Assessing the Reading Skill within the Competency-Based Approach. The Case of Third Year Pupils in Mohamed Dkhissi Secondary School _Maghnia_.

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Abstract:

As teachers decide what learning goals students should achieve, what content should be taught to students and what prior knowledge students have: parallel decisions should be made regarding how to operate within the whole teaching and learning process. presently, teaching is built on the premise that students are just as responsible as their teachers in the process of education. Teaching languages, be they foreign or second, has been considered as the set of activities which are intended to help the learners acquire certain knowledge, bearing in mind that its aim is to facilitate the process of learning. The present dissertation aims at shedding light on the “assessment of the reading skill within the CBA.The Case of Third Year Pupils in Mohamed Dkhissi Secondary School-Maghnia-”. The purpose of this study focuses on how to assess the reading skill? The present work also suggests some reading assessment tasks that help both teachers and learners. The handling of this issue is embodied into 4 chapters. The first One focuses on the place of the reading skill within the CBA. The second chapter attempts to give a global picture to the concept of classroom assessment, it also gives a definitions to the different types and linear steps of assessment, its tools and techniques. As it focuses on the assessment of learners reading skill and the techniques which in a better way help to assess the components of this skill. The third chapter represents the research instruments for data collection which are: students ‘questionnaire and teachers ‘interview. Both qualitative and quantitative methods for data analysis were used in this research work to analyze these data. In the final chapter, some practical suggestions and proposals for EFL teachers and learners are made in order to improve the assessment of the reading skill within the CBA.
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