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THE USE OF THE WRITTEN EXAM AS A TOOL TO DETERMINE STUDENTS' MOTIVATION: The Case of Third-Year English LMD Students At University of Djillali Liabes, Sidi-Bel-Abbès.

Dissertation submitted in partial fulfillment of the requirement for the degree of Magister in Educational Psychology

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DEDICATIONS

First and foremost, my utmost gratitude goes to God almighty
For His kindness in blessing me with good health, strength and most
importantly endurance to successfully complete this work.

This dissertation is dedicated first to my parents who support me for completing my
research and for attaining my goals. I am deeply indebted to them.
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Abstract

Assessment is a fundamental part of the learning process as it has a major role in checking whether the students are making progress or not. One of the main types of the assessment that this study deals with is the written exam. Many English teachers do not have sufficient background on the students' motivation and how to benefit from such factor to direct students towards the intended learning outcomes. In this respect, this study attempts to determine the kind of the motivation the students display towards learning by using the written exam as a tool, for the third year English LMD students at the University of Djillali-Liabbes.

The researcher aims to make a link between these two major issues, as there is a need to develop certain methods on how to benefit from the written exam to adjust teaching, identify different aspects on students' learning and to provide adequate guidance and differentiate the instructions in a way that could make learning more relevant.

To accomplish that goal, the study is divided into four main chapters, the first chapter deals with the educational setting in which the researcher explains the methods that are used to handle that issue, the participants, the data collection and the analysis approach. The second chapter is about the theoretical side, the utility of the written exam and its relationship to the students' motivation. The third chapter focuses on the data collection and analysis, i.e. the researcher uses the explanatory mixed method design - follow-up model- which encompasses; collecting quantitative and qualitative data that are represented in the marks of psycholinguistics midterm exam and the interviews with the participants respectively. Classroom observation and sample of the students' exam papers are used to have more information, using descriptive, thematic and content approach as methods of analysing the data. The final chapter deals with the major findings as they can be utilized to report the advantages of the written exam as well as how it should be designed to reveal the students' motivation and finally, the researcher suggests some recommendations for the practitioners and for the future research.

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General Introduction

General Introduction

Assessment plays an important role in education, without it the teacher cannot judge that the students make progress in their learning. The validity of assessment cannot be ignored in many ways; first, it works as a tool for teachers to see what their students have learned. Second, it gives teachers an essential help to direct their students toward the goal of learning.

Teachers in general, especially foreign language teachers use different types of assessment according to certain or specific situation; for example a formative assessment is used at the end of the lecture to check students' understanding, diagnostic assessment is used to have an idea about students' previous knowledge and summative assessment is used at the end of a specific period of action to check students' academic achievement.

The preliminary focus of the present study is the summative assessment that the majority of the English teachers use at the end of each semester due to its benefits because it contributes to the final marks of the subject-matter and one of the best examples of the summative assessment is the written exam. The process of the written exam is important for teachers to see what the students have learnt from the beginning of lectures; for these reasons the aim of this study is to investigate the use of the written exam as a tool to determine the students' motivation.

The idea of studying deeply the use of the written exam is to identify the integratively and the instrumentally motivated students through a methodological process by taking a case of psycholinguistics midterm exam for third year English LMD students, this idea raises from the researcher's own curiosity and close observation during four years of studying English. First, the researcher observes differences in the students' marks; few students have good marks while the majority have average and weak marks though they receive the same knowledge from the same teacher. These differences in the marks show that the motive for learning differs from one student to another, the way the English teachers deal with the written exam; in other words, they do not benefit from the written exam to diagnose

the integrativelly/ instrumentaly motivated students to provide adequate direction. The reason for choosing Psycholinguistics as an example is because this subject-matter is different from grammar, reading …. etc; it is introduced until the final year of a License Degree after students get the basic knowledge of the language. So based on these facts, this research aims to answer the following questions:

1- Are the marks of psycholinguistics written exam statistically consistent?

2- Is the written exam an effective tool to identify the instrumentally and the integrativelly motivated students?

3- What results emerge from comparing the qualitative data in determining students' motivation with outcome quantitative data?

To answer these questions addressed before, the research hypotheses:

1- If **t**he marks of psycholinguistics midterm written exam show consistency so there is no variance.

2- The written exam is the best tool in determining the instrumentally / the integrativelly motivated students?

3- The results show that the best marks are for those integrativelly motivated students and the average and the weak marks are for those instrumentally motivated students.

To test the above hypotheses, the researcher follows a methodological process by using the explanatory mixed method design follow-up model that is characterized first by, collecting quantitative data such as the marks of psycholinguistics midterm exam then representing them statistically; second, the researcher introduces some helping or extra tools such as observation in the classroom to notice students' reactions and also their behaviours as well as taking sample of students' exam papers and third, collecting qualitative data that are represented in conducting interviews with the teacher plus focus groups with the students.

Finally, through this study, the researcher aims to prove how the written exam can be beneficial in determining the students' motivation, that is to say, the

integratively motivated students from the instrumentally motivated ones, and showing its utility for the teachers to adjust their teaching and supporting their students, and for the students to make efforts in learning the English language. Gardner and lamber use AMTB Attitude/ Motivation test battery questionnaire to show that the integrative motivation is correlated with great success in language learning; the researcher use the written exam as a tool to prove that the best marks are of those integratively motivated students. The result of this study is not made to be generalized instead is made to be transfered in situation with similar context and particular individuals.

Chapter One

Chapter I: Educational Setting & Methodology

1.1. Introduction

The University of Djillali Liabes ensures for many years different disciplines or fields of study that students from different backgrounds will find what they are looking for. One of these fields or branches is Foreign Languages, more precisely English that has attracted many students since 1987. There are different subject matters that the English language deals with; one of these is Psycholinguistics.

This chapter gives a view of the nature of educational research; it also explains the research design as well as the methodology which has been used to tackle this study, the main exams that English department embraces with more focus on the importance of psycholinguistics as a subject matter.

The success of every nation depends on the quality of its educational system and its infrastructure because the latter is related and central to the economy, development, social integration and well-being. The quality of education counts on the strictness and the relationship of the available educational research. As consequences, it is essential to guarantee and raise the standards for conducting research in order to improve education.

1.2. Nature of educational research

According to **Bassey (1999, p. 38)** research is defined as a systematic, critical and self-critical inquiry which aims to contribute to the advancement of knowledge and wisdom. The researcher in this definition describes research as a systematic inquiry which involves the planning of design, process, and outcomes, 'critical' and 'self-critical' mean that the research design, and in particular, its methodological integrity should be opened to the judgment of others and that all aspects of research are subjected to reflection and re-assessment by the researcher(s). **Creswell** (**2008**) also states that "*Research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue*". It encompasses three steps pose a question, collect data to answer the question, and present an answer to the question.

Shuttleworth (2008) gives research a specific definition that gathers the important aspect of research "*In the broadest sense of the word, the definition of research includes any gathering of data, information, and facts for the advancement of knowledge.*" For the purpose of understanding one of the educational issues, the present study investigates the use of the written exam as a tool to determine students' motivation, that is to say, the integrativelly motivated students from the instrumentally motivated one for third-year English LMD students in the English department at the University of Djillali Liabes.

1.3. Purpose of the study

It is fundamental to mention the purpose of conducting such research as **Drew, Hardman and Hosp (2008)** says "*it is important to discuss in brief the purpose of the research*"; this study aims to examine how to benefit from the written exam as a tool to determine the kind of the motivation the students have towards learning that may help in return to provide an essential and appropriate guidance, for accomplishing this purpose, the researcher takes the third year English LMD students as a case during the first semester.

The teachers who are in charge of making the exam questions; are suffering from the process of the written exam due to the number of the observers needed in ensuring its process. The number of the students has also negative aspects because the teachers are obliged to correct the students' exam papers that could contain different issues such as grammar mistakes………...etc.

All the students have a desire or motive, this motive differs from one student to another according to the student' goals and determination; the students' motivation to learn English falls in one of two either instrumental or integrative. This study focuses on identifying the relationship of the written exam to the students' motivation by following a methodological process and at the end building a constructive conclusion that could be beneficial for the English teacher as well as in the education domain. So diagnosing the students' motivation helps the teacher to provide the appropriate guidance and to differentiate the instructions in a way that

could make the learning more relevant. **Drew, Hardman and Hosp (2008)** think that research is conducted to solve problems and to increase levels of knowledge and understanding.

1.4. Motives for conducting research

The researcher has chosen the module of psycholinguistics for the following reasons. First, this module is introduced for the first time to the third-year English students so this is a great chance for the researcher to see how the students deal and react towards this new module that is different from grammar, listening, writing......etc. Second, this module requires or demands in general certain skills such a deep thinking, analytic spirit and a lot of research. Based on these facts the use of the written exam of psycholinguistics allows the researcher to determine those instrumentally motivated students from those integratively motivated through examining their reactions and interactions during the lectures, their marks and also the way they answer the exam questions.

1.5. Teaching English

The ministry of higher education in Algeria pays attention to the foreign languages in the mid of the eighties through establishing faculties each year. One of the prominent faculties is a faculty of Letters, Languages, and Arts at the University of Djillali Liabbes that is recently characterized by the number of the departments such as Arabic, French, German, Arts and finally the English department.

Teaching English as a foreign language at the University of Djillali Liabbes has attracted a huge number of students and in this domain, they must complete their studies in three years and prove their learning level by passing each semester the exams. The exams in English department take different forms, but the focus of the present study is on the written exam.

1.6. The exams in English department

At the end of each semester, the English students pass an exam to prove their learning level that they have acquired in a whole semester. There are two types of the exam, oral and written exam.

1.6. 1. Oral exam

The oral exam is for foreign language speaking skills and usually used by teachers who are teaching the module of oral expression. The oral exam requires choosing one of these methods, interviewing the students or performing a role play. The purpose of these methods is to push students towards speaking and expressing their ideas.

1.6.1.1. Interview

The interview is a conversation between the teacher and the students in which the teacher gives a total freedom to the students to choose either to discuss their favourite topics or pick one topic from those the teacher has prepared. The aims of interviewing the students are to promote their speaking skill and to build students' abilities in discussing, negotiating and debating over the issues.

1.6.1.2. Role play

The teacher gives students a chance to perform a role-play of their own choice individually as monologue or with their colleagues. Sometimes role-play is very complicated in term of uttering some words, phrases or the topic itself but at the same time a great tool to push the students towards improving their speaking skills.

1.6.1.3. Viva

The License and Master students finish their memoir in a limited period; the jury is nominated or appointed by the English department to judge their works. The aims of the viva are pushing the students towards improving their performance, negotiating the results. The memoir is about conducting research over a problem arises with the help of a supervisor.

1.6.2. Written exam

The teacher in charge chooses the exam questions that generally differ from one level to another according to specific situations and certain circumstances. The characteristics of the written exam in English department are, the administration plans the time of the exam, it provides help to the teacher of the module by ensuring observers to avoid cheating, to guarantee fairness, and the transparency.

1.7. Research methodology

The main purpose of this section is to present and show different methodological approaches, including a description of research paradigms. There is a range of methodologies used by researchers for completing and solving their research problems; these methodologies are qualitative, quantitative, literature review, action research, and mixed-method. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques **(Given, 2008)**. According to **Clissett (2008),** qualitative research covers a wide range of approaches for the exploration of "*human experience, perceptions, motivations, and behaviours*" and is concerned with the collection and analysis of words whether in the form of speech or writing. In this aspect, qualitative inquiry means to understand what others do and say or to "*get a grasp, hear, catch and comprehend*" what something means **(Grant, 2008, p. 1).** Action research is simply a form of self-reflective inquiry undertaken by participants in social situations (in education, undertaken by the teachers in the classroom) in order to improve the rationality and justice of their own practices (to improve teaching), their understanding of these practices, and the situations in which the practices are carried out **(Carr and Kemmis 1986, p. 162).** A literature review is "*a systematic, explicit, and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners.*" **(Fink, 1998, p. 3**). It is not only collecting information on a topic, but analysing what has been found on a topic; because simply without literature review the researcher cannot have a clear *understanding* of the topic, the *advancement of research,* how it has been *researched* as well as the key issues that are on the topic.

1.7.1. Research paradigm

First, it is important to define the concept of paradigm before dealing with the concept of the research paradigm. "*A paradigm, in general, is a unitary package of beliefs about science and scientific knowledge*" (**Kuhn.1996**). According to **Husén (1997)** "*A paradigm determines the criteria according to which: one selects and defines problems for inquiry and how one approaches them theoretically and methodologically*" (**p. 16-17**). Concerning the concept of a research paradigm; it is seen as a perspective about the researching; held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices.

Second, quantitative research was the generally accepted research paradigm in educational research until the early 1980s, when the "**paradigm wars**" between advocates of quantitative and qualitative research reached a new peak **(Guba, 1990; Tashakkori & Teddlie, 1998).**

In the 1980s, the majority of researchers on both sides quantitative and qualitative were convinced that their approach is the best and perfect one. A group of these researchers named "**purists**," disagreed with the idea that the two approaches could be used or unified within a single study, simply because each approach has its philosophy and agreed on view. This stand is named **the incompatibility thesis** (i.e., One must use quantitative or qualitative research, but not both). However, the issue with the incompatibility thesis is its rejection to admit that contrived and a well-studied mixture of assumptions, ideas and methods give a third paradigm and a great way of better understanding the research study. In other words, besides quantitative and quantitative research, mixed research offers an exciting way of conducting educational research.

Through time and precisely in the 1990s, a large number of researchers discarded the incompatibility thesis and began to call for "the pragmatic position" that says quantitative and qualitative research are best of work if they are mixed with intelligent in a single research study. And then mixed-methodology emerged as a superior research method compared to any mono-method research because of its methodological pluralism or eclecticism.

The pragmatic view is not built on random assumption, but the core idea of pragmatism is the research design of a given research study should be planned and managed based on which helps best for the study, for answering the research question. In short; pragmatism focuses on the ends that the researchers desire. The main reason for referring to the mixed methodology is because this study needs to be tackled, using both quantitative and qualitative research.

1.7.2. Paradigm of mixed-methodology

'Mixed methods' is a term increasingly used in social science, and each researcher attempted to define this concept from his own perspective. However, the most appropriate and suitable one is given by **Johnson, Onwuegbuzie and Turner (2007)** who come up with recent or new developed definition of mixed methods as a concept, of course, this has been done after a study that is aimed to formalize a definition, and they concluded that:

> "*Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., Use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purpose of breadth and depth of understanding and corroboration*". **(p. 118)**

Mixed methods research is the third research paradigm or the third path in educational research. The third path does not mean to substitute quantitative and qualitative research, in fact, to gain benefit from the strengths and reduce or diminish the weaknesses of both in a single research study. The paramount characteristic of mixed methods research is its methodological eclecticism that helps the researcher to have superior or the best research in comparison to mono-method research. The mixed research is based on the philosophy that this approach should attentively listen to ideas, assumptions, and approaches existed in qualitative and quantitative research and other opinions found in different academic disciplines, concerned people and social groups.

In the following figure, the three main approaches appear on a research continuum with mixed research in the middle, qualitative research on the left and

quantitative research on the right. This means that the research can be mixed with a similar focus on qualitative and quantitative; mixed with a focus on qualitative, or mixed with a focus on quantitative. A research study should be at a particular point on the continuum.
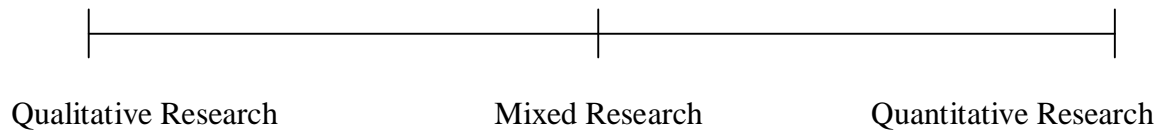
Figure 1.1 the research continuum

Mixed research means mixing of qualitative and qualitative research methods, approaches ... etc. the perfect or adequate mixture is that responds to the research questions and the situations and practical issues facing a researcher. All three paradigms are important as it helps the research to solve a divergent and a complex problem in the education domain.

1.7.3. Reason for using mixed methodology

Over the past decades, many researchers have undertaken many studies in the field of education and particularly on the topic of motivation such as **Gardner, Lambert and Dorney** all studies are provided by western researchers and are applicable for western context. The duty of Algerian researcher is studying the educational problems deeply and making advancement in finding and implementing solutions by focusing, describing, diagnosing and analysing those issues that are relevant to the present time such as determining the kind of the motivation the students have towards learning language by using the written exam as a tool.

For all these reasons, the present study uses the mixed-methodology, collecting the data using both qualitative and quantitative methods in addition to helping or extra tools such as observation in the classroom and sample of students' exam papers. The aim is to analyse the marks statistically; having information from the observation and the students' exam papers and all these results will be confirmed through interviewing the teacher and using focus groups with the students.

1.8. Identify an approach to design

There are several approaches to design that have been discussed in the literature, and researchers can benefit from by considering their personal approach to designing mixed method studies. These designs approach fall into two categories, typology-based and dynamic.

A typology-based approach to mixed methods design emphasizes the classification of useful mixed methods designs and the selection and adaptation of a particular design to the questions and the purpose of the study. The researcher has chosen this approach as it is more appropriate to complete the research, answer the research questions and help investigate the issue. A dynamic approach to mixed methods design focus on a design process that considers and interrelates multiple components of research design rather than placing emphasis on selecting an appropriate design from an existing typology. The researcher takes into consideration the following components when selecting this approach such as the study's purposes, conceptual framework, research questions, methods, and validity considerations, but the most important thing is that the interrelationships among the components need to be considered throughout the design process (**Creswell, 2006, pp. 55-59**).

1.9. Research designs

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Making a decision about each step of accomplishing a research is of great importance; it involves which design should be used to study a topic. A researcher makes a decision about the worldview assumptions that will be brought to the study; procedures of inquiry (called strategies) and specific methods of data collection, analysis, and interpretation. The researcher also pays attention to the selection of a research design that is based on the nature of the research problem or the issue that is aimed to be studied.

Research design (the *plan or proposal to conduct research)*, involves the intersection of philosophy, strategies of inquiry and specific methods. In other

words, as a first step in planning a study, the researcher thinks through the philosophical worldview assumptions that are brought to the study, the strategy of inquiry that is related to this worldview and the specific methods or procedures of research that translate the approach into practice.

The term worldview is "a basic set of beliefs that guide action" (**Guba, 1990, p. 17**) and it has different names such as paradigms, epistemologies or conceived research methodologies. There are Four different worldviews; post-positivism, constructivism, advocacy/participatory, and pragmatism. The researcher has chosen the pragmatism as a worldview which emphasizes the research problem and uses all approaches available to understand the problem instead of focusing on the methods (**Creswell, 2009**).

Strategies of inquiry are types of qualitative, quantitative, and mixed methods designs or models that provide specific direction for procedures in a research design. Others have called them *approaches to inquiry* (**Creswell, 2007**) or *research methodologies*.

The researcher tends to use mixed methods strategies because using either quantitative or qualitative strategies separately could drive the process of this research to invalid results or outcomes; recognizing that all methods have limitations, the researcher believes that biases inherent in any single method could cancel the biases of other methods. In this way, by using mixed methods strategies the researcher guarantees to answer the research problem in a more appropriate way.

The concept of mixing different methods originated when Campbell and Fisk (**1959**) used multi-methods to study the validity of psychological traits. Their works encourage other researchers to use it, later on, this approach is associated with field methods such as observations and interviews (qualitative data) combine with traditional surveys (quantitative data).

Mixed methods strategies are mixing both quantitative and qualitative concurrently or sequentially so the researcher selects. The sequential mixed

methods procedure as it best suits the research problem being addressed before and it is the process in which the researcher seeks to elaborate on or expand on the findings of one method with another method. In other words, the data collection and analysis of quantitative method guide how the qualitative data can be collected and analysed.

The third major element in the framework is the specific research methods that involve the forms of data collection, analysis, and interpretation that researchers propose for their studies. The researcher uses three major methods, the quantitative data involve analysing the exam marks statistically, and qualitative data involve interviewing the teachers besides using focus group with the students, in addition to extra helping tools such as observation in the classroom and sample of students' exam papers.

1.10. Types of mixed methods designs

There are four major types of mixed methods designs; the triangulation design, the embedded design, the explanatory design, and the exploratory design.

Type	Explanation	Procedures
The Triangulation Design	- This design is used when a researcher wants to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data.	- It is a one-phase design and it involves the separate but at the same time concurrent collection and analysis of quantitative and qualitative data. The two data can be merged by bringing the results together in the interpretation or during the analysis.
The Embedded Design	- It is used when a researcher needs to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study. It is used to provide support when one data set is not sufficient to answer the research questions.	- It includes the collection of both quantitative and qualitative data, but one of the data plays a supplemental role within the overall design. To differentiate between a study using an Embedded Design and a study using one of the other mixed methods designs by checking whether the second data plays a supplemental role within a design.
The Explanatory Design	- The Explanatory Design is a two-phase mixed methods design. The purpose of this design is that qualitative data helps explain or build upon initial quantitative.	- This design starts with the collection and analysis of quantitative data. This step is followed by collection and analysis of qualitative data. The latter is designed so that it follows from (or connects to) the results of the first quantitative phase.
The Exploratory Design	- Explanatory Design is a two-phase mixed methods design. The results of the first method (qualitative) can help develop or inform the second method (quantitative). This design is useful to develop and test an instrument because one is not available as it is suited for exploring a phenomenon.	- This design starts with qualitative data, to explore a phenomenon, and then builds to a second, quantitative phase. Researchers using this design build on the results of the qualitative phase by developing an instrument, identifying variables, or stating propositions for testing based on an emergent theory or framework.

Table 1.2. Types of mixed method designs (Creswell, 2006, pp. 62-78)

1.10.1. Selecting a type of mixed methods design

Mixed methods researchers have to select a specific design to use in their studies. Some researchers have found to use more than one of the four major designs in a study or to blend different aspects of the designs together, but such decision could mislead the researcher in his or her study; so it is recommended to carefully select a single design that best matches the research problem. In this way, the researcher gains a study that will be more manageable and simpler to implement (**Creswell, 2006, p.79**).

For the present study, the researcher follows a specific strategy in selecting the appropriate type of mixed methods design over the other types. The choice has been done through the respect of three criteria that are timing, weight, and the approach to mixing the two data.

First, the timing is referred to as the order in which the data are used in a study. As timing within a mixed methods design is classified in one of two ways, concurrent or sequential. The researcher has preferred sequential timing since the implementation of the methods happens in two distinct phases, using (collecting and analysing) one type of data before using the other data type. The concurrent timing means that the quantitative and qualitative data are collected, analysed, and interpreted at the same time or parallel all in one phase.

Second, the weight is referred to as the emphasis given equally or unequally to the quantitative and qualitative approaches. For this study, the importance or priority has been given to quantitative method and qualitative methods to play the role of explaining, supportive and helping find answers to the research questions.

Third, the approach to mixing the two data; how the two data will be related or connected. There are three overall strategies for mixing quantitative and qualitative data. Merging (bringing the two data and integrating them together either during interpretation or during the analysis of the data), embedding within the other (to embed data of one type within a design of the other type, either to embed qualitative data within a large quantitative like experimental design or to embed quantitative data within a larger qualitative like phenomenology design; and the embedded data

may be collected sequentially or concurrently with the data, the interpretation will be done by using the embedded with the data altogether or separately). The researcher prefers connecting data analysis to data collected by obtaining quantitative results (analysis of the quantitative data connect to) that lead to the subsequent collection and analysis of qualitative data.

