

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Soddik Ben-Yahia University.Jijel
Faculty of Letters and Languages
Department of English



**Evaluating the Appropriateness of Test Types and Contents to the
Competency Based Assessment**

The Case of Algerian Secondary School Tests

Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Language Sciences

Submitted by

Sarra BOUTAGHANE

Radja CHERRID

Supervised by

Sarra LEKKAT

Board of Examiners

Examiner: Fouzia BENNACER Mohammed Seddik Ben-Yahia University-Jijel

Chairperson: Messaouda ARZIM Mohammed Seddik Ben-Yahia University-Jijel

Supervisor: Sarra LEKKAT Mohammed Seddik Ben-Yahia University-Jijel

2017

Dedication

All the Praise is Due to God Alone, the Sustainer of the Entire World

I dedicate this work to

The most precious people to my heart: my dear Mother and my beloved Father who guided me in every step, and provided me with their endless love, help and support;

to my brothers : **Brahim, Youcef, and Chams-Eddine ;**

to my sisters : **Ghada, Widad, Amina, and Aziza;**

to my nephews and nieces the roses of my family : **Abd-Allah, Chaimaa, Israa, and Doaa;**

to all my friends and relatives.

Sarra

Above all, I thank Allah, the Almighty for giving me the strength and patience to undertake and complete this work Glory and Praise for him.

I dedicate this work to

The dearest persons to my heart: to my parents for their love, support and understanding;

to my sisters : **Fayza and Nesrine ;**

to my brothers : **Djaber and Youcef;**

to all my friends and colleagues : **Samah, Hayet, Sarra, Saida, Amel, and naima.**

Radja

Acknowledgements

First and foremost, we would like to express our profound gratitude to our supervisor Mrs. **Sarra Lekkat** for her helpful guidance, positive encouragement, constructive comments and infinite patience throughout this research.

We would like, also, to thank the panel of examiners of our dissertation, Mrs. **Fouzia Bennacer** and Mrs. **Messaouda Arzim** for their acceptance to read and evaluate our dissertation.

We would like to extend our sincere thanks and appreciation to Dr. **Boukazzoula Mohammed** and Mr. **Kaddour abd-Elrahmen** for their generous helps and guidance.

Abstract

The present study is an evaluation of the appropriateness of test types and contents to the competency based assessment. It aims to find whether teachers in the Algerian secondary Schools use appropriate tests according to the competency based approach. To achieve our purpose, this research is undertaken by means of a descriptive method which uses a set of testing criteria and test qualities to determine test usefulness and appropriateness within a particular approach. The results showed that the analysed tests do not satisfy the competency based assessment criteria. These tests are similar to those administered in the previous approaches -before the adaptation of competency based approach in Algerian schools. So this result brings evidence that the Algerian educational system has changed the approach but has not adapted the assessment tools to satisfy the competency based approach requirements in terms of evaluation.

List of Abbreviations and Acronyms

ALM: Audio- lingual Method

CB: Competency Based

CBA: Competency Based Approach

CBA: Competency Based Assessment

CBE: Competency Based Education

CBLT: Competency Based Language Teaching

CBT: Competency Based Teaching

CC: Communicative Competence

CLT: Communicative Language Teaching

DeSeCo: Definition and Selection of Competencies

EFL: English as a Foreign Language

GTM: Grammar Translation Method

T: Test

U.S: United States

List of Figures

| | |
|--|----|
| Figure 1: The Relationship between Testing, Assessment and Teaching | 7 |
| Figure 2: Four Domain of Competencies..... | 37 |
| Figure 3: Bloom's Taxonomy | 44 |

List of Tables

| | |
|---|----|
| Table 1: The Main Distinguishing Features of the Competency Based Education..... | 33 |
| Table 2: A Checklist for Test Usefulness | 55 |
| Table 3: A Checklist for Competency -Based Tests..... | 57 |
| Table 4: Criteria for Reliable Tests..... | 58 |
| Table 5: Criteria for Valid Tests..... | 60 |
| Table 6: Criteria for Practical Tests..... | 62 |
| Table 7: Criteria for Competency Based Tests..... | 64 |

