevoir des retours de leur environnement académique, par leurs camarades ou leurs enseignants, plutôt que de compter sur eux-mêmes pour évaluer leurs performances.

Mots-clés : évaluation formative, motivation, performance académique, rétroaction.

الملخص

تهدف هذه الدراسة إلى فحص أثر التقويم التكويني على دافعية وأداء متعلمي اللغة الإنجليزية كلغة أجنبية. وتعتمد الدراسة على تصميم بحث استكشافي بمنهجية مختلطة. يشمل مجتمع الدراسة تلاميذ السنة الثانية ثانوي بثانوية محمد خميستي بشلغوم العيد وأساتذة الإنجليزية لنفس المستوى بمؤسسات أخرى في ولاية ميلة، الجزائر. أما فيما يتعلق بأخذ العينة، فقد تم استخدام تقنية المعاينة غير الاحتمالية، وبالتحديد العينة القصدية الميسّرة، لتحديد المشاركين في الدراسة. وبالتالي، تضمنت عينة الدراسة 44 تلميذًا و17 أستاذا. وفيما يخص جمع البيانات، تم استخدام استبيان موجه للتلاميذ ومقابلات شبه مهيكلة مع الأساتذة. واستُخدمت التكرارات الوصفية بواسطة برنامج IBM SPSS الإصدار 21 لتحليل البيانات المجمعة من خلال الاستبيان بطريقة كمية. بالإضافة إلى ذلك، استُخدم التحليل الموضوعاتي لتفسير البيانات المجمعة من خلال المقابلات بطريقة نوعية. وقد كشفت النتائج أن جميع أسئلة البحث قد تمت الإجابة عنها. وأظهرت النتائج أن الأساتذة والتلاميذ يعتقدون أن التقويم التكويني فعال في تحسين الأداء الأكاديمي للتلاميذ، وزيادة دافعيتهم، وانخراطهم، وثقتهم بأنفسهم، وتنمية مهارات التفكير النقدي لديهم، وتعزيز وعي الأساتذة بمستوى تلاميذهم، وتمكينهم من تعديل طرق التدريس وفقًا لاحتياجات المتعلمين. علاوة على ذلك، أوضح التلاميذ أن زيادة دافعيتهم تعود إلى التطور المستمر لمهاراتهم اللغوية من خلال التغذية الراجعة التصحيحية التي يقدمها أساتذتهم. وتساعد هذه التغذية الراجعة على تحديد فجوات التعلم لديهم وتشجعهم على المشاركة في عملية تعلم اللغة الإنجليزية كلغة أجنبية بهدف تحسين أدائهم. كما أشاروا إلى أن التغذية الراجعة للأساتذة والزملاء تُعدّ من الطرق المفضلة لديهم لتلقي الملاحظات. ويشير ذلك إلى أن التلاميذ يفضلون تلقي التغذية الراجعة من بيئتهم الأكاديمية، سواء من زملائهم أو أساتذتهم، بدلًا من الاعتماد على أنفسهم في تقييم أدائهم.

الكلمات المفتاحية: التقويم التكويني، الدافعية، الأداء الأكاديمي، التغذية الراجعة.