1.10.2. The explanatory design

The researcher chooses the explanatory design as it is the suitable design among others to handle this study. The explanatory design is two-phase mixed methods design as shown in Table 1.1. with the aim that qualitative data help explain the initial quantitative results. In other words, this design is used when a researcher needs qualitative data to explain significant (or nonsignificant) results or surprising results. The explanatory design can be used when the researcher wants to use quantitative participant characteristics to guide purposeful sampling for a qualitative phase. Another use of the explanatory design which at the same time responds to the goal of the study in hand is when the researcher uses the design to form groups based on quantitative results and follow up this group through subsequent qualitative research.

1.10.3. The procedures of the explanatory design

As the explanatory design is a two-phase mixed methods, design, it starts with the collection and analysis of quantitative data as the first phase, and then the quantitative data are followed by subsequent collection and analysis of qualitative data. The second phase of the design which involves the qualitative data is designed so that it follows from (or connects to) the results of the first quantitative phase. Since it begins quantitatively, investigators typically place greater emphasis on the quantitative methods than the qualitative methods. If a researcher after collecting and analysing quantitative data and comes up with anomalous results (e.g. statistical differences from a survey); so the second phase (qualitative data) is a follow- up on these results by conducting an in-depth qualitative study to explain why these results occurred.

There are two variants or models in the explanatory design (**Creswell, 2006, p.77)** the follow-up explanation model and the participant selection model. The latter is used when a researcher needs quantitative information to identify and purposefully select participants for a follow-up, in-depth, qualitative study. In this model, the emphasis of the study is usually in the second, qualitative phase. However, the follow-up explanation model is used when a researcher needs qualitative data to explain or expand on quantitative results. In this model, the researcher identifies specific quantitative findings that need additional explanation. Both models have an initial quantitative phase followed by a qualitative phase, but the difference is in the connection of the two phases, with one focusing on the results to be examined in more detail and the other on the appropriate participants to be selected.

For this study, the researcher sees that the follow-up explanation model is the best model as there are specific findings that need more clarification and investigation; these findings are derived from the quantitative data collection and analysis, the first phase of the explanatory design. The quantitative data show that all the students' marks are consistent and there is no variance, but the key point is that there are few students who have best marks and the majority of them have average and weak marks, the students' motivation towards learning differ from one student to another, also the extra tools such as observation and sample of students' exam papers show differences in students' behaviours in the classroom as well as differences in their answers. So based on these facts, the researcher needs qualitative data, such as conducting an interview with the teacher and focus groups with the students.

In the second phase of the explanatory design, the qualitative data collection and analysis are represented in the interview with the teacher and focus group with students. The selection of the students to participate in the focus group is based on their behaviours in the classroom, their marks and finally their answers to the exam questions. The qualitative data aim to explain and determine the instrumentally and the integratively motivated students. The following chart shows how the research processes following the explanatory design, follow-up explanations model.

Figure1.2. Explanatory Design: Follow-up Explanations Model (Adapted from (Creswell, 2006, p.73)

Before the Marks

Quantitative data collection Observation in the classroom during the first semester

→ Qualitative data analysis → Qualitative results

Quantitative data collection Marks of first Semester Psycholinguistics Exam. → Quantitative data analysis → Quantitative results → Identify results for follow-up

Qualitative data collection -Semi-structured interview with the teacher - Focus group with Students → Qualitative data analysis → Qualitative results → Interpretation of the Quantitative and Qualitative results

After the Marks

Quantitative data collection Sample of students exam papers → Qualitative data analysis → Qualitative results

The connection between quantitative and qualitative methods (which justifies the mixing)

The qualitative tools that are shown with Grey colour are supportive and do not belong to the explanatory design.

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1.11. Research setting

The researcher conducts this study on third- year English LMD students; the University of Djillali-Liabbes of Sidi-bel-Abbes. The following are the motives that push the researcher towards shedding light on some aspects that characterize the university studies.

First; the researcher chooses the third-year English LMD students because they are in the final phase of graduating and having the diploma; it is a great opportunity for the researcher to see their reactions towards learning the module of Psycholinguistics. The third-year English students are more acquainted with University environment and they are more familiar with the elementary modules such as grammar, literature, civilization, listening, speaking......etc. So the researcher is more enthusiastic to study how they deal for the first time with a kind of module that requires intellectual capacities such as the analytic spirits and how they use their knowledge that is accumulated from the past two years while studying English as a specialty to understand the domain of psycholinguistics.

Second, the researcher thinks about the written exam as the best tool to determine certain aspects that are related to the students. Each semester the students pass the written exams to prove their levels in learning certain modules so it is a chance for the teacher to benefit from this process to study the students' motivation, self-esteem and different issues that cannot be revealed through different tools.

Third, the researcher also wants to explore the effect of the surrounding environment or the situation in the English department on students' motivation such as the way they learn without facilities, room availability...... etc.

1.12. Participants

After the researcher observed the students as well as the teacher in the classroom, having their exam papers and a copy of their marks, the following steps were for selecting the participants of the study.

First, the researcher followed a strategy in selecting the teacher of the Psycholinguistics. The strategy was based first on teacher's good reputation, the

researcher heard from the last years' classes about the competence of that teacher in organizing the work, updating the information and providing relevant knowledge that existed in the domain of Psycholinguistics, her ability in dealing with students and her fairness in grading that the latter should fit certain parameters such as the mistakes, essay construction, analysis and good use of information in a way that convinces the reader.

Second, the researcher also followed a strategy in selecting the students for conducting the focus group, based on their exam papers the researcher selected only four students from those who had the best marks, other four students from those who had an average and another from those who had weak marks and pointing them as A, B and C students respectively. The selection of four students from each category was for the purpose of getting in the total 12 students no more in order to have a meaningful and beneficial debate among the participants.

After a deep study of the students' exam papers; the time for conducting a focus group was until the end of the second semester because the students were busy studying and preparing their memoir... etc. All the participants attended that focus group, answered the questions and went beyond the researcher's expectations by discussing other things that could not be revealed without doing research; students also expressed their dissatisfaction about their situation in the English department.

1.13. Research methods

Researchers collect data by using instrument or test (e.g., a set of questions about attitudes toward self-esteem) or gather information on a behavioural checklist (e.g., observation of a student engaged in a learning language skill). On the other end of the continuum, collecting data might involve visiting a research site and observing the behaviour of individuals without predetermined questions or conducting an interview in which the individual is allowed to talk openly about a topic, largely without the use of specific questions. The choice of the methods turns on whether the intent is to specify the type of information to be collected in advance of the study or allow it to emerge from the participants in the project.

For this study, the researcher collects as the first phase of the explanatory design the quantitative data which involve the marks of the psycholinguistics exam, then analysing them statistically besides collecting additional data by using the helping tools such as observation in the classroom and sample of students' exam papers. The aim of collecting the data by using those tools is to build questions as well as determining specific findings that need more investigation and clarification in the second phase. The second phase, the qualitative data involve conducting an interview with the teacher and focus group with the students. The process of the research is planned in this way to respond to the research questions in defining the instrumental and the integrative motivated students through the use of the written exam.

1.13.1. Observation

Observation involves looking and listening very carefully. Sometimes, the ordinary people watch the others, but they do not usually watch them in order to discover information about their particular behaviours. This is what observation in social science involves (**Langley, 1988**).

There are different types of observation that can be categorized in two ways, participant versus non-participant observation and structured versus unstructured observation. The best selection depends on the questions to be answered, the objectives, access to sources and the resources available for conducting the research. The researcher has chosen non-participant observation where the researcher 'stands to one side' and views the students' behaviours in the classroom, their reactions and interactions with the teacher, and observation can be also done directly or indirectly. Indirect observation means that a researcher must rely on the reported observations (including self-observations) of others; the researcher prefers direct observation, in which the researcher is the observer, recording what he or she is watching with no intervention to have a more authentic view, identifying situation problems and from the site itself.

For the present study, the period of the observation started from November 23rd, 2014 and ended in January 1st, 2015. It was not before that date because the

majority of the students did not attend the lectures for the reason that they live so far from the university, out of the Sidi-Bel-Abbes and because of (Eid Aladha); this problem prevents researcher from starting the observation.

During the observation, the researcher took notes; noticed the students' reactions, the way they learnt. The purpose of the observation was for the researcher to go to the field; extracting information to build questions that would be addressed for interviewing teacher and students. The students were divided into six groups; each group had one hour and a half per week for studying the module of Psycholinguistics.

1.13.2. Exam

Following the explanatory mixed methods design, follow-up model, the quantitative data are the preliminary or the first phase in this model and are represented in the exam marks of 197 students. After receiving permission from the teacher of the module; the researcher had a copy of these marks from the administration once the teacher finished the correction and graded the students. The researcher used these marks for the purpose of representing them in a graph, calculating the mean, the mode, and the median as well as standard deviation. All these statistical procedures aimed to check the consistency and the variance of the marks.

1.13.3. Sample of students' exam papers

The exam papers were used as a helping tool to collect additional data that cannot be achieved or revealed through the use of the explanatory mixed methods design solely such as the way the students answered the exam questions......etc.

The researcher was given permission from the teacher to have the exam papers of 197 students to be studied with a focus and to analyse their styles, grammar and vocabulary mistakes as well as the analytic spirit and all other issues that may appear during dealing with these exam papers.

The researcher followed a strategy that was based on dividing the papers into three groups the best, the average and the weak marks to examine how each group dealt or answered the exam questions. Based on the analysis of these exam papers the researcher selected a sample of four students from each category in order to be interviewed by using a focus group.

1.13.4. Interview with the teacher

Following the explanatory mixed methods design, the qualitative data are the second phase in this model and are represented in conducting an interview with the teacher. The interview is a well-used method in qualitative research because of its role or function in providing a big source of information for understanding the phenomenon under study. The interview takes different forms and it is up to the researcher to select one of these forms according to the goal of the study, its nature and researcher's familiarity (**Drew, Hardman & Hosp, 2008**). The interview provides an opportunity for the researcher to investigate ideas and beliefs of the participants further and to gather data which may not have been obtained by other methods such as a questionnaire or survey. In general, there are three main types of the interview; structured, semi-structured or unstructured interview (**Dicicco, B. & Crabtree, B., 2006, p.314**).

The researcher starts the interview with a guide, or "a set of possible questions arranged so as to proceed in the most natural and inviting way possible." **Secor** (**2010**) also encourages asking "what" and "how" questions instead of "why" questions, as the latter phrasing can be seen as challenging and the participants may not know why or they may feel asked to justify themselves.

The researcher used 11 semi-structured questions that were considered starting points to discuss the main issues, those questions were set or built based on the researcher's observation and from the students' exam papers to explore deeply into the topic. The researcher also used a sound recorder with the teacher because of the individuality of the participant as well as it provided a climate of relaxation to

express her ideas freely and to discuss different aspects of the topic by giving more information with explanation and examples.

1.13.5. Focus groups with the students

The focus group is based on a set of questions or discussion points; it is more appropriate to qualitative research because it helps the researcher to explore the participants' opinions and attitudes, and it is collected through a semi-structured group interview process. In preparing focus group, the researcher needs to develop a list of questions and key points (semi-structured) in order to have a constructive conversation with the participants, in return to have the most out of focus group. Another point is that the researcher makes sure to record the answer from the conversation in the focus group by using either a sound recorder or taking written notes. Focus group is all about obtaining particular information, not on asking a specific, standard question by employing guiding questions for the aim of probing, clarification requests, paraphrasing, reflection, laddering and listening techniques to explore the topic deeply.

For the study, the researcher used 8 semi-structured questions that permitted students talk and to discuss their issues in relation to the topic being studied. These questions were varied in themes, but at the same time satisfied the goal of the research. The researcher constructed these questions based on the notes that were taken from the observation and from the students' exam papers, the aim was to make the participants talk, express and share their ideas and point view in good, relax and confident environment. Another technique that the researcher applied was confirming their answers in order to make sure that the researcher understood them better and asked follow-up questions to gather more information from the participants and recording their answers by using written notes.

1.14. Data collection

The researcher used the quantitative data as the first phase that were represented in the marks of first-semester psycholinguistics exam, then the extra tools such as observation and sample of students' exam papers were gathered before and after collecting the quantitative data sequentially. Those extra or helping tools were for gathering information apart from the teacher and the students' perspectives. Secondly, the researcher used qualitative data as the second phase that were represented in conducting an interview with the teacher and focus group with the students.

1.14.1. Quantitative data collection

The researcher gathered the quantitative data, then transformed into a graph as well as analysed statistically. Because the number of the third year LMD students was large (197 students) the administration organized them into separate groups such as group 1, 2 and 3 in amphitheatre number 1 and group 4, 5 and 6 in amphitheatre number 2; with three observers for each amphitheatre to control the process of the exam.

The exam started twenty-five minutes ater at 13h25 and finished at 14h55; the delay of ten minutes was just for the students to enter the room and had a seat; other ten minutes for the observer to distribute the double sheets and draft papers as well as organizing the students in straight lines as an effort to avoid any attempt of cheating; another five minutes to calm down the noise of the students to distribute the exam questions and for the teacher to change the seat of some students as a precaution procedure for those who are suspected as being cheaters. The teacher of psycholinguistics asked students to construct their answers in the form of an essay.
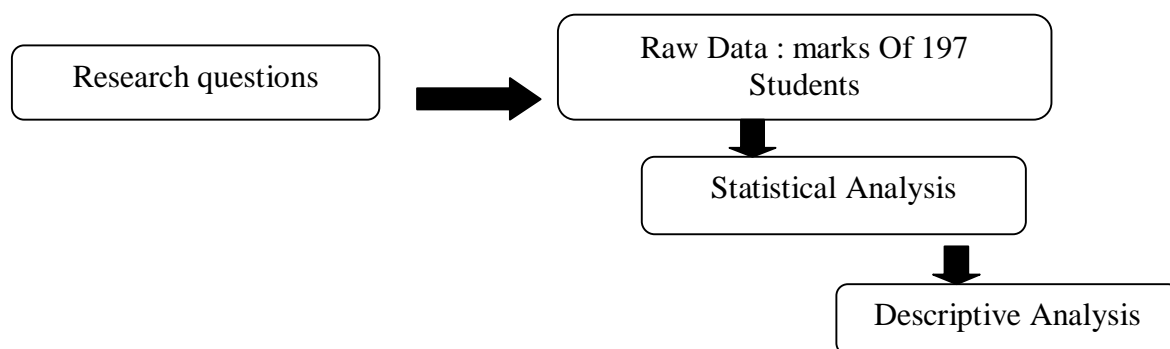
Figure 1.3. Quantitative Procedure

1.14.2. Additional data collection

The extra helping tools that were, the observation and exam papers had collected before and after the exam. The aim of using those exam papers was for studying if the students possessed a technique of writing a good-structured essay, analytic spirit and providing relevant information with an adequate illustration that matched the exam question in comparison to the model of answer that put by the teacher (Appendix 1). From those exam papers and based on that procedure, the researcher attempted to select the students for the focus group.

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                    ┌─────────────────────┐
                    │ Research questions  │
                    └─────────────────────┘
                               │
            ┌──────────────────┴──────────────────┐
            ▼                                      ▼
    ┌───────────────┐                    ┌───────────────────┐
    │  Observation  │                    │  The exam papers  │
    └───────────────┘                    └───────────────────┘
            │                                      │
            ▼                                      ▼
┌──────────────────────┐              ┌──────────────────────────┐
│ Raw data: Notes from │              │ Raw data: Sample of      │
│ observation in the   │              │ students' exam papers    │
│ classroom            │              │                          │
└──────────────────────┘              └──────────────────────────┘
            │
            ▼
    ┌───────────────────┐
    │ Content analysis  │
    └───────────────────┘
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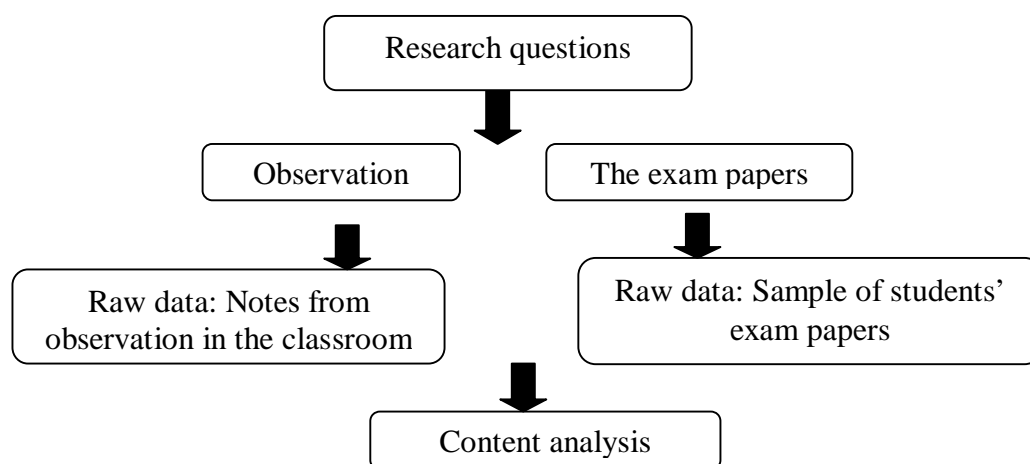
Figure 1.4. Additional data Procedure

1.14.3. Qualitative data collection

Qualitative data had been gathered then transformed or developed into themes; through those themes, the researcher analysed the students' behaviours towards learning and the teacher's perspectives, then finally determined the students' motivation.

Interviewing the teacher and conducting focus group with the students were until the end of the second semester because they were busy and at the same time it was a great chance to discuss the broader issues that the teacher observed in the classroom and her strategies in dealing with different categories and for the students was to define the relationship of their marks to the students' motivation while learning and passing the exam of psycholinguistics.

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              ┌─────────────────────┐
              │  Research questions │
              └─────────────────────┘
                         │
          ┌──────────────┴──────────────┐
          ▼                             ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Semi-structured      │   │   Focus group with   │
│ Interview with       │   │    the Students      │
│ the teacher          │   │                      │
└──────────────────────┘   └──────────────────────┘
          │                             │
          ▼                             ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Raw Data: answering 18│  │ Raw Data : answering 15│
│ semi-structured      │   │    questions.        │
│ questions            │   │                      │
└──────────────────────┘   └──────────────────────┘
                         │
                         ▼
              ┌─────────────────────┐
              │  Thematic analysis  │
              └─────────────────────┘
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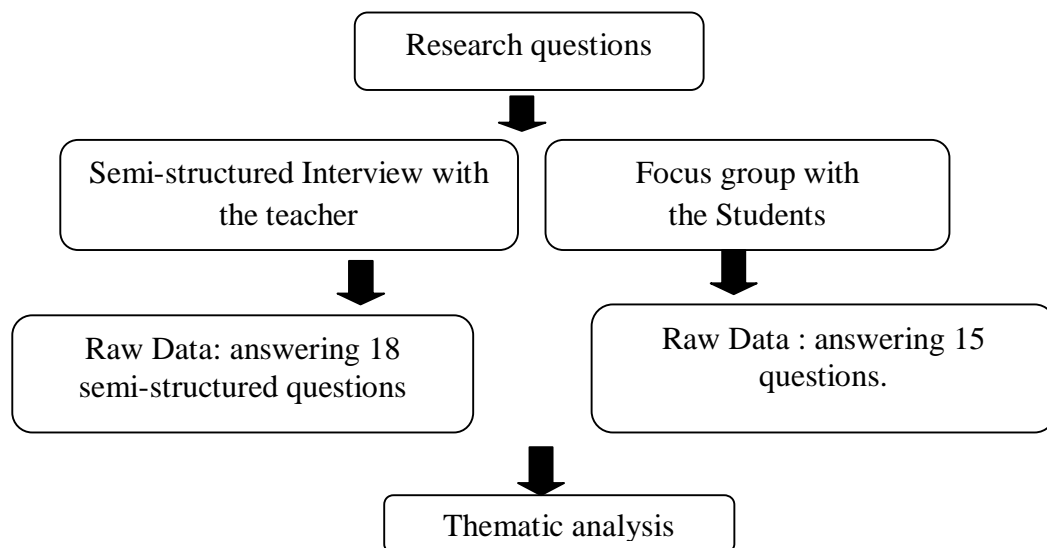
Figure 1.5.Qualitative Procedure

1.15. Methods of data analysis and interpretation

The researcher obtained good and massive raw data from the field; as a consequence, the data should be well ordered and classified in ways that facilitated the analysis. The analysis of the data using mixed method implied the use of quantitative and qualitative analytic tools; in the present study, the data were analysed on the ground of descriptive, thematic and content approaches.

1.15.1 Descriptive data analysis

The quantitative data that were represented in the marks of 197 students; they were classified, reordered and represented in a table. Following the statistical rules; the frequency showed how many times the variable was repeated. Based on that table which was very important as preliminary phase the graph charts were represented to indicate the frequency of each variable; they gave a clear view of which mark the majority of the students had for that subject-matter. The researcher also calculated three important parameters of central tendency such as the mean; the median and the mode that were essential to study and to interpret the marks.

1.15.2. Thematic analysis

The qualitative data which were represented in the interview with the teacher and focus group with the students they were analysed using a thematic approach.

Thematic analysis is defined as '*identifying, analysing and reporting patterns (themes) within the data. It minimally organises and describes the data in (rich) detail. However, thematic analysis goes further than this, and interprets various aspects of the research topic.*' (**Braun and Clarke, 2006, p.79**). After collecting the data, the researcher transcripted the interview with the teacher from the voice recorder and rewriting the focus group with the students. To begin the analysis the first step that the researcher took was reading carefully, intensively and many times the transcribed interview and focus group; the second step involved classifying the data and from that action the researcher coded the data and created the themes.

1.15.3. Content analysis

The additional data that were represented in the observation in the classroom and exam papers were analysed using a content analysis approach. Content analysis involves coding and classifying the data (also referred to as indexing); the aim of the content analysis was to make sense of the collected data and to highlight the important messages, features or findings. First, the researcher conducted observation that took place in the classroom, writing down everything about the lectures, the way the teacher taught, students learnt; the interaction and the reaction between them besides all the behavioural aspects involved in the learning process. Second, the purpose of using the exam papers was for studying in deeply how the students answered the exam questions in comparison to what the teacher expected as an answer.

After collecting the data, the researcher began reading the observation as well as studying the exam papers, then starting to code or break down that written information into categories, the coding was on the level of phrase. Two types of the data analysis were available when selecting the content approach, conceptual and relational analysis. The researcher had chosen the conceptual analysis as it was more appropriate and can be thought as establishing the existence and frequency of concepts most often represented by words or phrases in a text. The second was the relational analysis that was one step further by examining the relationships among concepts in a text.

1.15.4. Integrating both sets of the data

The quantitative, the qualitative besides the extra data were analysed by using descriptive, thematic and content approaches. The aim of that analysis was for gaining credibility and it was more suitable to answer the research questions.

1.16. Tracking of the data

The data of the study were kept in secret, according to their nature and their utilities. The notes from the observation were written down, then memorized in soft copy. The marks were written on printed copy, stored on software; the researcher had only a copy. The exam papers were kept for a moment by the researcher for studying them after finishing the study, the exam papers were returned to the administration. The interview with the teacher was stored on the researcher computer in both forms audio and transcribed copy. Focus groups with the students was stored only in transcribed form.