List of Contents

| | |
|---|-----|
| Dedication..... | I |
| Acknowledgements..... | II |
| Abstract..... | III |
| List of Abbreviations and Acronyms..... | IV |
| List of Figures..... | V |
| List of Tables..... | VI |
| Table of Contents..... | VII |

General Introduction

| | |
|-----------------------------------|---|
| 1. Literature Review..... | 1 |
| 2. Statement of the Problem | 1 |
| 2. Research Questions | 2 |
| 3. Hypothesis..... | 3 |
| 4. Aim of the Study | 3 |
| 6. Research Methodology | 3 |
| 7. Structure of the Study | 3 |

Chapter One: Tests in the Language Classroom and Testing Terminology

| | |
|--|---|
| Introduction | 5 |
| 1.1. The Nature of Testing..... | 5 |
| 1.1.1. The Relationship between Testing, Assessment, and Teaching..... | 5 |
| 1.1.2. An Overview about Testing..... | 7 |
| 1.1.2.1. Definition of the Language Test..... | 7 |

| | |
|--|----|
| 1.1.2.2.1. Reasons and objectives for Testing..... | 8 |
| 1.2. General Testing Terminology..... | 10 |
| 1.2.1. Test vs Quiz..... | 10 |
| 1.2.2. Formative Assessment vs Summative Assessment | 10 |
| 1.2.3. Objective Assessment vs subjective Assessment..... | 11 |
| 1.2.4. Formal Assessment vs Informal Assessment..... | 11 |
| 1.2.5. Pre –Test vs Post -Test | 12 |
| 1.2.6. Criterion- Referenced Tests vs Norm- Referenced Tests | 12 |
| 1.2.7. Testing Linguistic Competence vs Testing Communicative Competence.... | 13 |
| 1.3. Test Types..... | 13 |
| 1.3.1. Test in Respect to the Method..... | 14 |
| 1.3.2. Test in Respect to the Purpose..... | 15 |
| 1.3.2.1. Language Aptitude Tests..... | 15 |
| 1.3.2.2. Proficiency Tests | 15 |
| 1.3.2.3. Placement Tests..... | 16 |
| 1.3.2.4. Diagnostic Tests..... | 16 |
| 1.3.2.5. Achievement Tests..... | 17 |
| 1.4. Test Specification | 17 |
| 1.4.1. Definition of Test Specification..... | 17 |

| | |
|---|----|
| 1.4.2. Specification for Test Writers, Test Validators and Users..... | 18 |
| 1.5. Test Usefulness..... | 18 |
| 1.5.1. Reliability | 19 |
| 1.5.1.1. Types of Reliability..... | 19 |
| 1.5.1.1.1. Student Related Reliability..... | 19 |
| 1.5.1.1.2. Rater Reliability..... | 19 |
| 1.5.1.1.3. Test Administration Reliability..... | 20 |
| 1.5.1.1.4. Test Reliability..... | 20 |
| 1.5.2. Validity | 20 |
| 1.5.2.1. Types of Validity..... | 21 |
| 1.5.2.1.1. Face Validity..... | 21 |
| 1.5.2.1.2. Content Validity..... | 21 |
| 1.5.2.1.3. Construct Validity..... | 22 |
| 1.5.2.1.4. Criterion Validity | 22 |
| 1.5.3. Authenticity | 22 |
| 1.5.4. Wash-back..... | 23 |
| 1.5.5. Practicality..... | 23 |
| 1.5.6. Interactiveness..... | 24 |
| 1.5.7. The Impact..... | 24 |

| | |
|---|----|
| 4.5.7.1. Impact on Individuals, Test Takers , Teachers and on Society and Educational System..... | 24 |
| 1.6. Test in Different Approaches..... | 25 |
| 1.6.1. The Grammar Translation Method..... | 25 |
| 1.6.2. The Audio-Lingual Method | 27 |
| 1.6.3. Communicative Language Teaching | 27 |
| Conclusion..... | 28 |

