Project-Based Assessment in an EFL Context:
The Case of 3rd Year Secondary School Students

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ABSTRACT

This research work has adopted an investigative study to develop an obvious understanding of the specific sorts of secondary school EFL practices to strive to find out whether they keep abreast of the adoption of Project-Based assessment to language learning or not. With this goal in mind, we needed to incorporate understandings of EFL teachers and learners’ attitudes and beliefs that have nuts-and-bolts concerns into the process of alternative assessment that is project geared. Data about the addressed issue were compiled quantitatively through questionnaires, one for the EFL secondary school teachers and another for the 3rd year secondary school learners as well as qualitatively by using classroom observations to seek live data from live teaching situations. Unfortunately, the findings seem to paint a bleak picture of the prospects for project-based assessment in the Algerian EFL classroom as the results reveal that traditional testing methods are still given more prominence in the Algerian 3rd year secondary school English classroom; the main cause in that is apparent to be the inadequate teacher support and provision. Indeed, the results helped in shaping remedial suggestions to allow for the emergence of learner-centeredness and afford more opportunities to the practice of alternative assessment. Most importantly, through the attempt to call into question Project-Based Assessment practices, the latter might be located within the broader research field.
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