1.17. Reliability and validity

The questions were used for conducting an interview with the teacher and focus groups with the students were taken from researcher's observations in the classroom, their marks and from the exam papers. Those questions were for triggering and stimulating some aspects and to enrich the discussion and to express their ideas about learning.

1.18. Informed approval

The researcher took permission from the teacher of Psycholinguistics to observe the students in the classroom without informing them for the purpose of not disturbing their attentions; affecting their ordinary behaviours and causing them to show different attitudes. The researcher also had a copy of the exam marks from the administration besides the exam papers of 197 students to be returned within a limited period of time. The students welcomed that kind of study, they were enthusiastic to participate and also the researcher gave them the right of withdrawing at any time.

1.19. Anonymity and privacy

The researcher, guaranteed to the participants of the study not to reveal or to report the collected data to anyone, to keep their names in a secret and also to respect their opinions. All the participants showed respect, welcomed and encouraged that kind of research that allowed them to be reintegrated into the process of evaluating the pedagogical aspects of their learning, diagnosing the problems and suggesting solutions. All the participants were anonymous only the researcher who knew who really they were, the data were kept in a secret place and were accessible only to the researcher.

1.20. Problems encountered during the data collection

The researcher faced some difficulties that they were handled immediately or through time. First, the literature review, which was about the topic of assessment had not been updated especially the theme of the written exam; the important and essential information about the latter had not been available in good, enough and adequate way to complete the study in hand. Until the mid of April, the researcher gathered good information that helped in enriching the research and that explained the delay in finishing the research. Second, most of the participants were not ready at a particular moment for the interview; they were busy in preparing their works.

1.21. Limitations and delimitations of the study

Limitations and delimitations are the potential weaknesses and the scope of the study, to clarify the idea, limitations are defined as external conditions that restrict the scope of the study or may affect its outcome. For the study, the limitations were first in the unavailability of literature review about the topic of assessment which affected the time of finishing the dissertation and second, the difficulty of grouping the participants for the interview. The delimitations are defined as conditions or parameters that the researcher intentionally imposes in order to limit the scope of the study. For the study, the delimitations were first, the research focuses on one module such as psycholinguistics that taught by an experienced teacher to study the issue deeply, not perpetuated it with other variables. Second, the idea of selecting the written exam as a topic was because the teachers, as well as the researchers,

could benefit from the use of that tool to discover many things about the students, the researcher chose to use the written exam as a way to define the type of the motivation the students possessed towards learning English either instrumental or integrative and third, the number of the participants was limited to ensure a good quality of the interview as well as providing a relaxing environment to express their opinions freely. The goal of the study was not to generalize the findings, but to transfer the findings, in other words, the purpose of the study was for detecting the problems, defining the reasons and giving solutions that were working in that particular, similar contexts or settings.

1.22. Conclusion

The written exam is a very important instrument that the English Department focuses on as a way to assess students, to guarantee the students success and ensure their progress. Its benefits are enormous in term of determining the students' perspectives, attitudes, and motives towards learning English. Motivation has attracted many scholars because it is the force that defines and shapes the students' behaviours, the researcher' concern is how the teachers and the researcher can use and benefit from the written exam as a tool to define the students' motivation. Based on these facts, the following chapter, the literature review, is all about the topic of the assessment in general and the written exam in particular besides defining the concept of motivation, the types and defining the characteristics of the instrumentally motivated students from the integrativelly motivated ones.

Chapter Two

" He who loves practice without theory is like the sailor

who boards ship without a rudder and compass and never

knows where he may cast "

Leonardo da Vinci.

Chapter II: Literature Review

2.1. Introduction

Every teacher wants to see his students participate actively in the classroom, do their homework and assignments, give a good performance, reflect positively on the teacher's instructions and therefore make progress in their learning. Although these activities are named and implemented differently, they refer to with one word that is assessment. Assessment, in general, is defined as the process of gathering information on the students' learning by the teacher and to give feedback and to adjust the instructions.

There are many types of the assessment that teacher can use and choose, according to the aims of using that assessment and the intended learning outcomes. The type of the assessment that this research deals with is the summative assessment that occurs at the end of the unit, semester or program after a student gets a package of knowledge about a specific subject-matter with more concentration on the written exam as a core of this study.

This will explore the literature that is relevant to understand the concept of assessment and to discuss the role of the written exam, which is considered as one type of the summative assessment and to determine the students' motivation. The first part of this review of the literature will describe the concept of assessment in general, its principles, purposes and the main types as well as discuss the five characteristics of quality educational assessment. The second part is about the summative assessment, exploring this concept deeply, its importance in the learning process, and focusing on the standardised tests, that is to say, the written exam as an effective method to assess students' progress. The third part that is the core of this research aims to define the concept of motivation, the main factors that influence the students' motivation and to explain the characteristics of the instrumentally motivated students and the integrativelly motivated ones, and finally mention the relationship of the written exam to students' motivation.

2.2. The concept of assessment

Assessment, in general, is an important element in the learning process due to its role in determining or checking the students' understanding, evaluating the learning and teaching process, providing diagnostic feedback. The assessment helps improve learning as well as it allows teachers to make decisions and set their instructions based on students' performance. This section tends to define the concept of assessment, its main types besides identifying the characteristics of quality educational assessment.

2.2.1. Definition of assessment

According to **Quality Assurance Agency (2008)** assessment is defined as the process of evaluating the quality of knowledge, understanding, abilities and skills that the individual has. The agency in this definition describes the assessment as the procedure that aims to evaluate or estimate the individual's abilities, knowledge.... etc. to make adequate guidance. The term of assessment concerning student's learning is defined as **The Glossary of Education Reform, Assessment (2013)** states '*In education, the term* assessment *refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood* '. In this definition when assessment is related to the education, in this case it refers to the different methods that the teachers can use to know to what extent their students learn, understand and make progress in their learning of a particular subject-matter. **Huba and Freed (2000)** gives assessment a specific definition that collects the essential features and demonstrates its utility to improve students' learning and development

> '*Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning* '.

In short, assessment is the systematic data collection on students' learning and it involves defining, selecting, designing, collecting, analysing, interpreting, and using information to improve students' learning and program.

It is fundamental to mention the difference between assessment and evaluation both are different in terms of definition, application and use. According to **Evaluation Glossary (2013)** evaluation is defined as "*The systematic process of determining the merit, value, and worth of someone, the evaluee such as a teacher, student, or employee- or something such as a product, program, policy, procedure, or process.*" In this definition, the evaluation is a process of noticing and measuring something for the purpose of defining its value in comparison to the standards. The evaluation methods focus on defining the success of a performance or skill and that intends to judge and record achievement level of an individual.

According to **Mentkowski and Banta (1999)** assessment is defined as "*A set of processes designed to improve, demonstrate, and inquire about student's learning*". The researchers describe the assessment as a process of objectively understanding the state of a thing by observation and measurement. It is prepared to measure performance of an individual and use it to record growth, development, make feedback and make a plan for future action.

2.2.2. The assessment cycle

The teacher needs different forms of assessment, but the most important thing is to find the suitable time to apply the best and adequate one. The point is when using the assessment, the students receive an immediate feedback about their learning. the reliability and the validity are the essential elements of a good assessment.

Authentic or real learning takes place when students become able to reflect and receive constructive criticism or reinforcement; the role of the teacher is to assess as a way to check the students' learning progress to give feedback; that is why feedback is essential in teaching and the learning process.

One of the benefits of using the assessment according to **McCullen (2011)** is that it becomes an integral part of the learning process as well as it informs teachers of their choices in resources, strategies and activities.
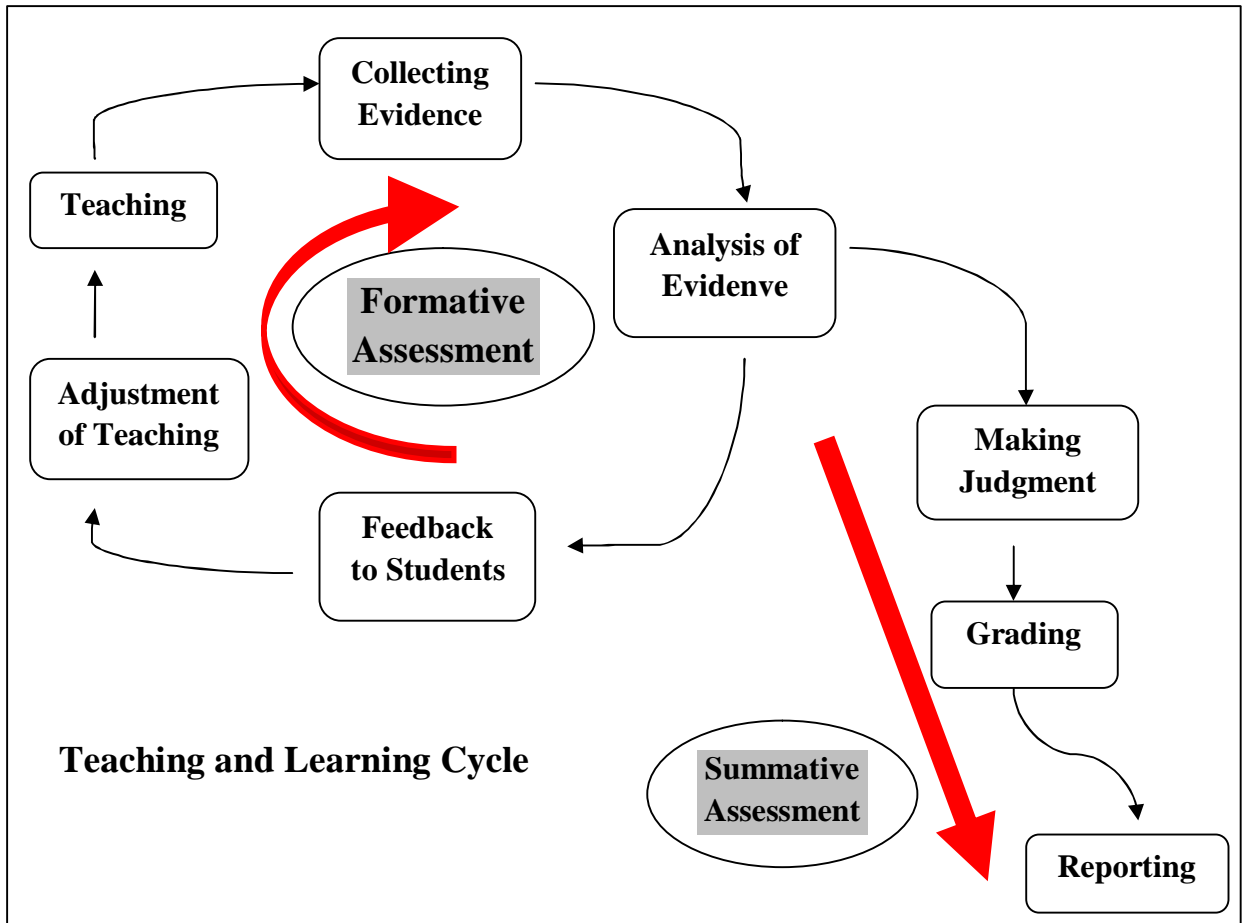
Figure 2.1. The Assessment Cycle (McCullen, 2011)

2.2.3. Principles of the assessment

Assessment is one of the challenging topics in education, the following are the principles that help any teacher in the domain of teaching English, how to interpret the data already gathered before, to facilitate his job in understanding the student's achievement and to improve his instructions.

2.2.3.1. Teaching/learning and assessment relationship

Assessment is a fundamental part of the teaching-learning process. The teacher assesses the students before, during and after instruction in parallel with the objectives that have already been set before. In this sense, the teacher makes his

students aware and more familiar with the assessment so that they can understand that the assessment is the usual procedure to check how far they have learned rather than a tool to frighten them. The assessment tool and the objectives must be collinear; this means that even the type of assessment should serve certain objectives and not be selected randomly.

2.2.3.2. Students' learning feedback

The primary purpose of the assessment is to give students feedback about what they have already learned; this step is of great importance because the teacher helps the students to notice their progress by informing the grades to them. One of the teacher duties is to praise the students on their positive participation in the classroom, this is a good method to motivate the students to learn and appreciate the value of success because the positive criticisms help the students to build or improve what they consider as difficulties in certain areas. The teacher never uses assessment as a disciplinary action or a punishment tool; such action can distort the purpose of assessment and will raise negative behaviour towards assessment.

2.2.3.3. Individual differences

In the assessment, the teacher takes into consideration verbally and linguistically students' intelligence, this means that while assessing the students, the teacher takes into account their multiple intelligence and learning styles and gives various assessment techniques to cater the individual differences.

2.2.3.4. Students' self-assessment

The assessment must be intracomparative rather than intercomparative; in other words, the teacher gives the student opportunities to assess his performance, according to certain criteria to reflect on his own progress. Instead of comparing himself to others, he compares his "then" self to his "now" self. If there is a competition, it would be between the student and his previous performance rather that the student and his colleagues. Self-assessment goes hand in hand with teacher assessment; this procedure is of great importance to avoid overestimation or underestimation of student's performance.

2.2.3.5. The assessment/ students relationship

From time to time the students have to be informed about the importance of accountability, transparency and confidentiality. In addition, the assessment has to be built on real life situation, that is to say, developing higher ordered thinking skills such as analysing, evaluating and most of all creating and not assess just for giving grades.

2.2.4. Characteristics of quality educational assessments

Godlove Evans (2013) talks about the five characteristics of quality educational assessments that are considered as path for any teacher who wants to create assessment so any assessment must respect the following characteristics:

Characteristics	Explanation
Content validity	Simply content validity means that the assessment measures what it is intended to measure for its intended purpose and nothing more. Content validity is the foundation to make accurate deductions or conclusions, assessment can have all sorts of benefits such as providing the teacher with the important information about the student's progress, but if the test is lacking content validity it is not worth much. For these reasons, content validity is central to the assessment.
Reliability	Reliability means the consistency of the assessment results; it is the degree to which students results are the same when they take the same test on different occasions when different scorers score the same task. In other words, if a particular assessment is totally reliable, assessors are acting independently using the same criteria and mark scheme would come to exactly the same judgment.
Fairness	Each student has an equal opportunity to show what he knows and can do, it is a moral necessity of the summative assessment. The issue of fairness in testing is subdivided into three distinct categories, cultural sensitivity means the content should respect diversity. Bias means when a group of students has the inequitable advantage of an item or group of items that is statistically observable and finally, accessibility helps students to take the same test as their peers.
Consequential relevance	The teachers want to use the assessment data and results to adjust the teaching and support students learning this is the meaning of consequential relevance. Assessment data are helpful mean to answer all the questions that may arise in the mind of the assessor to take suitable decision for both teachers and students.

Table 2.1. Characteristics of quality educational assessments (Adapted from Godlove Evans (2013))

2.2.5. Purposes of assessment

One of the critical parts of the learning process is when the teacher asks his students to show what they have understood. it is fundamental to assess whether the students meet the standards of the lesson and the educational goals. Assessment is an essential part of the instruction because it affects decisions about grades, advancement, and curriculum. Based on the reality that the world around the students is continually changing it implies new learning goals, these goals change the relationship between assessment and instruction. In this case, the teacher takes a positive role in making decisions about the purpose of assessment and the content being assessed.

The fact that the term 'assessment purpose' can be interpreted in many ways, the most important point is to see at which level the assessment purpose the study deals with in order to avoid any misunderstood. **Newton. (2007**) provides three different interpretations of the term 'assessment purpose';

First, the judgment level this concerns the technical aim of an assessment event, e.g., the purpose is to derive a standards-referenced judgment, expressed as a grade on a range from A to E. In this case, the purpose of the teacher is to figure out the level of attainment achieved by the student for each core subject which applies to him… (**HMSO, 1995, p. 4.2**) and the present study aims to do it, by determining the students' level of attainment- the grades- the researcher can figure out the instrumentally motivated students from the integratively motivated ones. Second, the decision level, which concerns the use of an assessment judgment, action or process to support a choice resolution for entry to higher education. Third, the impact level that concerns the intended impacts of running an assessment system, e.g., the purposes are to make sure that students stay motivated and that all students learn a common core of each subject.

According to **Newton (2007)** each of the three interpretations has distinct implications for the design of an assessment system and they have a separate process first, to derive standards-referenced judgments, it is recommended to develop and to share the performance descriptions and the excellent model of the

materials . Second, to support selection decisions, assessment results need to have high reliability across the range of performance levels and third, to make sure that the students stay motivated, the assessment might be administered on a unit-by-unit basis with opportunity for re-taking to make sure that all students learn a common core of each subject, the assessment might be aligned to a national curriculum. In general, assessment can serve a range of functions including the following:

Purposes of Assessment	
Examination	It determines those students who may need further inclusive examination or early intervention.
Referral	The teacher observes and uses present or actual performance as a ground to decide whether the student needs more assessment or not.
Rating or Classifying	The teacher uses the results of assessment to identify the worthiness or the merit of the student based on predetermined criteria.
Instructional planning	Information gathered from the tests, used to develop or promote an individual learning plan.
Controlling Progress	The teacher uses tests to review the student's current learning level of achievement and progress in order to compare it with former registered achievement.
Examining Mastery	Some tests like criterion-referenced test which uses test scores to generate a statement about the behaviour that can be expected of a person with that score. They reflect whether the student has mastered the particular curriculum content or not. Their objective is simply to see whether the student has learned the material.
Empowering the students	It enables the students to develop strategies and to self-manage problems.

Table 2.2. Purposes of Assessment (adapted from the Special Education Support Service (SESS))

Assessment is a teaching tool to drive future instructions; any assessment that does not respect this insight is not an assessment at all. The teacher uses assessment results to report his instructions because the educational assessment is not for grading students, when the teacher uses it as a basis to do so it becomes null and void as to its intended purpose.

2.2.6. Types of the assessment

It is important to name or to find out the main types of assessment because some teachers or even students consider that the exam at the end of the semester is the only method of assessing learning progress. For this reason, it is preferable to define each type separately with focus on two major types formative and summative.

2.2.6.1. Formative assessment

Formative assessment is defined as *"The process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning".* Cowie and Bell, (1999. p.32) and according to Shepard, (2008, p. 281)

> *"Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning. . . . What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning"*

The importance of the formative assessment relies on its contribution to show student's learning; in short, it serves as a feedback for learning. Based on the feedback the teacher and the students decide what to do next. In contrast to other types of assessment, formative assessment does not contribute to the final mark of the subject-matter; instead, it tells if a piece of work is good or not and how it should be improved. It is seen as a fundamental element in teaching and learning process.Most of the educators think that formative assessment is a test or an assessment tool, but instead, it is a multi-step process so it is better to say "Formative Assessment Process".

2.2.6.2. Diagnostic assessment

The goal of diagnostic assessment is to assess student's previous knowledge and the difficulties that could hinder his progress; it is often used before teaching at the beginning of a lecture to figure out the student's learning styles and skills that he uses them to do a particular subject or when a problem arises, diagnostic assessment is for making the student experience and level of achievement more efficient.

2.2.6.3. Dynamic assessment

Dynamic assessment is defined as supporting the development actively by understanding student's abilities. According to **Lev Vygotsky's** theory of education, students learn when they are in their Zone of Proximal Development - ZPD-. (*Esther Bouchillon*). **Vygotsky** says that there are three zones; the first zone

includes information that a student maintains and he is able to do it alone without help. The second zone includes information that a student grasps or understands with the help of the teacher, and Vygotsky calls this zone as the student's ZPD. The third zone includes information that a student cannot understand even with the help of the teacher. Within the second zone learning takes place and the aim of the teacher is to displace the zone ahead by improving information from what a student can understand to the zone of mastery.

Dynamic assessment helps the teacher to show the student's zone of proximal development by mixing teaching and assessing into one activity in other words, it is a tool that a teacher uses to encourage the student whatever his level by offering pertinent tests or challenges in this way the lesson will not be too difficult and frustrating or too easy and boring. It is often used in advance of the main body of teaching.

2.2.6.4. Synoptic assessment

Synoptic assessment supports a student to combine or gather all items of what he has learned from the program and to prove his knowledge and understanding of a topic. This type of assessment helps the student to show his ability to merge and apply his skills, knowledge and understanding with breadth and depth in the subject. It is also an instrument for the teacher to test the student's ability for the purpose of increasing his understanding in one part, other parts or across the program as a whole. Synoptic assessment can be part of other forms of assessment.

2.2.6.5. Impassive assessment

In this mode of assessment a person's performance is compared with his own earlier performance to decide whether any improvement has been made or any 'added value' brought about **(Tertiary Level Teaching).** The student is asked to do the same test before and after learning a course, the role of the teacher here is to keep path or trace of a student's overall grade average as he progresses through the course best example to understand impassive assessment is a player " best score " with training.

2.2.6.6. Norm-referenced assessment

This assessment is based on comparing the relative performances of the students either by comparing the performances of individual students within the group being tested or by comparing their performances with that of others of similar age, experience, and background, such assessment may simply involve ranking the students or scaling their marks or grades so that they fall on a standard distribution of some sort **(Tertiary Level Teaching).** It may implicate incorporating grade distribution, such as telling the students that only 10% will be awarded 'A' grades, 20% 'B' grades, 35% 'C' grades, and so on. Norm-referenced assessment has been widely used in national and professional examinations.

2.2.6.7. Criterion-referenced assessment

Brown (1988, p. 4) defines criterion referenced assessment as '' *an evaluative description of the qualities which are to be assessed (e.g. An account of what pupils know and can do) without Reference to the performance of others ''.* It is designed to measure student's performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education **(The glossary of education reform, 2014).** The aim of criterion-referenced assessment is to assess student individually according to the descriptions of performance across a range of levels.

2.2.7. Formative assessment vs summative assessment

Formative and summative assessments are the most types in use due to their benefits; it is essential to mention the difference between them. The formative assessment is used to improve learning, guide the teacher, improve instruction and give student feedback immediately in the classroom, this means that it occurs during the instruction from the beginning of the lecture to the time of summative assessment by using different methods such as observations, quiz, oral testing.... etc., the teacher uses its results to check students' understanding. The summative assessment is used to prove that learning has occurred by making the judgment about students' performance or level of attainment achieved, this means that it

occurs after the instructions by using common assessment methods such as tests and exams in the form of pen-paper mostly or final projects. So the formative assessment is commonly said to be for learning because educators use the results to adjust and improve teaching techniques and give feedback to the students during an instructional period while the summative assessment is said to be of learning because it evaluates the academic achievement at the conclusion of an instructional period.

2.3. The concept of summative assessment

This section tends to explain the concept of the summative assessment deeply with concentration on its importance in defining students' learning progress, the researcher also identifies all the types of the summative assessment in general and the standardized tests in particular as well as examines the benefits of the written exam as a tool to show students'attitudes, motivation.......etc.

Summative assessment is generally used at the end of a specific period of time that is to say at the end of the semester, program or school year to assess whether the students learn, acquire skills and check their progress. According to **the glossary of Education Reform (2014),** summative assessment is defined as

> *"The tests, assignments, or projects are used to determine whether students have learnt what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, but the way it is used—i.e., to determine whether and to what degree students have learnt the material they have been taught."*

This definition explains the nature of the summative assessment and emphasizes that not only the design of the test that determines the summative assessment, but the purpose of using it. In other words, it is used to indicate to what extent the students have succeeded in meeting the criteria that are made in advance to measure the expected learning outcomes of a particular subject-matter.