Chapter Two: Competency- Based Education and Assessment

| | |
|---|----|
| Introduction | 30 |
| 2.1. An Overview of Competency- Based Language Teaching | 30 |
| 2.2. Competency- Based Education | 31 |
| 2.2.1. Definition of Competency -Based Education..... | 31 |
| 2.2.2. Features of Competency Based Education..... | 32 |
| 2.3. The Teaching Learning Process under the Competency- Based Approach | 34 |
| 2.3.1. Competence vs Competency..... | 34 |
| 2.3.2. Distinguishing Characteristics and Features..... | 37 |
| 2.3.3. Project Work as a Learning Strategy in the Competency- Based Approach..... | 38 |
| 2.3.4. Theories underlying Competency- Based Approach..... | 40 |

| | |
|---|----|
| 2.3.4.1. The Cognitive Theory | 40 |
| 2.3.4.2. The Constructivism Theory..... | 41 |
| 2.3.4.3. Bloom’s Taxonomy..... | 42 |
| 2.3.5. The Role of the Teacher..... | 44 |
| 2.3.6. The Role of the Learner | 45 |
| 2.3.7. Assessment in the Competency -Based Approach | 46 |
| 2.3.8. Advantages and Disadvantages of Competency based approach..... | 47 |
| 2.4. Competency- Based Assessment | 48 |
| 2.4.1. Definition of the Concept | 48 |
| 2.4.2. Competency Based Assessment Principles | 48 |
| Conclusion | 49 |
| Chapter Three: The Field Work | |
| Introduction..... | 51 |
| 3.1. Methodology..... | 51 |
| 3.1.1 Research Instrument..... | 51 |
| 3.1.2. Data Collection Procedure..... | 52 |
| 3.2. Assessment Criteria..... | 52 |
| 3.2.1. General Criteria for Good Tests..... | 52 |
| 3.2.1.1. Reliability..... | 53 |

| | |
|--|----|
| 3.2.1.2. Validity..... | 53 |
| 3.2.1.3. Practicality..... | 54 |
| 3.2.1.4. Criteria for a Competency -Based Tests..... | 55 |
| 3.3. Results and Quantitative Data Analysis..... | 57 |
| 3.3.1. General Criteria for Test Usefulness | 57 |
| 3.3.1.1. Reliability..... | 57 |
| 3.3.1.2. Validity | 59 |
| 3.3.1.3. Practicality | 61 |
| 3.3.2. Test Usefulness | 62 |
| 3.3.3. Criteria for Competency- Based Tests. | 63 |
| 3.4. Qualitative Data Analysis..... | 65 |
| Conclusion..... | 67 |
| General Conclusion..... | 69 |
| 1. Concluding Comments | 69 |
| 2. Limitations of the Study | 70 |
| 3. Pedagogical Implications..... | 71 |
| 4. Further Suggestions | 72 |
| References..... | 73 |
| Appendices | |

Appendix A

Appendix B

Appendix C

Résumé

ملخص

General Introduction

| | |
|-----------------------------------|---|
| 1. Literature Review..... | 1 |
| 2. Statement of the Problem | 1 |
| 2. Research Questions | 2 |
| 3. Hypothesis..... | 3 |
| 4. Aim of the Study | 3 |
| 6. Research Methodology | 3 |
| 7. Structure of the Study | 3 |

Evaluating the Appropriateness of Test Types and Contents to the Competency Based Assessment

1. Literature Review

Suitable test practice has been discussed very extensively in language testing literature, and has been adapted from different perspectives by language testing researchers. The development of language test, administering and evaluating them are common issues that were addressed by many researchers as (Alderson, Clapham and Wall 1995; Li 1997; Heaton 2000; Fulcher 2010). The main focus of these discussions is on good practice in each and every step in the testing cycle, including, for instance, test specifications, item writing, test administration, making reporting test results, and post test data analysis. Another common perspective to discuss suitable test practice is to focus upon one particular dimension of language testing, to develop theoretical models on language testing practice. For example Bachman and Palmer (1996) developed a model of test usefulness, which, as they believed, was the most important consideration in designing and developing a language test. Other examples adopting this approach are Cheng, Watanable ,and Curtis 2004, focusing on test wash back, Kunnan (2000,2004) on test fairness, Shohamy(2001 a,b) on use-oriented testing and the power of tests, and McNamara and Roever (2006) on the social dimensions of language testing . Suitable test practice has also been considerably documented in the standards or codes of practice which have been developed by testing or research organizations from all over the world.

