

THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENTS' MOTIVATION - A CASE AT UNIVERSITY OF CUU LONG

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ABSTRACT

An essential resource passionate English teachers need to strengthen their classroom skills in motivating students is assessment. Due to the relationship between assessment, productivity, and performance, the subject of assessment, in general, has received much attention in organizational literature databases. Additionally, student achievement is impacted by sorts of evaluation methods employed in the classroom, which in turn influence a student's motivation (Offerdahl & Tomanek, 2011). Specifically, formative assessment which takes place during teaching is purposefully designed to enhance (rather than to evaluate) students' language skills or their reception of new language concepts. Formative assessment involves a variety of strategies for evidence gathering, using intermediary student responses as feedbacks for recognizing teaching-learning gaps in order to adapt the teaching process to better meet students' requirements. Black & William (1998) stated that formative assessment is a critical part of the teaching practice, and its implementation enhances the students' motivation. Stiggins (2005) highlighted the positive connection of formative assessment and students' motivation and pointed out the role of teachers in helping students to enhance their motivation. The aims of the paper are (a) to summarize formative assessment theoretically and learner-centered, teacher-directed, mutually beneficial formative techniques that can be tailored to specific disciplines and teaching contexts (b) to present quantitative analysis on students' perception towards the effects of the formative assessment on their motivation and (c) to confirm connection between the formative assessment and the students' motivation in correlation with the theoretical insights.

Keywords: formative assessment, motivation, feedbacks, perception, assessment techniques



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