2.3.1. The importance of the summative assessment

While it is crucial that students work, abilities, and progress be tracked and assessed throughout the entire learning process, it is also imperative for the teachers to have proof of what the students have learnt during that process, it is the summative assessment that is used to decide grades and future directions for the students. This type of the assessment is the culmination of a unit, section, chapter of the study and it tells both the teacher and the students what areas are clear to the students and which will need more work. The effectiveness of the summative assessment can be guaranteed by making its results comparable with some sort of standard this could be within the class, citywide, statewide, national standards, etc. **(Best of Bilash, 2011)**

2.3.2. Types of the summative assessment

Summative assessment is established to help the teacher to test and grade students' learning at a specific period of time, according to **Best of Bilash (2011)** the teachers before finalizing any form of assessment or examination they have to set the goals they intend to achieve by looking, first at the exact details of the assignment including instructions about the format, presentation, and structure. Second, the marking criteria for the assessment and finally the "intended learning outcomes" i.e. what the teachers have stated as expectations for the students to be able to show. Summative assessment can take many form, the following table shows these forms.

Types of summative assessment	Explanation
Performance Task	Students are asked to complete a task that will test a specific set of skills or abilities and determine what the students knows and are capable of doing.
Written Product	There are many written forms that teachers can use to get students to write, they may be asked to write about a previous activity such as a field trip or guest speaker or to create a piece of persuasive writing or a reflection about their learning experience. A rubric, checklist, or other form of scoring guide should accompany this type of assessment.
Oral Product	Students are asked to prepare an oral piece of work; this can take the shape of any of the oral forms.
Test	The students are asked to write a test at the end of a section, chapter, unit, theme, etc. to demonstrate what they know.
Standardized Test	Students are asked to write a test that is standardized in terms of the content and conditions under which the test is written.

Table 2.3. Types of summative assessment

The different tests for the summative assessment can be done in two different forms either oral or written. Using oral and written forms in the classroom is an excellent way for the students to apply their knowledge in different situations, but for a teacher it is imperative that one supports the students appropriately, the teacher gives the tools needed to complete the task **Best of Bilash, (2011)**. The researcher will discuss the two forms and their role in the language classroom.

The language is learned or delivered in **oral** or **written** form and it is important for the students to recognize and be able to use these forms as they progress in their language development. When learning a language, students need to know not only the grammar but also how to apply language in real life contexts in this way the learning will be more instrumental and more realistic for the students. The use of the forms allows the students to learn how to apply the language they have learned in the classroom to situations that could happen outside the classroom and the researcher refers to it as a transfer. The latter involves taking what one knows from one context and applying it in another one, thereby showing that one actually understands that concept this is an excellent way to gauge student understanding of particular concepts.

2.3.3. Standardized test

The researcher has chosen the standardized test from all the other types of the summative assessment as the aim of this study because it is the most suitable type in which all the students are asked to write the test that is standardized in terms of the content and conditions under which the test is written. **The Glossary of Education Reform (2014)** defines a standardized test as a form that has certain conditions and the following definition explains the concept in details

> *"A standardized test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from a common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students."*

The above definition explains that the standardized tests have some conditions such as the students who are expected to pass the test should answer the same question(s) in the same way either in extended essay or direct answer according to pre-determined criteria. The aim of providing the answers in one form is to measure and compare the student's performance to the others.

The standardized tests are characterized by the feature of high and low stakes, a "high-stakes test" is a test with important consequences for the students and it has important benefits such as a high school diploma, a scholarship, or a license to practice a profession. A "low-stakes test" carries no significant or public consequences the results typically matter far more to an individual teacher or student than to anyone else, i.e. to measure academic achievement, identify learning problems or report instructional adjustments among other purposes.

What distinguishes a high-stakes test from a low-stakes test is not its form or how it is designed but its role that is to say how the results are used. In other words, if the test results are used to figure out an important outcome, such as whether a student receives a high school diploma or, as the case of the present study, to determine the instrumentally motivated students from those integratively ones to

provide adequate guidance for the students, the test would be considered a high-stakes test regardless of whether it is a multiple-choice exam, an oral exam or an essay exam.

It is important to have a clear idea about the summative assessment methods that are in use; this is an easy way for any teacher to learn different methods to diversify the way of assessing his students (**Faculty of humanities, university of Manchester**). These methods are as follows first, it can be multiple choice tests in controlled conditions that are paper pen-based. Second, an oral examination that is for foreign language speaking skills, dissertation or performance and finally, unseen examination as the case of the present study where the students do not see or tell about the exam questions until the date of the exam and it is done in controlled conditions in which the students are obliged to answer the same exam question(s) in limited period generally one hour and half. The unseen examination is generally a written test in which the students are asked to answer the exam questions; these exam questions take different form that the duty of the teacher to choose the best one which responds to the intended learning outcomes.

2.3.4. Types of the exam question

The written exam is the best way to assess students' learning from its results reflect what the students have learnt about a specific subject-matter. There are two types of exam question.

2.3.4.1. Fixed Choice

It includes three forms of fixed choice, first multiple-choice questions that are based on asking students to select one choice from a given list; they typically have three parts a stem, the correct answer – called the key, and several wrong answers -- called distractions. Multiple-choice questions are most widely used for measuring knowledge and comprehension. Second, true-false questions; they are typically used to measure the students' ability to find whether statements are correct or not the questions are usually a declarative statement that the students must judge as true or false and finally, match questions that consist of a column of keywords presented on

the left side of the page and a column of options placed on the right side of the page, students are required to match the options associated with a given keyword(s) (**Instructional Assessment Resources**).

2.3.4.2. Open-ended

It includes two forms of questions, first, short answer question that requires from the students to supply the right words, numbers, or symbols to answer a question or complete a statement. Short answer questions are reserved for situations when supplying the answer is a necessary part of the learning outcome and have to be measured. Second, essay exams that are good to use when trying to determine what students know about few broad topics, there are two types of essays, long extended essay that is used to examine one topic at a higher cognitive knowledge level (creativity) and short limited essays that can be used for a more superficial to examine different topics (**Croatian Academic and Research Network**).

2.4. The students' motivation

Motivation is crucial and complex since it takes from different disciplines such as education and social theories, cognitive psychology, sociolinguistics theories as well as neurological and physiological explanations to better understand the concept of motivation. Students' motivation has been widely accepted as a key factor which influences the rate and success or even failure in learning the language because if students' motivation can be cultivated, it can accelerate other factors to promote students' ability.

This section tends to define the concept of motivation, its main types that are generally represented in integrative and instrumental motivation as well as explore the role of the written exam to the students' motivation.

2.4.1. Definition of motivation

The success of any action usually depends on the extent to which people strive to attain their purpose along with their desire to do so; in general, researchers have

come to refer to this psychological factor as motivation, as the term itself indicates it is a "motive force" something that prompts, incites or stimulates action.

However, the word "motivation" might appear easy it is in fact very difficult to reach a general definition that all theorists agree on. According to **Gardner (1985, p.10)** motivation is concerned with the question, "*Why does an organism behave as it does, and it involves a goal, an effort, a desire to attain the goal and favorable attitude towards the activity in question* ". This definition explains that what makes a person motivated is the goal that he intends to achieve, his determination and the appropriate behaviour while pursuing that goal. **The Short Oxford English Dictionary (1998)** defines motivation as

> "*That which moves or induces a person to act in a certain way; a desire, fear, reason, etc., which influences a person's volition: also often applied to a result or object which is desired.*"

To think of motivation as belonging only to the initial stages of an action, **-**that is concerned with arousing initial interest and turning it into a decision to engage in some activity – is only a limited understanding of the concept, the need to maintain the state of arousal and to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition provided by **Williams and Burden (1997,p.120)** who see motivation as *"a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort"*. So intellect and emotion combine with volition and perseverance leads to what is known as motivated behaviour, the same idea is conveyed by **Gardner (1985)** who seems to explain the concept with the precision of mathematical demonstration and defines motivation as a combination of effort, desire to achieve a goal in addition to favourable attitudes towards the goal to be accomplished**.**

Thus the simple existence of desire, strong reasons for doing something or favourable attitudes towards a particular thing or action do not reflect motivation, **Gardner (1985)** gives example of people who may have a strong desire to do

something or may enjoy an activity and who cannot be considered motivated because their intentions are not linked with a striving to accomplish that particular thing. Similarly, a person can put a great deal of effort towards a goal without being necessarily motivated, the decision to accomplish something may be triggered by different causes both internal – such as interest, curiosity– and external such as competition, social pressure, material rewards.....etc.

Motivation is the forces that account for the arousal, selection, direction, and continuation of behaviour towards a goal. In other words, motivation is a goal-directed behaviour so that many researchers consider motivation as one of the main elements that defines success in developing foreign language it determines the active and the personal involvement in language learning.

2.4.2. The importance of motivation

Lifrieri (2005) points out that "*when asked about the factors which influence individual levels of success in any activity – such as language learning – most people would certainly mention motivation among them*". With similar views, **Gardner (1985)** posits that "*students with higher levels of motivation will do better than students with lower levels*" he further adds that "*if one is motivated, he has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc*".

Motivation is a critical component in learning, it is important for the students to engage in academic activities, and for the teacher to determine how many students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes to learn and the student's motivation to do something can come about in many ways it can be a personality characteristic or a stable long-lasting interest in something. The following is the consequence or outcome of motivation.

First, it directs behaviour towards particular goals, second it determines the specific goals towards which people strive so it affects the choices that the students

make. i.e, whether to enroll in an art class or physics whether to attend a school basketball game during the week or complete an assignment, third it leads to increase effort and energy and determines whether a student will pursue a task (even a difficult one) with enthusiasm. Fourth, it will increase the time on task since it is an important factor which affects the students' learning and achievement. And finally, it enhances cognitive processing and affects the process of the information because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.

2.4.3. Factors influencing students' motivation

Motivating students at every level from kindergarten to college takes a combination of factors. Certain factors may motivate students into negative behaviours or to learn patterns, other factors such as a positive teacher's attitude, individualized learning, and a positive and encouraging environment motivates students to engage in and learn from the educational process.

Students' motivation naturally has to do with students' desire to participate in the learning process, but undoubtedly it is concerned with the reasons or the goals that underlie their involvement or involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ and it is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviours (**Reeve, 1996**).

A student who is internally motivated undertakes an activity "*for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes*" **Lepper (1988, pp 289-309)** in short, the student participates in activities for his own interest, preference, competence or satisfaction, in contrast, an externally motivated student performs to obtain some rewards such as grades, teacher approval ...etc or to avoid some punishment.

2.4.3.1. Internal factors

Internal factors include the individual characteristics or dispositions that students bring to their learning such as their interests, responsibility for learning, effort, values and perceived ability (**Ainley, 2004**). However, The most powerful motivation is the internal motivation for no matter how favourable external factors are unless a student has set goals that he determines to achieve in this case he can easily be sidetracked by factors such as peer pressure or simply his own indecisiveness.......etc.

2.4.3.2. External factors

External factors include the environment or the surroundings that are generally represented in the family, peer groups, the teacher, the course content and finally the learning environment.

2.4.3.2.1. The family

Family plays an important role in children's growth and their motivation may be shaped at this stage. Students' initial attitudes which apply to their learning are shaped by their family atmospheres. Children are curious and good at copying so parents and extended family members should be more careful about their behaviours and speeches. When the parents act as role models they will be copied by the children furthermore, when the role models accept children's curious questions about the world, encourage their exploration, and open their world, their children will find learning is worthwhile and are willing to take the challenge, unconsciously they influence positively on their future learning. In short, as **Smith and Spurling (2001)** say that family breakdown and low family efficacy can have severe effects on their children's motivation.

2.4.3.2.2. Peer groups

Research evidence points out that the influence of peer groups on the student's motivation is strong. Students may share the knowledge they have acquired, their own learning strategies, their attitudes or even bad habits, they can help to motivate

each other directly or demotivate each other subconsciously. Those groups of peers who motivate each other to do well through friendly competition and cooperation can be highly motivated in the process of learning. However, the peers' bad qualities and habits should be avoided those do not benefit student's motivation.

2.4.3.2.3. The teacher

Dornyei writes that "*Teacher skills in motivating learners should be seen as central to teaching effectiveness.*" (**2001, p.116**) Therefore, the teacher duty before teaching is to motivate his students since he has a big influence on student's learning. First, teacher's attitude makes a difference in motivating students, they quickly feel when a teacher is disconnected with what she is teaching or when she really does not care for or is not connected with the students, not just as a class, but as individuals. So the teacher should keep a balance between valuing learning, learning oriented process, and performance learning, grade oriented process. He or she covers various task dimensions and defines tasks that should be relevant and specific, challenging, but achievable. An attitude of criticism or favouritism disrupts good order in the classroom and motivates students to act out in a negative fashion because the students do not believe the teacher cares, or believe nothing they do will be good enough.

Second, the teacher's expectation has a great influence on the student's motivation as **Deborah Stipek** (**1988, p.178**) notes, "*To a very large degree, students expect to learn if their teachers expect them to learn.*" As the rapport between teacher and students is well-built, students will try to do what are asked out of the teacher's expectation. However, the teacher's expectation also should be challenging, but achievable or it will lower or destroy student's motivation **Harmer (2008).**

Third, teacher's positive encouragement and evaluation help enhance student's motivation; the teacher should praise students' effort than their abilities when they succeed. When they fail, however, the teacher should also give feedback about efforts or strategies that may not work. In this way, emphasis on effort and enjoy

the challenge are encouraged and valued, it is not controversial that sustained effort is the key to outstanding achievement. The teacher can only influence student's motivation extrinsically, but the strategies the teacher employs are to help students develop and nurture their own intrinsic motivation.

Fourth, teacher's motivation that is to say the personality, skill, attitude, sex, age and even the attire of the teacher are all very important factors in determining whether students perform or not. Teachers have to be conscious of the powerful impact that they can have on their students and make an effort to make sure that they impact positively and not negatively on the young minds. Teachers are mentors, life shaper, destiny shape and they have to be prepared to undertake the task which has been put into their hands. Students are motivated by teachers who show that they are concerned about their well-being, that they have the answers to life's questions which they can rise to challenges as **Alison (1993)** emphasises the need for mutual trust and respect between teacher and students.

2.4.3.2.4. Teaching approach

Lectures and recitation of dry facts and figures tend to motivate students not to pay attention, but to "tune out" and they believe that the teacher is boring. However, when the students become part of the learning process, learning can become more enjoyable and adaptable to those with different learning styles. Students can be motivated when teachers help them "see" what they are learning in a different context when students connect better with what they are learning they can become more motivated.

2.4.3.2.5. Course content and classroom atmosphere

A pleasant and supportive classroom atmosphere is important, the students feel the sense of belonging, value and respect and they will tend to engage more fully in the process of learning **Smith and Spurling (2001)**. Also, lessons that are too difficult or demanding may lower student's motivation, the teacher has to be

careful to present the information in a way that is both organized and easy to understand.

2.4.3.2.6. Learning environment

The learning environment needs to be free from anxiety, the student should not feel threatened or intimidated that is how the students remain motivated. Also, they need to feel that they will be heard and what they are saying is worth hearing.

As a conclusion for the external factors, the researcher believes that Students' beliefs about their abilities to learn are shaped by messages and experiences at home, school and in the larger society. High, but achievable expectations can be subtly communicated by parents, teachers and at the same time, they convey that all students are capable of achieving.

2.4.4. Types of motivation

Individuals have many reasons for studying a foreign language; sometimes they study a language for practical reasons, while other times they have a special affinity for the particular language and its culture. Language teachers are often very aware of the career advantages that language proficiency can bring, but for the students, studying the language is only a commitment to have a degree.

Motivation can be defined in term of two factors, students' communicative needs that are instrumental and their social and educational attitudes that are integrative .For a better understanding of motivation the researcher takes into consideration types of the motivation that is identified by many researchers at different moments in time and they all come to make a distinction between two types of motivation. **Gardner (1985,p.22)** says that it is necessary to understand the students' goal of learning a language to understand what motivates them and he proposes two orientations for learning a language integrative and instrumental.

2.4.4.1. Integrative motivation

Integrativelly motivated students want to learn the language because they have an interest not only in the language, but also in the community who speaks that language, a desire to assimilate the culture as well as the language to be integrated with the native speakers. It involves being open and respectful to other groups, lifestyles, ideas, etc., and the possibility of identification with another culture **Dörnyei (2003)**. In short, when the purpose of learning a foreign language is, to enable one to communicate with the members of a specific language community then motivation is considered integrative.

2.4.4.2. Instrumental motivation

Students with instrumental motivation want to learn a language because of practical reasons; they want to use it as a tool or an instrument to obtain non interpersonal purposes or to fulfil certain utilitarian goals such as passing an exam, obtaining a job ... etc. **Liuolienė and Metiūnienė (2006)**. In short, when the only reason for learning a foreign language is to gain something outside the activity itself, in this case, the motivation is likely to be instrumental as the concept itself indicates; it is caused by a combination of external factors that are used as an instrument to obtain something.

Deci and Ryan (1985) propose that intrinsic motivation emerged from three psychological needs, need for competence (being able to do things), the need for autonomy (making his own choices) and the need for relatedness (connecting with others). In order to offer a clear image of the intrinsic-extrinsic dichotomy**, Spolsky (1989, p.124)** borrows Harter's model and represents it in the following way. The intrinsically motivated student prefers the challenges because he is interested in the language; he achieves independent mastery and judgment alone due to his internal criteria for success. In contrast, the extrinsically motivated student prefers easy works because he is interested in pleasing the teacher and getting grades; he relies on the teacher's judgment about what to do and in figuring out problems.

This distinction also indicates that both internal and external factors have an important role to play in motivating students. It comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal.

Gardner and Lambert (1972) have shown that success in a foreign language is likely to be lower if the underlying motivational orientation is instrumental rather than integrative, in the seventies some researchers have cast doubt on the application of this claim to foreign language students in general and they have indicated that it may be impossible in practice to distinguish between the two. However, in the recent decades a research demonstrates that in the American context, integrative motivation has proven to be a strong impetus to successful language learning.

As the researcher of the present study has indicated the likes and the behaviours of those integrativelly and instrumentally motivated students. So it becomes clear to use those characteristics as parameters or references to measure and determine the kind of the motivation the third year English LMD students have towards learning English as a foreign language. The process of identification will be as follow, the researcher starts to use those parameters first in the observation while the students are dealing with the module of psycholinguistics, second while studying their exam papers in order to take sample from each category, that is to say, those who had best, average and bad marks, the researcher can identify the kind of the motivation that each category shows towards learning English language and the exam's marks are represented statistically just to show their consistency. Since instrumental and integrative motivation can be measured by using a questionnaire, survey or interview, the researcher has chosen to conduct interviews with the teacher and focus groups with the students to elicit more information about students' motivation.

All these procedures are for demonstrating that the instrumentally motivated students are likely to have average and weak marks in contrast to integrativelly motivated students who are highly motivated in their learning and this can be seen in the best marks they had in the written exam. As Gardner and Lambert use in their study to assess students' instrumental and integrative motivation a questionnaire called **AMTB** Gardner's Attitude/Motivation Test Battery to generalize their findings about the correlation of the integrative motivation to greater success in language learning, the researcher of the present study takes the third year English LMD students while learning the module of psycholinguistics as a case study to show how the researcher benefits from the written exam as tool to determine the students' motivation towards learning English. The study holds with particular individuals in a particular context, and the findings are not made to be generalized instead the researcher gives the relationship of the written exam to students' motivation a new vision or new perspectives.

2.4.5. The written exam and students' motivation

A student might be engaged in the assessment, but still not enjoy the activity of being assessed, engagement is, the efforts that the student is making in the classroom. The student's better efforts reflect on the results that represent what a student understands, knows, and can do and student's engagement is traced through many indicators based on the type of assessment.

Some indicators might include first, student's response or participation in the classroom. Second, an assessment demanding written response, such as extended essay; it can be seen by the length of his response and third, on computer delivered assessment, student's response is traced from the time spend on the assessment. If the student spends less time than the time average, so student's engagement is less than his colleagues.

Student shows the engagement is due to his motivation; simply if students are not motivated, they can not engage in learning and a student can be motivated for various reasons, classified into an instrumental and integrative schema. Instrumental motivation to show engagement comes from the desire to obtain or to accomplish

certain goals such having a diploma. Integrative motivation to show engagement comes from the interest in the language and to be integrated with the community who speaks that language.

The teacher has a great role in measuring student's engagement and understanding what motivate or demotivate him. Close observation, the teacher sees if the students are engaged or not and to provide an appropriate guidance.

2.5. Conclusion

Finally, the literature review provides or describes the concept of assessment in general and the written exam in particular. The role and the benefits of the written exam are enormous if the teacher can use it at the end of each semester to reveal all different aspects of students' learning as the researcher do in this study by using the written exam as a tool to determine students' motivation. The following chapter is about the data collection and analysis to demonstrate the relationship of the written exam to the students' motivation.

Chapter Three

Chapter III: Data Collection and Analysis

3.1 Introduction

The researcher mentioned in the earlier chapters the motives that were behind conducting this study, focusing on identifying the participants, the main tools that were used for accomplishing the study. Second, the researcher dealt with the literature review that explained the topic of the written exam and its relationship to the students' motivation.

The researcher in this chapter collected and analysed the data through a methodological process by using the explanatory mixed method design – follow up model. The chapter is divided into two parts; the first part deals with how the quantitative, the qualitative and the extra data were collected and analysed by using descriptive, thematic and content approach.

The second part is devoted to the discussion and the interpretation of the emerged findings that could determine the relationship of the exam's marks to the students' motivation. The overall purpose of this chapter is for answering the research questions and connecting all the facts to show and solve the problems and to increase levels of students' understanding.

3.2. Data collection and analysis

The researcher collected both quantitative and qualitative data by following the explanatory mixed method design- follow up model. The first phase of the design was about the results that were extracted from the quantitative data such as the students' marks and were analysed statistically by calculating the three parameters of central tendency the mean, the mode and the median in addition to the standard deviation as well as checking the validity and reliability of the exam questions.

The data from the observation and from the students' exam papers were analysed by using the content approach, this step was for the purpose of finding or highlighting the important messages or features during the employment of those methods, to identify the participants and to determine the specific findings that need more investigation in the second phase.

The second phase of the design involved gathering the qualitative data that were represented in interviewing the teacher and the students then analysed the findings through the use of a thematic approach. The process of the research was planned in that way to respond to the research questions in determining the students' motivation through the use of the written exam. To determine the kind of the motivation the third year English LMD students had towards English language and especially towards the module of psycholinguistics, the researcher extracted from scholars' definitions the characteristics or behaviours of those students who were instrumentally motivated in their learning from the integratively motivated ones. The researcher aimed to use such characteristics as parameters or references to measure and to determine the students' motivation throughout the research process.