2. Statement of the Problem

Language testing plays an important role in assessing the proficiency of an individual in using a particular language effectively. The purpose of a language test is to determine a

person's knowledge or ability from that of others. Teachers can measure the progress of their pupils and hence check how effective their teaching has been. On the other hand, tests give pupils feedback about the strong and weak areas of their performance, so they can remedy their weaknesses. Since pupils need to be informed whether they were making progress or not, they expect to be tested the way they were taught. Consequently, teachers should choose the appropriate test type to test what they have taught and provide enough feedback to the learner's performance.

In the past, testing was an integral part of different approaches in language teaching. But, the non efficiency of the previous methodologies used in English testing lead the Algerian school to witness many changes of methods and approaches started with communicative language teaching, arriving to the latest approach which is competency based, which placed more emphasis on the uses of language tests. The latter has been implemented in the Algerian school since 2003, it seeks to establish and develop competencies in learners, despite its importance, still there is a controversy in the appropriate implementation of this approach in teaching English in general, and testing in particular.

In recent years, a growing interest has been given to the application of the CBA in the Algerian Educational system. Notwithstanding, little consideration has been given to the assessment of learner's assessment.

3. Research Questions

The piece of research in hand, attempts to answer the following questions:

1. What types of tests do teachers administer within the CBA?
2. Are these test types and content suitable to the CBA?

4. Hypothesis

In the light of these research questions, the piece of research in hand hypothesizes that: the Algerian educational system uses a CBA, and uses appropriate tests that evaluate competencies in EFL. I. e. Test types should be appropriate to CB assessment.

5. The Aim of the Study

This study aims to find whether teachers in the Algerian secondary schools use appropriate tests according to the competency based principles. If not suggest relevant tests to the CBA. How can we assess our students in a way that consistently reflects their competency development in the foreign language is our main concern. This study aims to investigate and evaluate the relevance of test types - as they are administered nowadays in English as a foreign language - to the competency based language teaching and assessment

6 . Research Methodology

To accomplish the aim of this study, this research is undertaken by means of a descriptive method which uses a set of testing criteria and test qualities to determine test usefulness and suitability within a particular approach. We will collect twenty tests of 1st, 2nd and 3rd years from different Algerian secondary schools before and after the introduction of CBA. Then, they were analysed according to the set of distinguished criteria of usefulness and appropriateness.

7. Structure of the Study

The dissertation will be divided into three chapters, the theoretical part of the study is discussed in the first two chapters which provide a general overview about language testing and teaching learning process under the competency based assessment, while the third chapter is concerned with the practical part.

The first chapter deals with the nature of testing, the relationship between testing, assessment and teaching is thoroughly explained, then general testing terminology are defined, test types and test specification are tackled in details; also it extends to explain the needed criteria for a good test including reliability, validity and practicality. Finally, tests in different approaches are also discussed.

The second chapter moves to present an overview about the competency based language teaching and education. Then, we will stress on the teaching learning process under the aforementioned approach as well as its characteristics and features, in addition, the dissertation will intent to explain the assessment under this approach.

The third chapter is the practical part of the present research. It starts with Presenting the research methodology, it will also deal with analysis of tests and provide evidence of their appropriateness to the CBA criteria. It opens on two checklists for test usefulness and appropriateness to CBA followed by data analysis, results and discussion. It ends with some pedagogical implications and recommendations related to testing under the CBA.