The scholars defined the types of the students' motivation as follow; the integratively motivated students were interested not in the language, but in the community who spoke that language, they wanted to assimilate the culture and the language in order to be integrated with the native speakers. All those desires were reflected in their behaviours such as they became more open minded, respectful to another groups, lifestyles, ideas, etc. on one hand. On the other hand the instrumentally motivated students were interested in the language because of practical reasons, their desires to learn the language was to use it as a tool or an instrument to obtain non- interpersonal purposes or to fulfill certain utilitarian goals such as passing an exam, obtaining a job.... etc. Those desires were observed in their behaviours, such as they became passive in the classroom, and more attached to the teacher, to plan their learning as well as they did not make efforts towards their learning progress.... etc.

3.2.1. Classroom observation

The aim of the observation in the classroom was to notice teacher and students' behaviours, reactions, how the lectures were proceeding as well as how the instrumentally and integratively motivated students dealt with the module, based on the parameters that were set before. The researcher started the observation from November 23rd, 2014 and ended in January 1st, 2015.

Theme 1: Students' reactions towards learning

The researcher noticed that there were two categories or groups of students in the classroom each category acted differently towards learning, for example the students of the first category were more attentive in learning psycholinguistics while the students of the second group were careless to some extent, by diagnosing and comparing their behaviours to that of those integrativelly/ instrumentally motivated students that are defined by **Dorney, Liuolienè and Metinunienè**, the researcher concluded that the first category showed behaviours of that integrativelly motivated while the second one showed behaviours of the instrumentally motivated

The instrumentally motivated students who constituted the majority of the students did not remember the previous lectures, they were too late in taking notes, especially when the teacher explained the important points that were related to the lecture, they spoke to their colleagues secretly, that is to say their opportunities to understand the lectures were less. They did not respond actively or make advanced research because they accepted everything from the teacher. In contrast, the integrativelly motivated students were few, did not miss any information about the lecture, they dared to ask questions and discuss their ideas with the teacher and did extra and advanced research to make learning worthy, they wanted from the teacher to be more persuaded because they did not accept everything.

Theme 2: The classroom environment

Concerning the classroom environment, the researcher observed that the instrumentally motivated students did not stop talking to each other all the time, played with their mobiles and their noise disturbed the classroom environment while the integrativelly motivated ones were helpful, they were calm and they did not engage with the other students because they concentrated on learning. Both categories came late to the classroom; they preferred to start the lectures later at eleven instead of half past eight in the morning.

Theme 3: Teacher's instructions about the exam

The teacher gave the students some instructions about how the students should answer the exam questions such as the answers should be in the form of an essay which encompassed the following elements; introduction, body and conclusion with deep explanations and more illustrations by integrating videos and at the same time constructing a piece of writing that would reflect the intellectual capacities.

Theme 4: Teacher's competence

The researcher also paid attention to how the teacher taught the module of psycholinguistics. First, she did a lot of research as well as she explained the main concepts in-depth by using videos, despite the limited teaching materials as computer and data show. She gave students handouts to help them in their exams. Second, each time the teacher and at the beginning of each session, she explained the previous lecture and at the end of the session she used the formative assessment to check the students' understanding. Third, the teacher encouraged the students to take notes, helped them be more acquainted with the module by creating an accessible e-mail for all the students.

3.2.2. The students' marks

The aim of this section was to understand how the marks or the scores of the students were distributed. The researcher started to arrange the data, then calculated three parameters of central tendency the mean, the median and the mode in addition to the graphical presentation; all those procedures were set to facilitate the interpretation of the students' marks besides checking the validity and the reliability of the exam.

3.2.2.1. The statistical analysis

A Population was a complete collection of object or individual.

A Parameter was a number that described a characteristic of the population (e.g. Mean, standard deviation...).

A **Statistic** was a number that describes characteristics of a sample.

Step 1: Identify the data

After the data were collected, the researcher identified and described the variables that were appropriate to his study. First, there were two types of variables; qualitative variable that were represented in textual response such as flat, home, studio or a response such as "yes and no"... and quantitative variable that were represented in encrypted response that can be either discrete variable such as "number of inhabitants", the "number of phone home"...... or continuous variable as "weight", "temperature", the "length of a journey"....etc. The researcher of the present study identified the marks of the written exam as discrete quantitative data.

Step 2: Arrangement of the data

The researcher started to arrange the quantitative data because such step would help count the number of the variables and to determine the maximum and the minimum value. The arrangement of the data also allowed to count the number of the variable and to detect the repetition of the specific variables through the array (Appendix 2).

Step 3: Frequency distribution

The researcher noted in the above table that as soon as the amount of data increased the only storage of data were not enough, it was necessary to use another method to summarize the information. One such method was grouping similar variables- symbolized as "Xi"- once those variables were arranged; the researcher began to count how many times each variable was repeated and finally those variables were named the frequency distribution or "the statistical values" and symbolized as "Ni" (Appendix 2).

The following step was for calculating the different statistical values that were involved in accomplishing the calculation of three important parameters of central tendency such as the Ni increasing and decreasing cumulative and increasing and decreasing frequencies

Ni Increasing cumulative

First, the Variables –Xi- should be arranged in increased order such as 2, 2.5, 3... etc. to better proceed the statistical procedures. Second, the method of calculating

the Ni increasing cumulative was as follows: the researcher took the first value of Ni that was "3" and used it as the first value of Ni increasing cumulative then the second value was the last value of Ni increasing cumulative in addition to the following value of Ni and so on. The following table explained how the Ni increasing cumulative was calculated with more interpretations.

Ni	Ni Increasing cumulative	The explanation
3	3	For the mark **2**, Ni Increasing cumulative meant that there were **3** values in the statistical values less or equal to 2
2	5	For the mark **2.5**, Ni Increasing cumulative meant that there were **5** values in the statistical values less or equal to 2.5
1	6	For the mark **3**, Ni Increasing cumulative meant that there were **6** values in the statistical values less or equal to 3

Table 3.1. Ni Increasing cumulative

Ni Decreasing cumulative

First, the variables –Xi- should be arranged in increased order such as 2, 2.5, 3.... etc. Second, the method of calculating the Ni decreasing cumulative was as follows: the researcher took the last value of Ni increasing cumulative that was 197 and used it as the first value of Ni decreasing cumulative then the second value was the last value of Ni decreasing cumulative minus the values of Ni and so on. The following table explained how the Ni increasing cumulative was calculated with the interpretations.

Ni	Ni Decreasing Cumulative	The explanation
3	197	For the mark **2**, Ni decreasing cumulative meant that there were **197** values in the statistical values more or equal to 2
2	194	For the mark **2.5**, Ni decreasing cumulative meant that there were **194** values in the statistical values more or equal to 2.5
1	192	For the mark **3**, Ni decreasing cumulative meant that there were **192** values in the statistical values more or equal to 3

Table 3.2. Ni Decreasing cumulative

Fi meant the frequency and the method of calculating Fi was by following the equation **Fi= Ni/ N,** the first value of Fi was Ni=3 divided by the total number of the students N=197 so the first Fi =**0.015** and so forth.

Increasing cumulative frequency

The method of calculating increasing cumulative frequency was as follows the researcher took the first value of Fi that was 0.015 and used it as the first value of increasing cumulative frequency, then the second value was that the value 0.015 in addition to the following value of Fi and so forth. The following table explained how the Ni increasing cumulative was calculated with the interpretations.

Ni	Fi	Increasing cumulative frequency		The explanation
3	0.015	0.015	1.5%	For the mark **2**, Increasing cumulative frequency meant that there were **1.5%** of the values in the statistical values that were less or equal to 2
2	0.010	0.025	2.5%	For the mark **2.5**, Increasing cumulative frequency meant that there were **2.5%** of the values in the statistical values that were less or equal to 2.5
1	0.005	0.03	3%	For the mark **3**, Increasing cumulative frequency meant that there were **3%** of the values in the statistical values that were less or equal to3

Table 3.3. Increasing cumulative frequency

Decreasing cumulative Frequency

The method of calculating decreasing cumulative frequency was as follow the researcher took the last value of increasing cumulative frequency that was 0.988 and used it as the first value of decreasing cumulative frequency, then the second value was that the value 0.988 minus the values of Fi and so forth. The following table explained how the Ni increasing cumulative was calculated with the interpretations.

Ni	Fi	Decreasing cumulative frequency		The explanation
3	0.015	0.988	98.8%	For the mark **2**, Decreasing cumulative frequency meant that there were **98.8%** the values in the statistical values that were more or equal to 2
2	0.010	0.973	97.3%	For the mark **2.5**, Decreasing cumulative frequency meant that there were **97.3%** the values in the statistical values that were more or equal to 2.5
1	0.005	0.963	96.3%	For the mark **3**, Decreasing cumulative frequency meant that there were **96.3%** the values in the statistical values that were more or equal to 3

Table 3.4. Decreasing cumulative Frequency

Step 4: Build a graphical representation

The tables helped in presenting the students' marks graphically; there were two different representations, the histogram -Bar graph- and the frequency polygon.
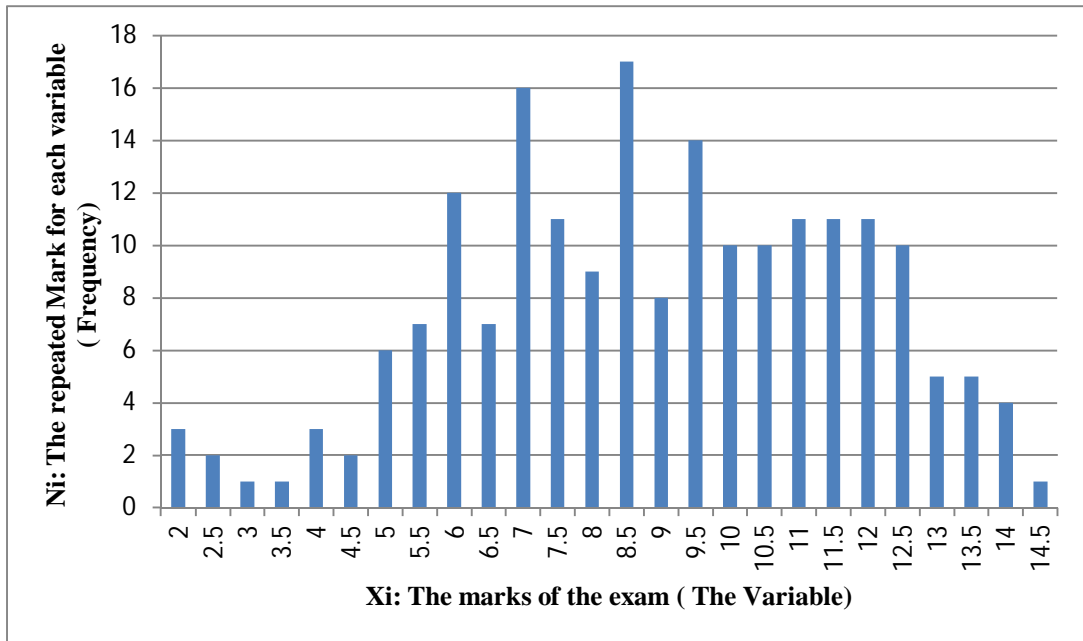
Graph 3.1. Frequency Graph of each variable

The bar graph showed how many times each mark was repeated, the researcher observed that the number of the students who had marks from "5" to "12.5" constituted the majority of the population because anyone could notice that the graph started at a certain level then suddenly it began to rise at the mark "5" and continued to grow and witnessed the highest level at the mark "8.5" after that it began to diminish or decline, that was a good indicator that the level of students was estimated below the average.
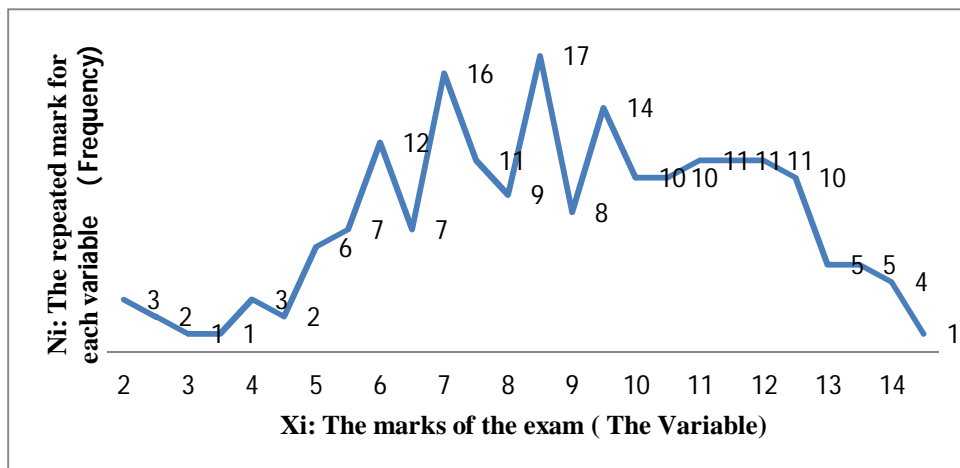
Graph 3.2. Frequency polygon of each variable

Frequency polygon was an extra representation to have a clear view about how the marks of the students were distributed and to confirm what was observed in the frequency graph. It was worthwhile to consider that the choice of any of these representations was specific to each context, bar graphs depicted clear frequency of each variable and the frequency polygon was more appropriate to make a comparison between two distributions.

Step 5: Central tendency measurement

The central tendency encompassed three parameters that were essential in studying to what extent the marks of the written exam were consistent such as the mean, the mode and the median

A. The mean

It was the best known and most widely used parameter, it represented the balance point of the population and it was also known as position indicator. The case of the discrete variable, the individuals of the population were symbolized as N and the mean was also symbolized mathematically as $\bar{x} \times$. The statistical series $(x_i)_{i=1 \, à \, N}$ was the sum of the values divided by the number of the individual (N). The following was the equation of how the mean was calculated

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots x_N}{N} \quad \text{Or} \quad \bar{x} = \frac{1}{n} \sum_{i=1}^{n} x_i$$

$$\bar{x} = \frac{2 + 2.5 + 3 + 3.5 + 4 + 4.5 + \dots + 14 + 14.5}{197} = \frac{1741}{197} = \mathbf{8.83}$$

So the mean for this study was equal to **8.83**.

B. The Median

The median was a positional parameter and it was noted as Me, which allowed to distribute the study population into two groups containing the same number of individuals. In other words, it split individuals whose value were less than the median, and individuals whose value were greater than the median.

Since the total number of the population was an odd number so the median was the value taken from N+1/2. The median was the value that divided the population into two equal parts as there were so many variables above and below, the calculation of the median for an odd number was as follows;

$$\frac{N+1}{2} = Q$$ 197+1/ 2 = 99   and **99** in the statistical series is corresponding to **10**

Q being the number of the position of the value, median once the series was ordered.

C. The Mode

The mode was the most common value in the study and it was associated with one specific variable, the mode of the present study was equal to 8.5 and the variable that was associated with that value was"17" so "8.5 was the highest variable in the population. As a conclusion the mean, the median and the mode were equal to 8.83, 99 and "8.5" respectively.

D. Standard deviation

A standard deviation was a measurement that indicated how much a group of scores varied from the average, and it was calculated by applying the following equation:

$$\sigma = \sqrt{\frac{1}{n}\sum_{i=1}^{n}(X_i - \mu)^2}$$

It was necessary to simplify the equation by calculating what was within the square root:

$$\frac{1}{197}(2- 8.83)^2 + (2.25- 8.83)^2 + (3- 8.83)^2 +......+ (14- 8.83)^2 + (14.5- 8.83)^2$$

$$= \frac{1527.64}{197} = 7.75$$ the square root of 7, 75 was equal to 2.78 $\alpha = 2.78$

The standard deviation was equal to 2.78 it was an indicator that the students' marks were similar or close to each other. The standard deviation was a dispersion indicator around the mean the great it was the great the variables were dispersed around the mean, large number indicated that the marks were spread apart more. The standard deviation was important because it helped the teacher of the module to know if he may change his teaching materials or to check whether his students understood the targeted module. The standard deviation was also about the variance, since the students' marks were close to each other, and deviation from the mean was smaller so the marks were more consistent with no variance.

3.2.2.2. The validity and reliability

The researcher tested the reliability and validity of the exam questions in order to guarantee that the results would be of great value, First, the validity of the exam means that the assessment measures what it is intended to measure for its intended purpose and nothing more, for this reason the teacher prepares the exam questions that aim to measure specific abilities in proving and demonstrating what the students know, understand and be able to do, that is to say, testing the targeted skills.

The psycholinguistics teacher prepared the exam questions that aimed to test and check to what extent the English LMD students were able to answer and discuss the main psycholinguistics concepts such as the child's first language acquisition. Those questions were designed to show or reveal what the English students possessed as abilities to handle that issue in term of using the appropriate illustrations, arguments and well mastery of the scientific themes such as the brain, the cortex, language disorders and disabilities. The aim of the teacher in such case was to guarantee the validity of the exam to make sure that the exam's marks reflected the students' level.

Second, the reliability of the exam means the consistency of the assessment results, it is the degree to which students' results are the same when they take the

same test on different occasions, since it was impossible to repeat the exam due to many reasons the researcher preferred to compare the results of the present promotion to that of previous one and the researcher concluded that the teacher followed the same criteria such as the mark scheme that were based on good essay construction, adequate illustrations, the analytic spirits besides the students' knowledge about a specific issue. The learning outcomes that teacher intended to achieve, such as enable the students to master the psycholinguistics concepts in addition to make the exam criteria clear for all the students to guarantee the fairness among them.

3.2.3. Students' exam papers

The results from the students' exam papers were analysed by using a content approach - conceptual analysis- that was more appropriate to study those papers, the researcher started the analysis of the students' answers by coding their contents into phrases, and to avoid the repetition the researcher used these symbols such as A, B and C for those students who had the best, the average and the weak marks respectively. Sample of their answers were illustrated in (Appendix 3)

Theme 1: Grammatical and spelling mistakes

All the students fell into the trap of grammatical and spelling mistakes, but these mistakes differ gradually from A, B and C students. For example, the mistakes of C constituted 80% of their answers while the B students were about 60% as shown in the pictures from "1" to "7". Finally, the A students, their mistakes were accidental or sometimes the inappropriate use of the verbs as illustrated in picture "8" and were about 15% of their answers.

Theme 2: Using and translating from another language to English

According to the data, first, the researcher noticed that the C students did not have the ability to express their ideas in good and correct style, they just wrote what they thought randomly that characteristic was also presented for B students as shown in the pictures from "9" to "14" and did not appear at all for A students.

Second, the C students tended to translate words from Arabic to English as shown in picture "15" without thinking or having an idea about how someone could express his thoughts in English language as well as using French words, picture "16" and "17".

Theme 3: Mastery of the concepts

The majority of C and B students did not master the psycholinguistics concepts as shown in picture "18". For a student who attended 10 sessions during the first semester, he could make a distinction between acquisition and learning or factors that helped the child in acquiring the language. In contrast, the A students presented their answers with good explanation and mastery of scientific concepts with more and extended information concerning the brain picture "19".

Theme 4: Students' responses to the exam questions

According to the data ,50% of C and 20% of B students explained the stages that were involved in the child's first language acquisition, according to their limited experiences with the children in their environments as shown in picture "20". 45% of students did not know the meaning of language acquisition as shown in picture "21" and 15% of the students gave wrong answers such as explaining the meaning of competence, performance and LAD see picture "22". All the students did not approach the exam questions, they neglected to discuss other aspects such as the mental and behavioural approach to child's language acquisition.

Theme 5: Essay construction

The majority of the students did not know how to answer the exam question by following a coherent construction instead, they answered the questions in the form of paragraph as shown in picture "23" except the A students who presented their answers incoherent, good essay construction with analysis, examples and organized information as shown in picture "24".

3.2.4. Teacher's interview

The researcher used questions to conduct interviews with the teacher that were extracted from the previous step as well as from the extra tools (Appendix 4). The

aim of the interview was to define the teacher's perspective about the students' motivation. The following table was about the themes and the sub-themes that emerged with more explanation.

Themes	Sub-themes
Teacher's attitude toward the exam	- Designing the exam questions - The repeated exam questions - The benefits of writing an essay
The teacher and students' motivation	- The psycholinguistics illiteracy - The students' learning
Teaching strategies	- Updating the lectures - learner-centered approach - Teacher's self-assessment

Table.3.5. Themes extracted from the interview with the teacher

Theme 1: Teacher's attitude towards the exam

The teacher shared her experiences in designing the exam questions that, its function was; to push the students to develop their analytic spirit, to present convincing ideas and to learn how a piece of writing should be structured rather than writing just definitions about a specific concept. Those were the characteristics of good university students. The teacher disagreed with the teachers who preferred repeating the exam question such belief mislead them in assessing the students' progress. The teacher saw that the written exam was an effective way to assess students' learning.

Sub-theme 1: Designing the exam questions

In designing the exam question, the teacher never put questions that encouraged students to learn by hard such questions could disturb the function of the written exam in determining the students' learning progress. The teacher designed the questions that pushed the students to show their motivation in learning the module of psycholinguistics such questions that combine between the theories, concrete examples as well as respect the students' intelligence, in that way the teacher could distinguish between the instrumentally motivated students from those integrativelly motivated ones. The teacher mentioned that all the students had a competence in

learning, but their motivation shaped that learning either to push the students to do well in the exam and as a consequence their competence emerged or to consider that the exam was an instrument to have a diploma.

Sub-theme 2: The repeated exam questions

The teacher did not use the same questions more than once because each exam question was designed to assess a specific skill and required a specific analysis that was appropriate and related to specific context. The repeated exam questions did not serve the intended learning outcomes because it became easy for those instrumentally motivated students to answer the question, they had the best marks and as a consequence it misled the teacher when introducing the future instructions.

Sub-theme 3: The benefits of writing an essay

The teacher believed that asking the students to provide their answers in the form of an essay had benefits rather than the direct questions, multiple choices or defining some concepts. The students were required to answer the exam questions in the form of an essay because writing an essay demanded more explanation and encouraged the students to learn how to combine the basic elements of the question such as the literature aspect in term of constructing a good and well- organized essay with the scientific spirit such as analysing the scientific concepts.

Theme 2: The teacher and students' motivation

The psycholinguistics teacher paid attention to the students' motivation and she was aware about its effect on students' progress. The teacher said that while teaching that module she observed the way the instrumentally and integerativelly motivated students approached their learning and how each category faced challenges, improved their learning and also achieved their goals. The following sub-themes explained the students' motivation from the teacher's perspective.

Sub-theme 1: The psycholinguistics illiteracy

The teacher faced the problem of Psycholinguistics illiteracy with third- year English LMD students because the majority of the students thought more in a

literary way. The most important point was that the integrativelly motivated students made efforts towards developing their thinking by understanding the scientific concepts, asking the teacher about the ambiguous points that hinder their advancement in one way or another, they were more attentive to what the teacher said. The instrumentally motivated students were absent so many times, they did not plan to overcome the learning obstacles instead they accepted what the teacher explained, they learnt by heart because their goals were to have a diploma.

Sub-theme 2: Students' learning

The integrativelly motivated students trigger teacher's attention by asking questions that could enrich the discussions, helped provide more explanation and deeper into their thinking and finally those questions improved and built their knowledge rather than rigid and abstract information, the integrativelly motivated students preferred that way of learning. The instrumentally motivated students did not ask questions or create debates; they were passive besides their disciplinary problems.

Theme 3: Teaching strategies

This part explained how the teacher dealt with the third- year English LMD students from updating the information that could be beneficial to the integrativelly motivated students as well as adapting the learner- centered approach to encourage and bring those instrumentally motivated students to express their ideas and direct their learning.