Chapter One: Tests in the Language Classroom and Testing Terminology

| | |
|--|----|
| Introduction | 5 |
| 1.1. The Nature of Testing..... | 5 |
| 1.1.1. The Relationship between Testing, Assessment, and Teaching..... | 5 |
| 1.1.2. An Overview about Testing..... | 7 |
| 1.1.2.1. Definition of the Language Test..... | 7 |
| 1.1.2.2.1. Reasons and objectives for Testing..... | 8 |
| 1.2. General Testing Terminology..... | 10 |
| 1.2.1. Test vs Quiz..... | 10 |
| 1.2.2. Formative Assessment vs Summative Assessment | 10 |
| 1.2.3. Objective Assessment vs subjective Assessment..... | 11 |
| 1.2.4. Formal Assessment vs Informal Assessment..... | 11 |
| 1.2.5. Pre –Test vs Post -Test | 12 |
| 1.2.6. Criterion- Referenced Tests vs Norm- Referenced Tests | 12 |
| 1.2.7. Testing Linguistic Competence vs Testing Communicative Competence.... | 13 |
| 1.3. Test Types..... | 13 |
| 1.3.1. Test in Respect to the Method..... | 14 |
| 1.3.2. Test in Respect to the Purpose..... | 15 |
| 1.3.2.1. Language Aptitude Tests..... | 15 |

| | |
|---|----|
| 1.3.2.2. Proficiency Tests | 15 |
| 1.3.2.3. Placement Tests..... | 16 |
| 1.3.2.4. Diagnostic Tests..... | 16 |
| 1.3.2.5. Achievement Tests..... | 17 |
| 1.4. Test Specification | 17 |
| 1.4.1. Definition of Test Specification..... | 17 |
| 1.4.2. Specification for Test Writers, Test Validators and users..... | 18 |
| 1.5. Test Usefulness..... | 18 |
| 1.5.1. Reliability | 19 |
| 1.5.1.1. Types of Reliability..... | 19 |
| 1.5.1.1.1. Student Related Reliability..... | 19 |
| 1.5.1.1.2. Rater Reliability..... | 19 |
| 1.5.1.1.3. Test Administration Reliability..... | 20 |
| 1.5.1.1.4. Test Reliability..... | 20 |
| 1.5.2. Validity | 20 |
| 1.5.2.1. Types of Validity..... | 21 |
| 1.5.2.1.1. Face Validity..... | 21 |
| 1.5.2.1.2. Content Validity..... | 21 |
| 1.5.2.1.3. Construct Validity..... | 22 |

| | |
|---|----|
| 1.5.2.1.4. Criterion Validity | 22 |
| 1.5.3. Authenticity | 22 |
| 1.5.4. Wash-back..... | 23 |
| 1.5.5. Practicality..... | 23 |
| 1.5.6. Interactiveness..... | 24 |
| 1.5.7. The Impact..... | 24 |
| 4.5.7.1. Impact on Individuals, test takers , teachers and on society and educational system..... | 24 |
| 1.6. Test in Different Approaches..... | 25 |
| 1.6.1. The Grammar Translation Method..... | 25 |
| 1.6.2. The Audio-Lingual Method | 27 |
| 1.6.3. Communicative Language Teaching..... | 27 |
| Conclusion..... | 28 |

Chapter One: Tests in the Language Classroom and Testing Terminology

Introduction

Testing is the basic concern of the first chapter. We start by giving an overview of the relationship between testing, assessment, and teaching, defining language tests in the language classroom, aims of testing presenting an explanation of testing terminology, the common language tests and test usefulness. The second half of this chapter deals with test types and contents in the different approaches of teaching: Grammar Translation Approach, the Audio Lingual Approach, and the Communicative Language Approach. The Competency Based Approach will be our concern in the second chapter.

1.1. The Nature of Testing

Testing is an integrative part of assessment, to the extent that it is not possible to think of teaching without assessment, because it helps in assessing learner's performance and check the effectiveness of the teaching learning process.

1.1.1. The Relationship between Testing, Assessment and Teaching

In order to help teachers make an effective use of assessment and testing procedures in the classroom, and understand what the meaning of teaching is, it is important to clarify what these concepts are and explain how they differ from one another. First, it is necessary to distinguish between the meaning of testing and assessment. These terms seem to be synonyms, but in fact they are not. Brown (2004) stated that testing is a well prepared 'administrative' procedure occurring at a limited time in a curriculum when

learners master all their capacities. It enables teachers to measure and evaluate learner's level and performance through their responses. Assessment on the other hand, is an ongoing process that encompasses a much wider domain (p.4). This means that assessment is the more inclusive term: it refers to the general process of checking the learner's progress. Whenever a student responds to a question, offers a comment or tries out a new word or structure, the teacher subconsciously makes an assessment of the student performance (Hedge, 2000). That is to say, any language skill related activities such as written work, reading and listening activities usually require teacher's observation and judges as a part of assessment. Students must have the freedom to experiment, to try out their own hypothesis about language without feeling that their overall competence is being judged in terms of trials and errors. So learners must have this opportunity of trying the language without being formally graded. Teaching sets up the opportunities for learners to listen, think, set goals and receive feedback from the teacher.

Brown (2004) designed a diagram showing the relationship between testing, assessment and teaching.

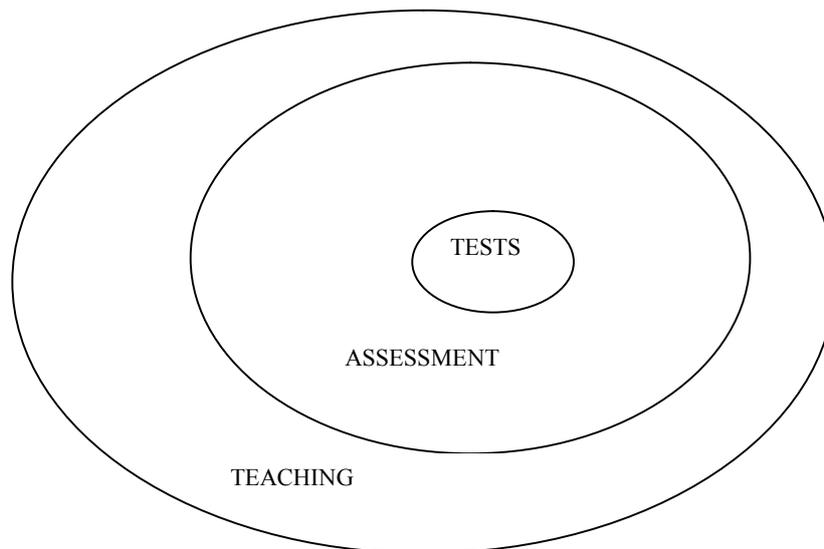


Figure 1. The Relationship between Testing, Assessment and Teaching.

Brown's model shows that teaching overlaps assessment, measurement, and tests. In order to evaluate learner's competence during ongoing processes, teacher provides instructions along with assessment in order to evaluate how learners acquire and produce what they have learned in the classroom (p.5). As a result, assessment is a broader concept in comparison to testing, but it is a part of the whole processes of teaching and learning.

1.1.2. An Overview of Testing

1.1.2.1. Definition of the Language Tests

Language testing can be defined as a field of study which focuses on the assessment of learner's competences and responses. According to McNamara (2000) language testing is an important tool for measuring learning outcomes and student proficiency. For that, the instructors should design and arrange the most valuable tests for the benefit of students. Also he mentioned that, tests results can give information about student level, strengths, and weaknesses as well as

determining the effectiveness of course instructions (pp.4-5). Moreover, he (2000) believed that "language testing is an ethical testing practice" which means that teachers should take responsibility on the effects of tests on students capacities and whether those results are 'wanted' or 'unwanted' (p.72).

To give a more specific definition to the language test, we would like to refer to Hedge (2000) definition. According to her a test is "the specific procedures that teachers and examiners employ to try to measure ability in the language, using what learners show they know ... these tests are usually of the traditional pencil-and-paper variety" (p. 378). Within the same context, Brown (2004) said that "a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain"(p. 3). So, the real meaning of the test lies in the purpose of the test itself, in other words, why to test?

1.1.2.2.1. Reasons and Objectives for Testing

Tests are administered for the following reasons:

- One of the most important reasons of testing is to find out whether students have mastered language aspects and skills that just have been taught.
- To give students a sense of accomplishment as well as information about what they know and what they need to review.
- Tests can also have a positive effect in that it encourages students to review material that covered on the course.
- On the other hand, a classroom test does not focus only on students knowledge or problems with the language, but also, it is concerned with teacher's evaluation of syllabus, methods and materials that he use.