Sub-theme 1: Updating the lectures

The teacher updated information in the domain of Psycholinguistics; she did not care about the time and efforts, the most important thing was to transmit the knowledge to the students by delivering handouts, creating an accessible e-mail.... etc. The updated information helped in diagnosing students' motivation because the integrativelly motivated students followed the teacher's instructions and used that current information in addition to their own research to write a good piece of writing.

The integrativelly motivated students sought for extra information, they did not fully accept what the teacher said because they considered that knowledge were made to be criticized and evaluated with a detailed and analytic way. The way the integrativelly motivated students approached their learning motivated and encouraged the teacher to do her best and provided more opportunities by designing the questions that required thinking.

Sub-theme 2: learner-centred approach

The teacher believed strongly that the learner-centered approach was the best method of teaching since both teacher and students could create debate, be open to other's views, encourage research, create an environment of tolerance, relaxation and pleasure with no pressure or punishment. That climate gave more chance for the integrativelly motivated students and it brought and encouraged those instrumentally motivated students to feel free in their learning, shared their ideas and be able to discuss their beliefs. The teacher was a provider of knowledge that should be transmitted appropriately.

Sub-theme 3: Teacher's self-assessment

The teacher conducted at the end of each semester a survey to take into account the students' point of views about the teaching and learning process. From that survey the teacher could adjust her teaching and make future instructions that best fit the students' levels and be more beneficial for the next semester.

3.2.5. Students' focus groups

The researcher studied deeply the students' exam papers, to analyse the way they answered the exam questions, and to choose the participants, that is to say, selecting four students from each category A, B and C students those who had the best, the average and the weak marks respectively. The researcher prepared the questions for the focus groups from what had been noticed in the classroom observation and the exam papers (Appendix 5).

The focus groups with the students aimed to determine those instrumentally motivated students from the integrativelly motivated ones and to analyse how each

category approached learning as well as the written exam. In general, the purpose of those questions was to identify the relationship of the students' marks to their motivation. The following table was about the themes and the sub-themes that emerged from the interview and more explanation would be provided in the following section.

Themes	Sub-themes
Students' attitude towards learning	- Students' attitude towards Psycholinguistics - Students' perspectives about the teacher's efforts
Students' attitude towards the exam	- The written exam as a tool of assessment - Structuring the answers in an essay form
Students' motivation towards their learning	- Students' efforts towards making progress - The students' management of their learning - Students' perspectives towards the teaching methods - The effect of the external factors on students' motivation

Table.3.6. Themes extracted from focus groups with the students

Theme 1: Students' attitude towards learning

This section explained in detail the students' perspectives and how each category approached learning in general and especially the module of psycholinguistics.

Sub-theme1: students' attitude towards psycholinguistics

All the students found that the module of psycholinguistics was more interest, but there were some concepts that were abstract and a bit difficult to grasp. The A students overcame its difficulty by doing extra research, asking the teacher for every detail that may hinder their advancement, since they were language students they took advantage to know how humans acquired language. While the B and C students found that its concepts were too rigid, abstract and it was impossible for them to make it easier as a consequence, they tended to be absent because simply they did not want to learn something that was beyond their intellectual capacities.

Sub-theme 2: students' perspectives about the teacher's efforts

The researcher triggered the students' attention to talk about the teacher's efforts. In general, the A students were satisfied with what the teacher did as an effort to transmit the knowledge to them despite some obstacles that were handled in one way or another. The B and C students were dissatisfied, they believed that the teacher did not give them more chance to debate over their learning difficulties, so their goals were to have average marks and obtain the diploma.

Theme 2: students' attitude towards the exam

According to the data, some students agreed while other ones disagreed with the utility of the written exam and the use of the essay form to answer the exam questions; the B and C students saw that such method was a disturbing tool that did not show to what extent the students made progress.

Sub-theme 1: The written exam as a tool of assessment

The A students appreciated the effectiveness of the written exam as a tool to assess their progress, show their creativity potential in structuring a good and persuasive piece of work. While C and B students disagreed with those students about the written exam and they said that it was a tool that helped the students to develop different methods of cheating by using different technologies such as mobiles.

Sub-theme 2: structuring the answers in an essay form

The students' point of views about using the essay form to answer the exam questions differ from one student to another, the A students were motivated towards such method because it reflected their thinking, push them to present a piece of writing which aimed to demonstrate their abilities, skills as well as their progress on one hand. On the other hand, the B and C students disagreed with such tool because it diminished their abilities and stopped them from expressing their ideas freely.

Theme 3:   Students' motivation towards their learning

This part was about the students' efforts towards making progress and the improvement of their levels in addition to the external factors such as a teaching method and the learning challenges.

Sub-theme 1: Students' efforts towards making progress

The teacher provided handouts for the students in order to improve their levels, but the majority of the students did not appreciate the use of those handouts simply because they were just wasting time. In contrast, the A students read the handouts carefully, extracted the important ideas, understood the content because they considered that those handouts were made to be used to enrich their essays in addition to the utility of the websites. The A students took the advantages of those tools and used them to make progress because they were motivated to learn.

Sub-theme 2: The students' management of their learning

Sometimes the teacher gave important information about the lectures that were not written in the handouts or were not available on the internet, noting that information from the whiteboard or uttered by the teacher, using the guidance and the help of the teacher to serve the interests characterized an intelligent student from the others

All the students did not prepare their lectures to facilitate their learning except the A students who made daily research on what had been asked, in that way they could simplify what was unclear for them because they were already interested in learning the language.

Sub-theme 3: students' perspectives towards the teaching methods

The students were not interested in the teaching method as much they were enthusiastic about the kind of the teacher who displayed the following characteristics such as being tolerant, open-minded to their problems and understood their needs and be able to discuss their beliefs those what motivated students to learn.

The A students were satisfied with the method the teacher used in the classroom, a lot of explanation, repetition and the use of videos while the B and C students were dissatisfied, they considered that the teacher entered classroom; spoke a lot from the beginning to the end of the session with no chance to interfere or ask questions.

Sub-theme 4: The effect of the external factors on students' motivation

One of the prominent issues that characterized the A students was their cooperation and capacities in making all the obstacles that may hinder their progress worked for them in contrast to the rest of the students who complained all the time about their situations. For example, the A students saw those obstacles (such as lack of teaching materials like the computer and data show) as challenges they were motivated to succeed in their learning, so they used all their efforts to overcome those problems instead of complaining.

3.3. Interpretation and discussion of the results

The researcher collected data through a methodological process to answer the research questions that were addressed before. First, the researcher observed and determined the instrumentally and integratively motivated students during the classroom observation, presented their exam's marks statistically, checked its consistency as well as the validity and reliability of the exam questions. Second, by conducting interviews with the teacher and the students, the researcher determined the relationship of the written exam to students' motivation and confirmed that those students were integratively motivated towards learning were likely to have the best marks in the written exam. The way the researcher approached the study was by using certain parameters to identify how both the integratively and the instrumentally motivated students dealt with their learning; those parameters were used throughout the research process.

First, through the classroom observation and by applying those parameters and studying deeply the students' reactions, interactions with the teacher and towards

their learning, the researcher derived some notes about their behaviours. The integratively motivated students were enthusiastic in learning the psycholinguistics; they asked questions and created debates because they believed that the knowledge made to be evaluated. They were helpful and they concentrated on every word uttered by the teacher and discussed their beliefs. The behaviours of the integratively motivated students were due to their interests in the English language; since they wanted to know everything about the language they took advantage to negotiate information.

The instrumentally motivated students were careless and that affected their behaviours, for example, they were passive students despite the teacher's efforts, they were more talkative because they did not want to be part of the learning process they accepted the teacher' knowledge without thinking. They did not remain calm instead their noise disturbed the classroom environment. The explanation of such behaviours was because they did not appreciate the value of learning a language so their goal was to have a diploma and no more.

The researcher also paid attention to how the teacher gave the students instructions to be used in the exams that in one way or another, she encouraged their intellectual capacities. She was a kind of the teacher who did her best to transmit the knowledge to the students by using videos, creating an accessible e-mail and presenting handout, using a formative assessment to check the students' understanding.

Second, the statistical analysis showed that the average of students' marks was estimated 8.83; it demonstrated that those who had "8.5" constituted the majority and their level was less than the average. The mode confirmed the validity of the mean as it showed that there were 17 students who had the mark of "8.5" more than the other students. The median is used to measure the location, it indicated where the data were, and it allowed distributing the study population into two groups containing the same number of individuals. The median was equal to 99; that meant when ordering all the variables, the position number 99 divided the

quantitative data in two equal parts; the median had no importance because it did not have interpretation it was all about position. The standard deviation was equal to 2.78 it indicated that the values in statistical data were close to the mean, so there was no variance. As a consequence the majority of the students learning levels were less than the average because they did not fit the exam parameters such as less mistakes, good essay construction and good analysis with advanced research on the topic except those who had the best marks who worked on themselves. It proved that the majority of the students did not make progress; they did not respect the teacher's instructions instead they learnt by heart definitions of some concepts just to pass the exam no more and that was not the intended learning outcomes that every teacher sought to achieve.

The researcher also checked the validity and reliability of the exam questions; the psycholinguistics teacher designed the exam questions to test the ability of the students to provide an adequate and persuasive a piece of writing and so that the exam marks reflected the students' level. On the other hand, the researcher checked the reliability of the exam and concluded that the teacher followed the same mark scheme that was based on a good essay construction, adequate illustrations and the analytic spirits besides the students' knowledge. As a conclusion, the written exam that was valid, reliable and its marks were consistent; it was considered as a great source and opportunity for the teacher to derive different aspects on the students' learning and to provide different instructions.

Third, from the students' exam papers, the researcher concluded the following; The A students were organized in their answers, explained the key concepts deeply with illustrations and mastery of scientific concepts, built a well structured piece of writing that demonstrated their abilities to analyse the issues. They demonstrated their willingness in doing advanced research through the use of appropriate and relevant information except some grammar and spelling mistakes that were accidental or due to the inappropriate use of some verbs.

The B and C students made a lot of grammar and spelling mistakes besides their inabilities to express their ideas correctly, instead they tended to translate from French and Arabic to English language such problems were presented for the C students more than the B students. Both categories did not really master the main psycholinguistics concepts due to their absenteeism during the first semester as well as their reluctance to do extra research. Such behaviours had bad consequences on the way they answered the exam questions for example, some of the B and C students talked about the LAD, competence and performance that were irrelevant to the questions being asked by the teacher. They did not develop themselves towards facing the challenges, learning or making progress because they were not interested in the language.

Fourth, from the interviews the researcher confirmed and linked the quantitative data in addition to the qualitative data to the teacher's perspective in determining the relationship of the written exam to the students' motivation. The teacher displayed a good potential not only in teaching but also in mastering the psycholinguistics domain because she was a specialist, an expert and she believed strongly that a good teacher was the one who possessed good basis in linguistics as well psycholinguistics. The teacher thought that the exam questions were designed to assess some of the students' skills or abilities, in other words she designed questions that stimulated the students to show their analytic spirit because asking students to provide their answers in an essay form was a great opportunity to test how they could manage the amount of the information they possessed and in what way they built a persuasive essay, such conditions helped to distinguish the motivated students who sought to impose themselves from those who were careless and unmotivated.

The teacher was aware about the impact of motivation on students' achievement, she admitted that the students had a psycholinguistics illiteracy, she noticed that the integrativelly motivated students were passionate towards learning, they treated their learning problems as challenges so they enjoyed their learning and they were mindful and worked on themselves because they believed that knowledge

were made to be evaluated and criticized on one hand. On the other hand, the instrumentally motivated students complained about the difficulty of the psycholinguistics concepts, they did not ask questions or build constructive debates instead they were careless.

The teacher taught the third- year English LMD students by using the learner-centered approach and updated the psycholinguistics program each year by conducting a survey and discussed the students' perspective about her teaching method, the contents..... etc, but she did not use the results of the written exam to determine some aspects on students' learning such as whether those results reflected their learning progress or not, how to benefit from the written exam to make adequate instructions. The teacher in that case was interested more in evaluating and improving her teaching aspects rather than the students' development.

Concerning the students' perspectives, in general the third year English LMD students considered that the module of psycholinguistics was difficult, but each category dealt with it differently, for example the integrativelly motivated students overcame those difficulties by asking questions, doing research and creating constructive debates, they took advantage of the teacher's instructions to make progress because they were motivated to learn. They appreciated the teacher's efforts in transmitting the knowledge besides the exam questions that were designed and at the same time motivated to reflect their abilities, skills and their learning capacities. Their behaviours reflected their deep desire to succeed.

3.4. Summary

The researcher combined all the findings for the sake of facilitating and deriving a conclusion about the issue being studied, the researcher concluded or came to the following results. First, the students' behaviours in the classroom were of a great opportunity to determine those instrumentally motivated students from the integrativelly motivated ones on one hand. On the other hand, the students' marks were consistent with no variance besides the validity and the reliability of the exam

questions and the most important thing was that the marks of the psycholinguistics exam showed that the students approached their learning as well as the exam questions differently, but through the interviews with the teacher and the students, the researcher could identify the kind of the motivation the students had towards their learning.

Second, all the findings were linked to each other and through the analysis, the researcher recognized the effect of motivation on students' learning, it was the motive force that pushed them to learn and to achieve their learning goals, and since the written exam was a beneficial tool that any teacher could use to determine different aspects on the students' learning, it was clear and very important that there was a strong correlation between students' motivation and the exam marks.

The researcher considered that if a written exam that respected the following characteristics such as the exam questions were valid and reliable and at the same time its results were consistent with no variance, in such circumstances the researcher stated or proclaimed that those who had the best marks were likely the integrativelly motivated students and those who had the average and weak marks were likely the instrumently motivated ones.

3.5. Conclusion

The researcher collected and analysed the data through a methodological process that helped in diagnosing and answering the research questions. The researcher benefited from the utility of the written exam to conduct the research and to demonstrate to all those who were involved in the educational domain that the written exam was a main source in determining different aspects on the students' learning so the researcher was enthusiastic to study the relationship of the written exam to the students' motivation.

The students were enthusiastic to learn the English language, but the forces that pushed them towards learning differ from one student to another as a consequence, they tended to display different kinds of the motivation that were categorized by the scholars either instrumental or integrative. Since the teachers

over the past decades, have used different methods such as the questionnaire, survey..... etc to find out the most significant element of learning which was motivation, the researcher demonstrated how the teacher could simply benefit from the written exam as a tool to determine the integrativelly motivated students from those instrumentally motivated ones. Chapter four gave some suggestions and recommendations for the teachers on how to make their exams of great value as well as some suggestions for future research.

Chapter Four

Chapter IV: Suggestions

4.1. Introduction

The researcher collected in the third chapter all the necessary data that were related to exam's marks as well as the students' motivation by using the explanatory mixed method design follow-up model. Second, the researcher analysed the quantitative and the qualitative data through the descriptive, the thematic and the content approach and finally the researcher came up with some findings which provided appropriate explanations and answers to the issue being studied.

The researcher in this chapter presents a summary about the main finding, provides answers to the research questions, that is to say the research outcomes and proposes solutions that could be beneficial in the field of English teaching and learning. This chapter is divided into three parts; the first part deals with the objective of the study, a statement of the problem, the respondents, the sampling procedures, the methods employed and finally the results.

The second part is dedicated to draw out conclusions about the research outcomes and it is done per question, such as the consistency of the psycholinguistics' exam marks, the students' marks and their motivation and finally explaining the relationship between the quantitative and qualitative data. The overall purpose of this chapter is for reporting the results and proposing suggestions and recommendations.

4.2. Summary of the main findings

The overriding purpose of the study was to determine the use of the written exam as a tool to determine the students' motivation. To accomplish that goal; it became necessary to reach some prerequisite goals. Determining the function, the process of the written exam and how it was connected to the students' motivation that was assumed as a high degree of importance in the literature review. Related to that effort, it became necessary to reach an understanding about the students' exam marks. To provide for the possibility that the written exam could be perceived as a viable tool of students' learning, it was important and necessary to use the

explanatory mixed method design which encompassed the different methods that were involved in accomplishing the research. Once that fundamental step was set, the research was able to go forward.

The ultimate focus of the research was on studying the use of the written exam to determine the students' motivation. Sometimes it was hard for the teachers to define the type of the motivation their students had towards learning because the latter was of great importance to push them towards making progress, so the researcher took the advantage of demonstrating and identifying the characteristics of good written exam in order to build a conclusion about its utility in determining the integrativelly motivated students from the instrumentally motivated ones. The goal of the research was to help the teacher to modify the learning instructions and to differentiate those instructions properly and adequately to each category.

For those reasons, the researcher took the Third-year English LMD students at university of Djillali-Liabes as a case study while learning the module of psycholinguistics during the first semester. The choice of psycholinguistics was because such subject matter was different from grammar; reading, writing.... etc as well as it required some intellectual capacities such as deep thinking, good analysis and students' determination.... etc.

The duty of the researcher was to show how the teachers could easily benefit from such tool to define different aspects of the students' learning without using different tools or methods such as questionnaires, surveys.... etc. Undoubtedly, the students while learning, they were either instrumentally or integratively motivated, it was the motive or the force that shaped the way they acted, handled or answered the exam questions. Through a methodological process the researcher derived the characteristics of good written exam that would help in diagnosing the students' motivation and for the teacher to provide adequate guidance and to plan for an immediate intervention that works best for each category.

Moreover, assessment was a fundamental process in education due to its role in detecting the students' learning progress as well as its validity that was essential for the teacher to direct the students towards the goal of learning. The foreign language teachers used a variety of assessment that was designed to respond to certain intended learning outcomes such as the formative, impassive and summative assessment.

The summative assessments were characterized by the number of the test that any English teacher could choose according to the goal they desired to achieve; one of these tests was the written exam. The paramount of the written exam relied in its process that depicted the overall students' learning, their motives, so the purpose of the study was to reveal to what extent the teacher could determine the students' motivation through the use of the written exam.

The researcher was curious about that issue for many reasons; first the exam marks differ from one student to another these differences showed that the students approached their learning differently, it was an indicator that the motives were not the same and second, the teachers did not take that kind of the exam seriously to use it as a database in their teaching. So the researcher decided to follow the research through a methodological process for the purpose of building a rule that may help the teacher in determining the students' motivation by using only that tool. Taking the third-year English LMD students as a case study, the researcher could easily verify the consistency of the exam marks, to examine the correlation of those marks to the motivation and finally comparing and merging the quantitative data with qualitative data to answer the research problem.

Additionally, the researcher selected the teacher of psycholinguistics and the third year English LMD students at University of Djillali Liabes as the participants to be interviewed, the selection was based on some parameters or criteria for example, the teacher had been chosen on her good reputation, experience as well as her determination in organizing the work, presenting the lectures of psycholinguistics and in grading. The researcher studied deeply the students' exam

papers in order to choose the participants, for example, the researcher selected four students from those who had the best marks, other four students from those who had average and another from those who had weak marks and pointing them as A, B and C students respectively. The total of the participants was 12 students to have a meaningful and beneficial debate among the participants. The aim of the interview in general was to link all the findings together and to reach a result and build conclusion about the issue being studied.

The researcher preferred interviewing all the participants at the end of the year that was an appropriate period to negotiate and evaluate the learning from different perspectives, to discuss their problems, their point view about the written exam and in return the researcher could extract the type of the motivation the students have in learning that module.

Furthermore, the researcher thought about the research methodologies that were appropriate in solving the issue being studied, as they were different the researcher decided to choose the appropriate one that could contribute in one way or another to achieve or reach a conclusion to the problem. For that purpose the researcher employed the mixed method research.

The mixed method research was based on mixing with intelligent both quantitative and qualitative research in one study, in other words the researcher carefully planned to mix these approaches in a way that could help in achieving beneficial results because it concentrated on the researcher's desires and the selection of the best methods in comparison to mono-method research.

There are four types of mixed methods design, but the researcher was eager to select the suitable one according to the nature of the research problem for that purpose and by respecting the three criteria of selecting a specific design such as the timing, the emphasis and the approach to mix the two data, the researcher considered the explanatory mixed method design the follow-up model as the best.

By following that design, the researcher started with the collection and analysis of quantitative data as a first phase, and then followed by the second step which involved the collection and analysis of qualitative data. The latter were designed so that it connected to the results of the first phase. Since the researcher placed a great emphasis on the qualitative data to explain and provide more information on the emerged findings or on the anomalous results so the follow-up model was the most suitable one to respond to that need.

The quantitative data were represented in the students' exam marks that were used for calculating the statistical parameters, then the use of the extra tools such as the observation in the classroom and sample of the exam papers were to gather extra information that would give direction to the research and finally the qualitative data which involved interviewing both the teacher and the students helped to explain the ambiguous findings and clarify why these results occurred.

On the other hand, the researcher gathered massive data from the field so it was necessary to organize, order and classify them in certain ways that could help in analysing and interpreting these data. By following the mixed method approach, the researcher decided to use certain methods of data analysis, such as the descriptive, thematic and content approaches.

First, the descriptive data analysis was used for the exam marks which involved calculating the three parameters of central tendency the mean, the mode and the median in addition to the standard deviation for checking the consistency of those marks.

Second, the thematic data analysis was used for the qualitative data, after the researcher finished the transcription of the interviews; the following step was for reading carefully the information then coding them to create themes.

Third, the content analysis was used for the observation and for the analysis of the exam papers; the researcher started the analysis by coding the written information into categories and highlighting the important messages, the coding

was on the level of phrase. The analysis of the data by using descriptive, thematic and content approaches were for ensuring the credibility and for answering the research problem. Finally, based on the data presented and analysed, the researcher came to the following results;

The observation in the classroom showed that the individual student approached their learning differently and based on the parameters that were derived from the scholars' definitions, the researcher proved that there were two categories of the students those who were enthusiastic in learning psycholinguistics, they dared to ask questions, negotiated their ideas because they believed that knowledge were made to be criticized and evaluated those kinds of students were likely to be the integrativelly motivated one. While the second category, they were careless, not interested in the lectures, they were passive students because they missed their opportunities to listen, to ask or to clarify their misunderstanding those were the instrumentally motivated students. The interesting point was that both categories preferred to start the lectures at ten instead of eight in the morning. At the end of the semester the teacher gave the students some instructions about how to answer the exam question and how to present well-structured piece of writing. The researcher also paid attention to the teacher' behaviours, teaching methods and their impacts on the students, despite the limited teaching materials she proved her abilities in managing the classroom, her mastery in the domain of psycholinguistics as well as her willingness and decisiveness in transmitting the knowledge to the students.

The statistical analysis showed that the exam marks were consistent with no variance, the mean was equal to 8.83 and it indicated that the average mark was around that value which meant that the learning level of the majority was less than the average, while the mode was equal to 8.5 and the variable that was associated with that value was"17" which meant that the value of "8.5 was the highest variable in the population. The standard deviation was the parameters which indicated the consistency of the marks and in this study it was equal to 2.78 so the students' marks were close to each other and consistent.

The researcher checked the reliability of the exam by comparing the results of this class to that of last year and it was clear that the psycholinguistics teacher followed the same criteria when grading the students that were based on building a good essay, such requirements could help in reflecting the students' abilities in analysing, providing adequate illustration and proving their knowledge about the issue being asked. Mastering the psycholinguistics concepts as well as making the exam criteria clear for the students were of great priority.