- Tests help teacher's to decide if her/his teaching has been effective and helpful and to highlight on points that needs to be reviewed.
- The feedback after a test can be valuable in helping students to understand things that they couldn't do during the test
- Finally, Testing is an evaluation and assessment of the teaching and learning process (Roediger, Putnam and Smith, 2011).

Tests objectives and purposes tend to be specific to reach the main goals for testing. According to Brown (2004), “[...] another desirable objective is to provide teachers with some diagnostic information about their students on the first day or two of class” (p.70). It means that a language test is a procedure for gathering evidence of general or specific language abilities from performance on tasks designed to provide a basic for predictions about an individual use of those abilities in real world contexts. In addition, Brown (2004) asserted that “the test’s primary purpose is to make placements” (p.70). For him the most important purpose for testing is to find out how well the students are and what is their proficiency in language skills, in order to grade them in their exact level, also tests can provide teachers with information about learner’s capacities and skills about the things that they have taught. Moreover, McNamara (2000) claimed that testing have the purpose of knowing the students strengths and weaknesses especially if the test is designed and administered at the start of any course, unit or curriculum. Furthermore, he (2000) stated that tests are used for different purposes and he gave a distinction between achievements and proficiency tests purposes. For him, achievement tests should contain what has just been taught. He said that the main goal of this test is to reflect the development and ‘the progression’ of the curriculum. In the contrary, proficiency tests focus on the present knowledge use without referring to the previous process of language learning. Its aim is to

work on students needs and to focus more on the things that they need to master in the future (pp.6-7).

1.2. General Testing Terminology

While reading about language tests, we found terms unfamiliar to the classroom language. The most important terms are frequently used in contrasting pairs. Here, there is an explanation of the most common pairs.

1.2.1. Test vs Quiz

Both test and quiz are two fundamental concepts of measurement, but they slightly differ from each other. To begin with, Tests are well prepared administrative procedures that occur at an identified time in the curriculum. It can be either written or spoken examination, it is announced before and covers specific unit of instruction, whether it is part of a lesson or several lessons. On the other hand, a quiz is a short exam that takes a form of short questions and it can be unexpected, it may check only students comprehension to the syllabus. In addition, the test is too long and it takes a lot of time for students to accomplish it , as well as, it covers almost everything in the semester, while, a quiz contains simple questions on students previous lessons and it can occur daily or weekly depends on teacher's assessment for the purpose of checking student's understanding of what they have already learnt before attending the next class. ("Test and quizzes definition in English", n.d).

1.2.2. Formative Assessment vs Summative Assessment

Two functions of assessment are identified in the literature: formative and summative assessment. Brown (2004) asserted that there is a distinction between these

two concepts; formative means “evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process” whereas, “summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction” (p.6). It involves looking back to see how well learners have achieved the goals.

1.2.3. Objective Assessment vs Subjective Assessment

Objective and subjective assessment differ from one another; for that, the instructor needs to understand these two terms, in order to make an effective learning process.

First, objective assessment means that students can be marked only on the correct answer without taking into consideration other suggestions. Therefore, whether the test is scored by one teacher or another, whether it is scored today or after a week, it is always scored the same way. It has many types of questions as: multiple-choice, fill in the-blank, true-false, matching words or sentences and etc. On the other hand, subjective assessment is when students are scored on their competence and their personal responses. Thus; students grades depend on the teachers opinion on the correct answer. Essays are an example of subjective activity (As cited in How to evaluate test learning, 2004, p.9).

1.2.4. Formal Assessment vs Informal Assessment

Brown (2004) in his book *Language Assessment: Principles and Classroom practices*, indicated the difference between formal and informal assessment as follows:

“Informal assessment can take a number of forms starting with incidental, unplanned comments and responses[...]examples include saying ‘nice job’, ‘good work’(p.5). It

means teachers observe their learner to see how well they are doing something and then give them comment on their performance; on the other hand, "formal assessment are exercises are procedures specifically designed to tap into the store house of skills and knowledge, they are systematic planned sampling techniques constructed to give teachers and students an appraisal of student achievement"(p.6). Every type of tests are considered as formal assessment but not all formal assessment are tests, student's journal and portfolios are formal assessment, the latter happened when teachers assess learners through tests or exams and give them a mark or a grade.