The researcher tested the validity of the exam, for that reason the teacher prepared the kind of the questions that intended to measure to what extent the English LMD students were able to answer and to discuss the main psycholinguistics concepts such as the child's first language acquisition. The teacher designed that questions to respond to the intended learning outcomes that she desired to achieve.

The researcher analysed the students' exam papers by dividing those papers into three categories A, B and C those who had the best, the average and the weak marks respectively then coding their contents into phrases. First, the analysis showed that there were a lot of grammatical and spelling mistakes which differ from one category to another, for example, the B and C students were remarked as the most categories that their mistakes were rated 60% to 80% of their answers. Second, the researcher noticed the disability of the C and the B students in expressing their ideas; they preferred to translate the Arabic words, phrases and expressions to English. Third, the A students proved their potentials in mastering the psycholinguistics concepts through the way they handled the issues being asked, starting from the good explanation of the scientific themes with illustration to the appropriate analysis and the connection of all the relevant knowledge. Fourth, the researcher observed that the C and B students answered the exam questions according to their own experiences not to what the teacher explained in the classroom or to what the research said while the minority did not realize what the question was about so they wrote irrelevant things.

The researcher interviewed the psycholinguistics teacher as well as the students; the questions that were used for the interview were derived from what the researcher observed during the first stage of this study, the researcher started interviewing the teacher to identify her perspective about the students' motivation and through that process so many things had been revealed. First, the teacher was an expert in the domain of psycholinguistics in addition to her experience in teaching that module in the English department that lasted for about eight years. Second, the teacher shared her experiences in designing the exam questions and according to her the exam questions were designed to push the students to show their motivation in learning, a kind of question which combined between the theories, concrete examples as well as respected the students' intelligence that question helped the teacher to distinguish between the integrativelly from the instrumentally motivated students. Third, the teacher asked the students to answer the exam questions in the form of an essay that task encouraged the students to show their abilities in constructing a good piece of writing, their analytic spirits and what had been done as a research. Fourth, the teacher was aware of the effect of the motivation on student' learning and through her contact with that promotion she observed some characteristics such as the way the integrativelly and the instrumentally motivated students approached their learning, the first were interested in learning by asking questions that could contribute in building their knowledge while the second were passive towards making advancement besides the disciplinary problems. The challenge that the teacher faced with that class was the psycholinguistics illiteracy that emerged due to the students' thinking because they thought more in a literary way and due to their absenteeism the instrumentally motivated students accepted everything from the teacher in contrast the integrativelly motivated students overcame that problem by developing their thinking because they were autonomous. Fifth, the teacher used the learner- centred approach as a method to create a climate of relaxation and to bring those instrumentally motivated students to share their beliefs and ideas.

The researcher conducted the interview with the students that aimed to identify the kind of the motivation the students displayed while learning the module of psycholinguistics as well as to determine the relationship of the students' marks to their motivation. First, the students found the module of psycholinguistics more interest but there were some concepts that were difficult for them to grasp. Each category showed different reactions, for example the A students overcame its difficulty by making research, asking for more detail while the B and C students believed that its concepts was rigid, impossible to understand and beyond their intellectual capacities so they preferred to be absent. Second, the students also expressed their opinions about the use of the written exam as a tool to assess their progress, the A students were satisfied with such method because it stimulated the students in general to show their creativity in building a persuasive piece of writing while the B and C students were dissatisfied because the written exam was a disturbing tool for the teacher and it developed different methods of cheating by using different technologies such as mobiles. On the other hand, the A students thought that providing their answers in an essay form was a motivating source for them as it aimed to show their abilities. Third, the researcher determined the kind of the motivation the students displayed towards learning through what each category gave as responses and that was achieved by discussing with the students different issues and then the researcher concluded the following, for example, the majority of the students did not appreciate what the teacher provided for them because the module of psycholinguistics was very difficult to understand in contrast the A students took the teacher efforts into account and seriously to prove their understanding because they wanted to achieve their goals, they were motivated and interested in the language. Concerning the students' management of their learning, the researcher observed that the A students were more enthusiastic, intelligent in using the teacher guidance to prove their learning such characteristic did not exist for the rest of the students. Another issue was about the effect of the external factors on the students' motivation, those A students saw the obstacles that stopped their learning as challenges in that way they guaranteed for themselves progress and

advancement while the rest of the students complained all the time about their situations.

4.3. Research outcomes

This study has proven the relationship of the written exam to the students' motivation, through a methodological process the researcher answers the research questions that are addressed before and come to the following results.

First, the researcher provides a clear explanation about the consistency of the psycholinguistics marks, also the correlation between the exam marks and students' motivation have been demonstrated and finally, the researcher shows to what extent the qualitative results support the quantitative findings in confirming that the best marks are for those integrativelly motivated students and the average and the weak marks are for those instrumentally motivated students.

4.3.1. The consistency of the psycholinguistics' exam marks

The researcher uses the statistical parameters to test the consistency of the exam marks, those parameters are represented in the mean, the mode and the median in addition to the standard deviation. The mean is equal to 8.83 which means that the students' level is less than the average; it concentrates around the mark of "8,5". The mode confirms that results, and it shows that the number of the students who have those marks are estimated to be 17 students.

The standard deviation is equal to 2.78 such value indicates that the dispersion of the marks around the mean is closer, which means that there are no variance, in other words, the researcher does not observe that there are only the best and the weak marks, in contrast, the marks vary from the best, the average and the weak marks.

4.3.2. The students' marks and their motivation

The study has shown that the third year English LMD students display two kinds of motivation while learning the module of psycholinguistics, integrative and

instrumental motivation. Through a methodological process the researcher comes to identify the main characteristics of those two kind, the instrumentally motivated students are careless, they did not respond actively or do advanced research because they accepted everything from the teacher such behaviours affected their marks in the exam, generally those marks range from weak to average. The integrativelly motivated students are enthusiastic, they believe that knowledge made to be evaluated and criticized that perspective guides their motives to learn.

Based on those characteristics, the researcher makes a comparison between the students' marks, their behaviours and their beliefs and perspectives and the results show that there is a strong correlation between the students' marks and their motivation. The researcher identifies that relationship through the following evidences.

First, the observation in the classroom shows that the students react and behave differently when learning, such reactions reflect something very important, which is that the students are motivated differently. As the researcher is familiar with the topic of motivation, the type of the motives that push the students to learn is classified either integrativelly or instrumentally.

The integrativelly motivated students are enthusiastic in learning the psycholinguistics, they concentrate on every detail such behaviours reveal their interest in language and their willingness in learning that module, those students has an interesting criterion that does not exist for other students, which is their strong confidence and decisiveness or boldness in discussing their beliefs and debating over the issues because they believe that knowledge made to be evaluated.

The instrumentally motivated students are passive, for example, they are talkative, they accept the information without thinking, they do not have the spirit of negotiating their ideas or thoughts with the teacher or with their colleagues such behaviours are due to their limited goals, which is obtaining a License Degree.

The teacher makes impressive efforts in encouraging all the students such actions to facilitate their learning, attract their attention and guide them towards the intended learning outcomes.

Second, the researcher studies the students' exam papers, such step facilitates the work of the researcher by identifying different aspects on the students such as the way they answer the exam questions, the construction of an essay... etc. the researcher comes to identify the following; each group has a different style, method and different approaches when dealing with the exam questions, the researcher sees those differences as the reason for such marks.

The A students answer the exam question with a deep explanation for the key concept, they present convincing illustrations with more analysis, which contributes in building a well-structured essay that fit in one way or another the teacher parameters. The B and C students do not display a good potential in transmitting their ideas, beliefs and knowledge besides their laziness in doing research or developing themselves

Third, the researcher conducts interview with the students which aims to identify the kind of the motivation each group of the students display, in other words, it determines those who has the best, the average and the weak marks then analysing their motive for learning whether instrumental or integrative.

The module of psycholinguistics is considered difficult by the majority of the students, the A students overcome the difficulties by employing different methods, strategies and tools. Also, they see the written exam as a method to assess their progress; it shows their creativity in structuring a good and persuasive piece of work. The A students do not miss any opportunity to improve their levels by using handouts more adequately and efficiently. They are clever in managing their learning by obtaining all the information that can help and facilitate their understanding of that module. In general, the A students are cooperative and talented in making all the obstacles work for them because they consider it as

challenges, such behaviours and thinking are of those integratively motivated students while the B and C students complain about that module, they tend to be absent as a way to escape from its obstacles, they see the written exam as a tool which helps the students to develop different methods of cheating and it stops them from expressing their ideas freely instead they blame the teacher for their marks, understanding and their learning in general and that is the characteristics of those instrumentally motivated students.

4.3.3. The relationship between the quantitative and qualitative data

Through the collection and analysis of the qualitative data, the researcher obtains a variety of information that help in one way or another in answering the research question that information reveals the kind of the motivation the third year English LMD students show towards learning, the type of the motivation the researcher deals with in this study is integrative and instrumental, the identification of those two types is done by following a methodological process and through the following steps;

First, the use of the observation in the classroom helps the researcher to identify the students' behaviours, reactions... etc and by comparing those actions to the characteristics of the student who is integratively or instrumentally motivated that are defined by different scholars, the researcher determines exactly those students who are instrumentally motivated from those integratively and the researcher proves the existence of those two types in language classrooms.

During the observation and based on some criteria which are mentioned in previous sections, the researcher recognizes two distinctive groups of the students, a group of the students who are attached totally to the lectures, attentive, they show confidence by their questions, their ideas....etc and the way they impose themselves to understand and grasp the psycholinguistics concepts, those students are the minority of the third year English LMD students so those students show the characteristics of the integratively motivated students.

The other group of the students who are the majority of that class, they are different, they do not show the motive to learn and such reason explains their behaviours in the classroom for example, they are talkative, careless and unwillingness to ask questions or to understand the basis of the module so their characteristics are of those instrumentally motivated students.

Second, the statistical analysis of the exam marks is to guarantee its consistency and to understand how the marks are distributed by applying some statistical rules, in other words the marks of 197 students are analysed by following certain rules or parameters. The results show that the students' marks are between "2" and "14.5" some of the students have the best, other average and another ones weak marks, those rules help the researcher to measure; the mark obtained by the majority and it is an "8" that is the mean, such result shows that the students' answers do not meet the parameters of a good analytic essay on one hand and on the other hand, the calculation of the standard deviation is equal to 2.78 indicates that the marks are consistent with no variance this means that the marks are close to each other and the deviation from the mean is smaller, such results confirms that the marks are fairly distributed without bias. Based on this result, the researcher takes sample of the students' exam papers, those who have the best, the average and the weak marks. The function of completing such analysis is for measuring all the necessary parameters to guarantee the success, good selection and analysis of the next steps that are involved in this study.

The reliability as well as the validity of those marks was also checked as a preliminary process to make sure that the written exam had credibility and as a consequence, it will help in proving the relationship of the written exam to the students' motivation.

The validity of the exam has been verified by following the goals that the teacher aims to achieve while preparing that exam. The primary focus of the teacher is to test the students' abilities in fulfilling certain characteristics or capacities; that

is to say, the teacher considers a better answer of the exam question is of that demonstrates the mastery of the basis or the main concepts of the targeted module, the efficiency in providing the arguments, the sequence in building the essay and the competence in analysing the issue being asked. The researcher considers that the written exam is valid because it is designed simply to test certain skills or abilities and since the students' marks are estimated less than the average this means that the students are not competent enough to analyse and negotiate the aspects of the exam questions except few students who show certain skills in some of the tested capacities.

The reliability of the exam has been also verified by comparing the results of the third year English LMD students to that of the last year and the researcher realizes that the teacher works on the same mark scheme that are fairly respond to judge the students based on their skills and knowledge, and the most important thing is that all the intended learning outcomes that the teacher plans to achieve are made clear to the students to make sure the transparency and fairness.

The overall purpose of studying the exam' marks is to see how the marks are distributed and to facilitate the work of selecting the participants to be interviewed, the researcher selects the participants from three different categories, those who have the best, the average and the weak marks.

Third, the sample of exam papers reveals how each category approaches learning, its mistakes, its styles and the ability of building a persuasive and well structured essay. The way the A students answer the exam question is different from that of the B and C students, the differences are; the mastery of the psycholinguistics concepts, the ability of presenting adequate arguments, the efficiency in proving their intellectual capacities through their capacities in negotiating, analysing and persuading the teacher. Those parameters are the essential basis of student who meets the intended learning outcomes, the A students

show some of them, the B students display a little while the C students do not meet those characteristics at all. The most important issues about the B and C students is, the way they present their answers, for example, they translate their ideas from Arabic and French to English, or sometimes they provide another answers that are irrelevant to that being asked.... etc. so this is an indicator about their reluctance in making a minimum effort for improving themselves

Fourth, the interviews with both the teacher as well as the students reveal so many things, the findings show that, in order to have competency in the psycholinguistics domain the students have to develop themselves in the linguistics stream to understand deeply and to build a foundation in the targeted module. The duty of the teacher is to design a kind of question that stimulates and motivates the students to show their skills in combining the theories with the concrete examples, such method is an effective way to differentiate between the integrativelly and instrumentally motivated students. All the students have the problem of the psycholinguistics illiteracy which shows the willingness, efforts and decisiveness of the integrativelly motivated students in overcoming that issue while the instrumentally motivated students do not plan to face that challenge instead they tend to be absent. Also the students' engagement reveals the way they learn, for example the integrativelly motivated students trigger the teacher's attention by their questions that in return will contribute in building their knowledge while the instrumentally motivated students are passive besides their disciplinary problems.

The students of the third year English LMD have different perspectives about different issues being asked in the interview, for example, the utility of the written exam as an assessment method, the A students consider it as an effective tool because it pushes them to show their abilities while the B and C students see it as a tool that develops cheating techniques, it increases tension and disturbs students in expressing their ideas freely. The teacher's efforts in teaching the module of psycholinguistics are appreciated from the A students as well her teaching methods as a result, they seize every opportunity to help themselves towards making

progress in contrast to the B and C students who blame the teacher for their misunderstand and therefore their advancement. Each category manages its learning differently, for example the A students look for every detail or information to facilitate their learning and seek help everywhere to make the knowledge clear for them because they realize that such module is of great reference about how the language is acquired, presented.. etc by the human being while the B and C students do not show interest in the language itself so they do not follow the teacher instructions and guidance.

The interview with the students as well as with the teacher is considered as a link between the results that are derived from the exam marks and the results that are extracted from the observed behaviours of the students in the classroom, so by considering all the findings the researcher concludes that the best marks are for those students' integrativelly motivated and the average and the weak marks are for those students' instrumentally motivated.

Taking sample of the exam papers which represent the three categories of the students as mentioned above and by conducting interviews, all those procedurs help the researcher in proving the effectiveness of the written exam as a tool to determine the students' motivation, that is to say, the researcher asks questions to the students that are selected from what has been observed, noticed and analysed, and from their answers the researcher makes a link or connection which finally contributes in answering the research questions, so the results that can be emerged from comparing the qualitative data in determining students' motivation with outcome quantitative data are as follows;

The A students who are probably those who have the best marks are enthusiastic, determined to achieve their goals, more attentive, overcome all the learning obstacles because they are interested in the language itself and their willingness to achieve their goals, such behaviours are due to the motives that push or stimulate them to act like that when the researcher analyses and compare those

students' behaviours to the type of the motivation that are defined by different scholars, the results prove that the students who have the best marks are those students who are integrativelly motivated.

The B and the C students who are probably those who have the average and the weak marks respectively, are careless, they tend to be absent, unwillingness to do research or to improve their levels in addition to the discipline problems so their marks reflect the way they manage their learning, in other words, they do not work on themselves to learn how to build a well structured and persuasive essay or how to negotiate the knowledge with the teacher or with their colleagues. Their behaviours, the marks and their answers to the exam questions are due to their primary goal of learning the language which is just for obtaining the License Degree, the researcher confirms that the desires of the B and C students are of those who are instrumentally motivated.

As a consequence, the researcher proves that the written exam is of great source to determine different aspects on the students' learning, but such conclusion cannot be generalized without making some conditions such as the written exam should be valid, reliable and the marks should be consistent in that case the written exam can be assumed as an effective method for the teacher to modify their instructions and to guide the students to the intended learning outcomes.

4.4. Suggestions for practitioners

The following recommendations are offered for practitioners in the field of English language teaching; starting with the teachers then the students;

4.4.1. For the teacher

The following recommendations are guidelines for the teacher on how to consider all the factors and how the written exam is designed so that it can be a great source for them to reveal different aspects on the students' learning;

1- Given that the students are motivated for different reasons and by different factors, the best teaching method that encourages them to be involved in learning process is the learner-centred approach because in that stream both teacher and students could create debate, be open to other's views, encourage research, create an environment of tolerance, relaxation and pleasure with no pressure or punishment. That climate gives more chance for the integrativelly motivated students and it brings and encourages those instrumentally motivated students to feel free in their learning, share their ideas and be able to discuss their beliefs. The teacher is a provider of knowledge that has to be transmitted in a very adequate manner.

2 - While the teacher is uncertain about whether his efforts, the methods or even the teaching materials are beneficial and helpful in transmitting the knowledge to the students, it is recommended to conduct a self-assessment, e.g. plan for a survey at the end of the semester will be valuable to know or to see the students' point of views about the teaching and learning process. From that survey the teacher can adjust his teaching, modify his instructions to meet the students' levels and expectations.

3 - Since the written exam has proven its efficiency in determining the students' motivation, so it is advisable for the teacher to design the exam to respond to the learning goals, that is to say to guarantee the effectiveness of the written exam, the teacher has to make sure of the following conditions or requirements such as the validity, reliability and consistency. The validity of the exam is related to the purposes for which an assessment is used thus the written exam might be valid for one purpose but inappropriate for other purposes. The reliability of the exam is the same if it is scored by different raters or teachers besides the consistency of the marks; in that case the teacher gains an essential data to reveal different aspects on the students' learning that cannot be detected through other means or tools. Those three elements are the characteristics of good written exam.

4- Since the students' motivation is an essential element for success in language learning and it shapes their behaviours, the teacher is asked to pay attention to that issue by providing different techniques that help direct and guide the students to the intended learning outcomes of the targeted module. As the majority of the students are fascinated with the new technologies, so the teacher has to deliver the lectures by using the smart devices such the interactive whiteboard, using the Tab, giving student cards that are accessible to virtual library, creating individual accounts to the English department website, activating the distance learning. All those procedures help students to be more attentive and enjoy learning.

5- In general, the teacher supposes that each student starts at the same place by detecting what they know first, and planning accordingly, so the teacher has to avoid such assumption and starts by; first, assessing the student's prior understanding, attainment, and ability to learn, second, teaching and prompt, that is to say, providing appropriate instruction and tasks to do immediately, after that the third step is assessing again that is checking the resulting level of attainment and verifying misconceptions that may have arisen and finally providing feedback and suggesting the next appropriate task, that is the three cycles of great teaching. Through this model the teacher can easily detect what motive students to learn and in return, it will help to deal with each category.

6 - The consistency of the written exam can be influenced by a famous and a dangerous phenomenon in a learning process that is the cheating. The students become more familiar with the different cheating techniques and high technologies such as Bluetooth watches and pen scanners and they are easy to hide from the examiners in many places. As this phenomenon has bad consequences on the students' progress. The teacher, decision makers and all the organizations involved in the education have to set decisive procedures to

minimize the cheating. The solution is to install or set up a mobile jammer such tool is designed to block all the cheating devices.

7- The duty of the teacher is to identify the students' learning style, strategies, attitudes, motivation... etc. to differentiate the learning instructions such operations require from the teacher certain skills or training so the English department has to provide workshops or training for the teacher on the psychology of the adolescent and the different ways that could encourage the students to focus and to develop their abilities.

8- The teacher explains to the students, which course objectives the exam addresses, for example an exam that assesses the students' abilities in using the grammar rules appropriately, and to apply those rules they have learned in real life situation. If the students do well in the exam, this helps them realize how the course aligns, reassures them about their ability to perform well.

9- The teacher has to give instructions about the exam, that is to say, the instructions prepare students for what they are about to be asked by showing the format of the exam, including question type and mark scheme. This helps students prepare themselves and think about how to develop their writing skills.

10- Sometimes, the teacher thinks that the exam questions he design, they seem perfectly clear. So to avoid any misunderstanding, it can be a good idea to ask a colleague to read through the exam questions and to make sure everything is clear and unambiguous.

11- It is useful and helpful for the teacher to think about how the exam questions will be scored or about the mark scheme. So, it is preferable to break the desired answers into components and decide how many points the teacher would give a student for correctly answering each.

12- In order to guarantee the exam fairness, the following are the basic rules, for example; test questions should reflect the objectives of the unit; expectations should be clearly known by the students; each test item should present a clearly formulated. Grading constructively requires the teacher to provide written feedback - since it has a relationship with the written exam- that helps the students to appreciate what they achieved and did not achieve by taking the test. This feedback could include the following; encouraging comments on a test or paper that convey respect for what the student attempted to accomplish; praise for what the student did accomplish and suggestions for improving performance.

13- **Piontek (2008)** states that essays can tap complex thinking by requiring students to organize and integrate information, interpret information, construct arguments, give explanations, evaluate the merit of ideas, and carry out other types of reasoning. The advantages of essays include the potential for motivating better study habits and providing the students flexibility in their responses. The teachers can evaluate how well students are able to communicate their reasoning with essay items. It should, however, be noted that creating a high quality essay item takes a significant amount of skill and time.

14- **Piontek (2008)** proposes a general guideline for developing and scoring essay items and provides examples of essay question stems for assessing a variety of reasoning skills Table 4.1. The teacher can choose one type of the essay items, either a restricted response essay that focuses on assessing basic knowledge and understanding, and generally requires a relatively brief written response. Or an extended-response essay items that allow students to construct a variety of strategies, processes, interpretations, and explanations for a given question, and to provide any information they consider relevant. The flexibility of an extended-response item can make it less efficient for measuring specific learning outcomes than a restricted-response item, but it

allows for greater opportunity to assess students' organization, integration, and evaluation abilities.

Skill	Stem
Comparing	Describe the similarities and differences between... Compare the following two methods for...
Relating Cause and Effect	What are the major causes of... What would be the mostly likely effects of...
Justifying	Which of the following alternatives do you favour and why? Explain why you agree or disagree with the following statement.
Summarizing	State the main points included in... Briefly summarize the contents of...
Generalizing	Formulate several valid generalizations for the following data. State a set of principles that can explain the following events.
Inferring	In light of the information presented, what is most likely to happen when... How would person X be likely to react to the following issue?
Classifying	Group the following items according to... What do the following items have in common?
Creating	List as many ways as you can think of for/to... Describe what would happen if...
Applying	Using the principles of...as a guide, describe how you would solve the following problem. Describe a situation that illustrates the principle of...
Analyzing	Describe the reasoning errors in the following paragraph. List and describe the main characteristics of...
Synthesizing	Describe a plan for providing that... Write a well-organized report that shows...
Evaluating	Describe the strengths and weaknesses of... Using the given criteria, write an evaluation of...

Table 4.1. Sample Essay Item Stems for Assessing Reasoning Skills

15- For the purpose of developing essay items, the following are guidelines that are based on five main points. First, the teacher has to restrict the use of essay questions to educational outcomes that are difficult to measure using other formats. Second, construct the item to elicit skills and knowledge in the educational outcomes. Third, the essay is able to measure deep understanding and mastery of complex information. When constructing essay items, the teacher starts by identifying the specific skills and knowledge that will be assessed, so that students clearly understand the specific task. Fourth, teachers, and many students, often view essay choice as a way to increase the flexibility and fairness of the exam by allowing students to focus on those items for which they feel more prepared. However, the choice actually decreases the

validity and reliability of the instrument because each student is essentially taking a different test, that is to say, allowing students a choice gives them the perception that they have the opportunity to do their best work, the choice entails difficulty in drawing consistent and valid conclusions about student answers and performance. Fifth, the intended learning outcomes that aimed at higher order reasoning skills, creating a series of essay items that elicit different aspects on students' skills and knowledge can be more efficient than attempting to create one question to capture multiple objectives. In such way, the teacher can capture a variety of skills and knowledge while also covering a greater breadth of course content.

4.4.2. For the students:

The following are recommendations for the students that they should be taken into consideration to make their learning more valuable;

1-   The students are also the ones who be blamed for their learning progress and for improving their motivational behaviours. Today, many researchers state that it is not only the duty of the teacher to tease the instrumentally motivated students to have more of the motivation that correlates with success in language learning. So, there should be a kind of debate or cooperation among the students, this debate is for the instrumentally motivate students to learn from the integrativelly motivated students how to transfer or develop a kind of motivation that could their learning more valuable.

2-   The students are required to ask themselves why they are learning a language if it is for work, school or they are interested in the culture, if it is for the first ones then the students have to become interested. Learning about the people and places where a language is spoken helps, but so does relating this knowledge to topics you already care about. In this way you will develop both integrative and instrumental motivated students to learn more.

3 - The students are required to seek out people who speak the language or those who come from the target country, in other words, making contacts outside of the mother tongue language circle, this will not only encourage incidental learning and up student exposure to language input, but it fosters more integrative emotions and expands student's perspective at the same time.

4- The students are recommended to focus on speaking and listening and engaging in more informal communication with such skills the students can feel free to make mistakes because there is no record of any mistakes.

5- The students are recommended to take a step back and appreciate the language for what it is, in other words, language learning can be both tedious and overwhelming at times. To appreciate the language and to develop interest in it, the students have to step away from it and see it in a more global context.

6- The third year English LMD students have to benefit from different modules they deal with. For example, those students have to take advantage of the module of psycholinguistics as a domain of study, not only to pass the exams, but learn how human being acquire language, in such way, they will be more involved and more motivated in learning.

4.5. Recommendations for research

The following recommendations are offered for future research in the field of English language teaching;

1- While the current research focuses on determining the students' motivation and its relationship to the written exam and as the researcher has proved that the integrative motivation correlates with greater success in language learning, it may be advantageous to conduct research which considers generalizing the study to encompass the age- related or developments-related needs of the students.

2-   Given that this study provides a basis for concluding that the best marks are for those integrativelly motivated students such efforts would enable and encourage the English teachers to design their written exams and to conduct other research on different module such as grammar, literature..... etc. in a way that could provide data and to derive constructions related students' learning from the exams.

4. 6. Conclusion

The researcher comes to solve the research problem that is addressed before and it is proved through the explanatory mixed method the follow-up model that the written exam is of great importance. The duty of the English teacher is to take profit from such a tool to improve their teaching and to guide the students towards the intended learning outcomes. The researcher takes the advantage of this tool and relates it to one aspect on the students' learning which motivation, by analysing different data the researcher draws a conclusion which states that the best marks are for the integrativelly motivated students and this support Gardner and Lambert (**1972**) research which proved that integrative motivation correlated with greater success in language learning.

General Conclusion

General Conclusion

The study was set out to explore the concept of the written exam and its relationship to the students' motivation for the third year English LMD students at the University of Djillali Liabbes, Sidi-Bel-Abbès, the importance of motivation, the types, the utility of the written exam as a tool and its role in detecting or defining the type of the motivation the students have towards learning English.

The study has also sought to know whether the psycholinguistics' exam marks can result in determining effectively the instrumentally motivated students from those integrativelly motivated ones. The general theoretical literature on this subject and specifically in the Algerian context is not well known within the English university teachers. The study sought to answer three substantial questions that are; whether the marks of psycholinguistics written exam is statistically consistent or not?, to what extent the students' instrumental and integrative motivation can be identified through the use of the written exam?. And what results emerge from comparing the qualitative data in determining students' motivation with outcome quantitative data?. The main empirical findings were summarized within the chapter four. The following section will synthesize the empirical findings to answer these research questions.

First, the statistical analysis is used to check the consistency of the marks and in this case, the researcher calculates the three parameters of central tendency the mean, the mode and median and all these parameters indicate that the students' level is less that the average, which means that the students' answer do not fit the intended learning outcome that the teacher of the module wants or aims to achieve. Another separate parameter which is the standard deviation indicates that all the marks are consistent with no variance, that is to say, the marks are close to each other.

Second, to demonstrate and find to what extend the students' instrumental and integrative motivation can be identified through the use of the written exam, the researcher selects the explanatory mixed metho design the follow-up model that

helps answer the question, by collecting the necessary data such as the observation in the classroom, exam marks, sample of the exam' paper, conducting interviews with the teacher and the students, the researcher comes to the following findings, the A students who have the best marks in the exam, they are creative and more methodological in structuring a good and a persuasive essay. For them, the obstacles are seen as challenges and in this case they employ different stratgeis and methods to face all the difficulties that may hinder their progress. The B and C students who have the average and the weak marks in the exam, they are careless, do not pay attention to the lectures and as a consequence, they complain about the difficulty of the module, they consider that the written exam is a confusing tool and do not reflect the students' level simply because it develops different techniques of cheating.

Third, by comparing the qualitative data which determines the students' motivation with outcome quantitative data, the researcher comes to the following results. the qualitative data that are represented in the observation in the classroom, help in determining the students' behaviours, reactions.... etc. The researcher determines two categories of student who are motivated differently and as a consequence, it has proven the existence of the instrumentally and the integrativelly motivated students in Algeria language classrooms. A category of the students who are attentive, confident and the way they impose themselves and deal with the module to understand the psycholinguistics concepts, that category is likely the integrativelly motivated students. Another category who is careless, complain about their learning, do not overcome the obstacles, difficulties towards making progress are likely the instrumentally motivated students. By comparing the qualitative data with the quantitative data, the researcher confirms that those students who have the best marks are the integrativelly motivated while those who have the average and the weak marks are instrumentally motivated ones.

The theoretical cases for the assessment and especially for the written exam need to be revisited in order to further understand, particularly its relationship to the students' motivation and to the students' learning and how it can be made more

sustainable. The sustainable framework suggests that the integrative motivation correlated with greater success in language learning **Garner and Lambert (1972)**. However, It is noted from this study that such statement is proved in the Algerian context with the obvious utility of the written exam as a tool in proving that the best marks are for those integrativelly motivated students and the average and weak marks are for those instrumentally motivated students. This pattern is consistent with the fact that the written exam has to show the following characteristics such the consistency of the marks and the reliability and validity of that exam to assume that the written exam of the targeted module is an effective method in predicting the students' motivation.

Finally, the study has offered an evaluative perspective on the importance of the written exam as a method in detecting the students' motivation and was conducted on the third year English LMD students at the university of Djillali-Liabbes. As a direct consequence of this methodology, the study encountered a number of limitations, which need to be considered. In spite of what is often reported about the benefits of the written exam as a tool to determine the student's motivation, the identification of the integrativelly motivated students from the instrumentally motivated ones in practice is difficult due to some reasons and factors. In this case, the best solution that helps in overcoming these obstacles is, making sure that the written exam is valid, reliable and the marks are consistent, such procedures, help and guarantee its effectiveness and allow the teacher to identify different aspects on the students' learning.

Acronyms

- **LMD : Licence Master Doctorat**
- **AMTB : Gardner's Attitude/Motivation Test Battery**

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Acronyms

- **LMD : Licence Master Doctorat**
- **AMTB : Gardner's Attitude/Motivation Test Battery**

Appendix 1 : The psycholinguistics exam questions

CORRIGE Type EMD Psycholinguistics – 3 ^{ème} Année LMD

Topic 1: A child cannot develop his first language alone; s/he needs some abilities, conditions and some people around him / her for help. Besides, the child is not born with an empty brain and does not rely on imitation to acquire his L1.

Answer:

Introductions

Development:

- Biological factors (in details)
- Mental factors (in details like Brocca Aphasia, Weirneck Aphasia, SLI, Language and speech disorders (definitions and illustrations, not in general)
- Social factors (in details)
- The mentalist approach vs. the behaviourist one.

Conclusion

Topic 2: Explain the child's main linguistic production during stage of his 1 st language acquisition and explain the reasons that make the child acquire gradually and not totally his L1.

Answer:

Introduction

Development:

- The stage (every stage with linguistic examples – necessary).
- Explain the reasons that make the child acquire gradually and not totally his L1.
- Because his motor skills and LAD are not ready and well developed and give as example, the stages in the acquisition of negation, and do not mention the above factors of Topic1.

Conclusion

# Appendix 2 : Marks and Frequency Distribution of Students Marks

Group 1		Group 2		Group 3		Group 4		Group 5		Group 6	
N°	Marks	N°	Marks	N°	Marks	N°	Marks	N°	Marks	N°	Marks
1	2	40	2.5	75	4	107	4.5	132	2	173	3
2	5	41	2.5	76	5.5	108	5	133	2	174	3.5
3	5	42	4	77	5.5	109	6	134	5	175	4
4	6	43	4.5	78	6	110	6.5	135	5	176	5.5
5	6	44	5	79	6	111	6.5	136	5.5	177	5.5
6	6	45	5.5	80	6	112	7	137	5.5	178	6
7	6.5	46	7	81	7	113	7	138	6	179	6.5
8	7	47	7.5	82	7	114	7.5	139	6	180	7
9	7	48	7.5	83	7.5	115	7.5	140	6	181	7
10	7	49	7.5	84	7.5	116	8	141	6	182	7
11	8	50	8	85	8	117	8.5	142	6.5	183	7.5
12	8	51	8.5	86	8	118	8.5	143	6.5	184	7.5
13	8.5	52	8.5	87	8	119	8.5	144	6.5	185	8
14	9	53	8.5	88	8.5	120	8.5	145	7	186	9.5
15	9	54	8.5	89	8.5	121	9.5	146	7	187	9.5
16	9	55	9	90	8.5	122	9.5	147	7	188	10
17	9.5	56	10	91	8.5	123	9.5	148	7	189	10.5
18	9.5	57	10.5	92	8.5	124	9.5	149	7	190	10.5
19	9.5	58	11	93	8.5	125	10	150	7.5	191	11
20	10	59	11	94	9	126	10.5	151	7.5	192	11.5
21	10	60	11	95	9	127	11	152	8	193	11.5
22	10	61	11.5	96	9	128	12	153	8.5	194	12
23	10	62	11.5	97	9.5	129	12.5	154	8.5	195	12.5
24	10	63	11.5	98	10	130	13	155	9	196	12.5
25	10.5	64	11.5	99	10	131	13	156	9.5	197	13
26	10.5	65	12	100	10.5			157	9.5		
27	11	66	12	101	10.5			158	9.5		
28	11	67	12	102	12.5			159	9.5		
29	11	68	12	103	12.5			160	10.5		
30	11.5	69	12	104	13.5			161	10.5		
31	11.5	70	12	105	13.5			162	11		
32	11.5	71	12	106	13.5			163	11		
33	12	72	12.5					164	11		
34	12	73	13					165	11.5		
35	12.5	74	14					166	11.5		
36	12.5							167	12.5		
37	13.5							168	12.5		
38	14							169	13		
39	14.5							170	13.5		
								171	14		
								172	14		

The Total of the exam papers was equal to 197

Xi	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10.5	11	11.5	12	12.5	13	13.5	14	14.5
G1	1						2		3	1	3		2	1	3	3	5	2	3	3	2	2		1	1	1
G2		2			1	1	1	1			1	3	1	4	1		1	1	3	4	7	1	1		1	
G3					1			2	3		2	2	3	6	3	1	2	2				2		3		
G4						1	1		1	2	2	2	1	4		4	1	1	1		1	1	2			
G5	2						2	2	4	3	5	2	1	2	1	4		2	3	2		2	1	1	2	
G6			1	1	1			2	1	1	3	2	1			2	1	2	1	2	1	2	1			
Ni	3	2	1	1	3	2	6	7	12	7	16	11	9	17	8	14	10	10	11	11	11	10	5	5	4	1

| Xi	Ni	Ni Increasing cumulative	Ni Decreasing cumulative	Fi	Increasing Cumulative Frequency		Decreasing Cumulative Frequency	
2	3	3	197	0.015	0.015	1.5%	0.988	98.8%
2.5	2	5	194	0.010	0.025	2.5%	0.973	97.3%
3	1	6	192	0.005	0.03	3%	0.963	96.3%
3.5	1	7	191	0.005	0.035	3.5%	0.958	95.8%
4	3	10	190	0.015	0.05	5%	0.953	95.3%
4.5	2	12	187	0.010	0.06	6%	0.938	93.8%
5	6	18	185	0.030	0.09	9%	0.928	91.3%
5.5	7	25	179	0.035	0.125	12.5%	0.898	89.8%
6	12	37	172	0.060	0.185	18.5%	0.863	86.3%
6.5	7	44	160	0.035	0.22	22%	0.803	80.3%
7	16	60	153	0.081	0.301	30.1%	0.768	76.8%
7.5	11	71	137	0.055	0.356	35.6%	0.687	68.7%
8	9	80	126	0.045	0.401	40.1%	0.632	63.2%
8.5	17	97	117	0.086	0.487	48.7%	0.587	58.7%
9	8	105	100	0.040	0.527	52.7%	0.501	50.1%
9.5	14	119	92	0.071	0.598	59.8%	0.461	46.1%
10	10	129	78	0.050	0.648	64.8%	0.39	39%
10.5	10	139	68	0.050	0.698	69.8%	0.34	34%
11	11	150	58	0.055	0.753	75.3%	0.29	29%
11.5	11	161	47	0.055	0.808	80.8%	0.235	23.5%
12	11	172	36	0.055	0.863	86.3%	0.18	18%
12.5	10	182	25	0.050	0.913	91.3%	0.125	12.5%
13	5	187	15	0.025	0.938	93.8%	0.075	7.5%
13.5	5	192	10	0.025	0.963	96.3%	0.05	5%
14	4	196	5	0.020	0.983	98.3%	0.025	2.5%
14.5	1	197	1	0.005	0.988	98.8%	0.005	5%

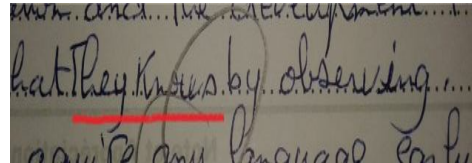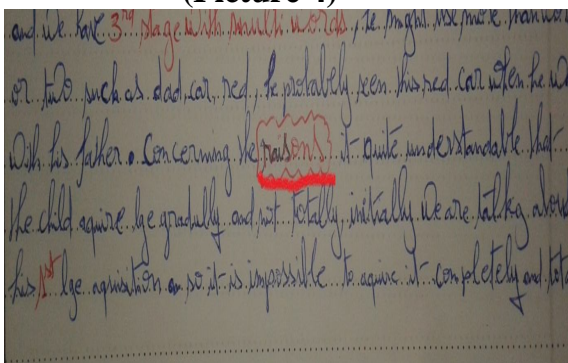# Appendix 3 : Sample of students' exam papers
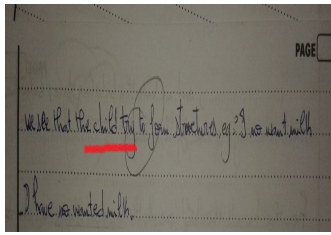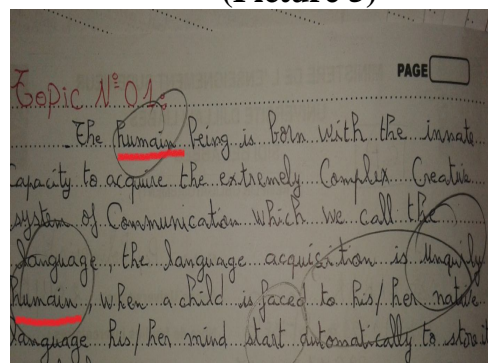

(Picture 1)
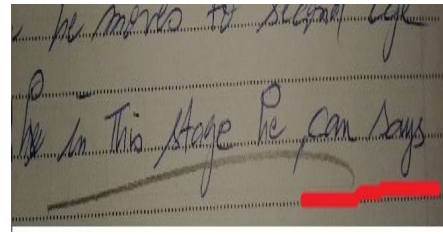
(Picture 2)
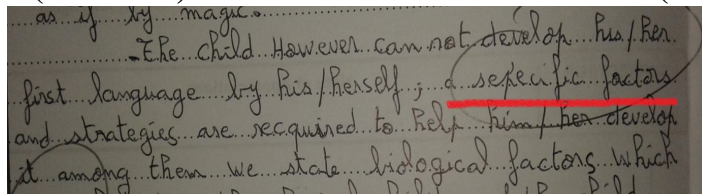
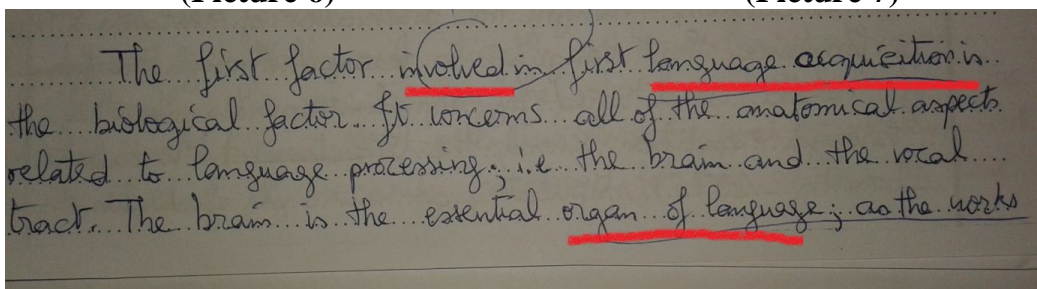(Picture 3)
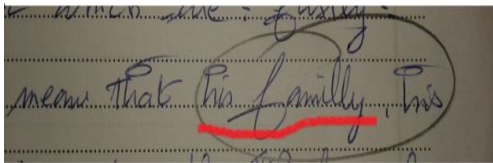
(Picture 4)

(Picture 5)

(Picture 6)

(Picture 7)

(Picture 8)

(Picture 9)

Put in a dialect of his language.
The third factor is the social factor that The child
suffer for many psychological problem that Trouble
his language. This part of influence of his family and
what is around him., The speech is decide for the
child who live in asslution in healthy.

(Picture 10)

This circumstance consist three main factors. First. The social factor
the family, which has a big role in developing the children language.
The good circumstance of the family and the calm environment at home
of the child to hear and distinguish his mother sound and all.

(Picture 11)

intellegence and represent The protection for her baby. Second, the
biological factor, which play a huge part in the language acquisition
the baby who is born with healthy body, and healthy vocal cords, chest
mouth, lungs and finelly air., doesn't find difficulties in developing
his first language. Finally, the mentat factor, the baby's brain must
be healthy and without damage. When the child ask question he

(Picture 12)

doesn't wait for others to answer, this is called out, which.....
Chomsky 1962. In addition, the oral language is the social means, no
matter the children are intelligent or stupid, they acquire their mother
tongue. Chomsky demonstrate that we have set of language rules in
our brain, this is called Universal grammar "which helps in the
language development.

(Picture 13)

The second child he develop language faster than the first
child. The mother is the first person in the world in the infant,
She take care of his child and protect him from the danger.

(Picture 14)

in influence develop during its subject by the social factors
which is very important to the child who firstly acquire vowels
than consonants. the mother ranks the first place between
people who around him and then the father.
These............

(Picture 15)

Speech organs function in the start by the child
and finally the air. Eric Leyneberg (1967). Through his
Studies and investigation he found that the linguistic differ
is innate in the human brain.

(Picture 16)

Topic one:
The child in his debut in learning how to

(Picture 17)

As a Conclusion we may say that children
are the important etape on the society.
... the Than in

(Picture 18)

language.
Firstly, speaking for the biological factor, the child which
born with a complete construction of the brain which has
the responsibility for hearing, understanding and speaking.

(Picture 19)

of the neurologists Broca (1861) and Wernicke (1875) have
revealed, language tools in most human adults are located in the
perisylvian area, extended in different lobes of the sub-cortex in
the left hemisphere. Broca area, located in the frontal lobe near
the motor cortex (controlling movements), controls speech production
while Wernicke area, situated in the temporal lobe contiguous

(Picture 20)

Making words stage :
After that the child started to develop his language by
saying words. Sometimes a party the time not correct such
as papa, mama ect. Sometimes he only repeat theme like
when he see food, he say milk which mean that he
is hungry and he show it with his fingers which
mean that he recognize and know what is that thing.

(Picture 22)

Topic 2:
* The stages of child first language
acquisition → child and young learners
LAD: Competence Vs performance

(Picture 21)

The child is not born with an empty brain
and does not rely only on imitation to acquire his
first language, he has natural understanding
to the language but it is week therefor
he needs help but he translate the imitation
into language that he can understand and
to get the full meaning.

Picture 23

Topic 2:
At the biginning there are important facts about the
brain we should talk about.
at the first, human are born with the innate capacity to acquire the extremly
complexed creative system to communication that we call language.
Second, the natural ability for sharing language normally demished Biological
factor.
Third and finally is most adult language

(Picture 24)

Appendix 4 : Semi-structured questions for teacher interview

1- What is your degree and your speciality?
………………………………………………………………………………………
……………………………………………………………………

2- For how long have you been teaching in the English Department?
....
....

3- What are the characteristics of good teacher and good students?
………………………………………………………………………………………
……………………………………………………………………………

4- What are the major steps that you follow when designing the exam questions?
………………………………………………………………………………………
……………………………………………………………………………

5- What do you think about the repeated exam questions?
………………………………………………………………………………………
…………………………………………………………………………

6- What are the benefits of providing answers in long extended essay?
………………………………………………………………………………………
……………………………………………………………………………

7- what do you think about the way the integrativelly/ instrumentaaly motivated students approach learning?
………………………………………………………………………………………
……………………………………………………………………………

8- What are the behaviours of those integrativelly and instrumentally motivated students in the classroom?
………………………………………………………………………………………
……………………………………………………………………………

9- Do your teaching strategies affect students' motivation?
………………………………………………………………………………………
……………………………………………………………………………

10- What is the best teaching method?
………………………………………………………………………………………
……………………………………………………………………

11- What do you do to improve and to adjust your teaching?
………………………………………………………………………………………
……………………………………………………………………………

Appendix 5 : Semi-structured questions for students focus group

1- How do you find the module of Psycholinguistics?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

2- Are satistified about the teacher' efforts?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

3- Did you follow the teacher's instructions about the exam?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

4- What do you think about the written exam as a method of assessing students' progress?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

5- What do you do as efforts towards making progress ?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

6- How do you manage your learning?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

7- According to you, what is the best teaching method?

……………………………………………………………………………………………
……………………………………………………………………………………………
……

8- Do the external factors affect you motivation?

……………………………………………………………………………………………
……………………………………………………………………………………………
……