1.2.5. Pre-Test vs Post -Test

Pre –test and post-test are also one of the most common pairs that teachers face while reading about language tests.

Pre –test takes place when learners has some information that is connected to the lesson topic and not without any understanding , one of the most crucial fact for instructors in using pre-test is to tell them about the list of themes that are not important to be taught in the course. Post-Test on the other hand must be administered tight at the end of the lesson, the causes behind using post –test are to interpret the suitability of the learning goals and to 'recognize' learners who require extra assistance.(Pre post test, para,6). A comparison of pre –test and post- test scores enables the teacher to determine how much the students have learnt in one class as opposed to another (Valette, 1977).

1.2.6. Criterion- Referenced Tests vs Norm- Referenced Tests

Brown(2004) Considered criterion-referenced tests as tests that are designed to give feedback to students in the form of grades on certain lesson goals, similarly

Bachman(1990) asserted that this kind of tests are ”designed to enable the test user to interpret a test score with reference to a criterion level of ability or domain of content” (p.74). Concerning norm- referenced tests, Brown (2004) asserted that every test takers scores is analyzed in respect to a ‘a mean’, ‘median’, ‘standard deviation’ and ‘percentile rank’(p.7).

1.2.7. Testing Linguistic Competence vs Communicative Competence

Testing linguistic competence aimed at checking the student accuracy of linguistic elements which are: grammar, vocabulary. Whereas, testing communicative competence emphasis on student ability to communicate in specific situations. Concerning test in linguistic competence, it contains aspects of grammar as writing sentences, aspect of vocabulary includes gap filling and matching sentences. In contrast, communicative competence, test student ability to produce or understand a message on the basis of communicative appropriateness rather than on linguistic accuracy. It aims at testing the four skills starting with listening (listening to radio, lecture) speaking (interviews, interaction with peers, and response to tape recording), reading (reading passages) and writing (writing compositions, letters) (Valette,1977).

1.3. Test Types

The first task teachers face in designing a test for their students is to determine the way they are designed and the purpose for designing the test. In other words, tests differ in respect to the method or to test purpose.

1.3.1. In Respect to the Method

In terms of the method, we can distinguish between three main types: paper-and-pencil language tests, performance based tests and portfolios. First of all, according to McNamara (2000), paper and pencil tests take the structure of the common “examination question paper”, it is designed for the purpose of evaluating and judging either certain elements of language knowledge as grammar or vocabulary or of “a receptive understanding as listening and reading comprehension”(p.5). McNamara (2000) on the other hand, summarized what performance based tests as follows: in performance based test, language skills are assessed in an act of communication. Performance tests are most commonly tests of speaking and writing in which a more or less extended sample of speech or writing is elicited from the test-takers and judge by one or more trained raters using an agreed rating procedure. These samples are elicited in the context of simulation of real world tasks in realistic context (p.6). Test designers shifted from focusing on paper-pencil test to performance based tests which involves “oral production, written production, open ended responses, integrated performance [...]group performance and other integrative tasks”(Brown, 2004, pp.10-11). These tests are time-consuming and difficult to rate. Portfolios are one of tests that teachers use to assess and evaluate their students. According to Genesee and Upshur (1996), a portfolio is “a purposeful collection of student’s work that demonstrate [...] their efforts, progress and achievements in given areas” (p.99)(As cited in Brown, 2004, p.256). It is then a collection of student’s work prepared over a period of time. Portfolios has many tools such as: essays, reports, students creative prose, photos and news paper, journals, as well as self and peer assessments .

One advantage of portfolios is the way in which they support the learning process.

Brown (2004) suggested that portfolios help students to:

- foster intrinsic motivation, responsibility, and ownership,
- promote student-teacher interaction with the teacher as facilitator,
- individualize learning and celebrate the uniqueness of each student,
- provide tangible evidence of a student's work,
- facilitate Critical thinking, self-assessment, and revision processes,
- offer opportunities for collaborative work with peers, and
- Permit assessment of multiple dimensions of language learning (p. 257).

1.3.2. In Respect to the Purpose

1.3.2.1. Language Aptitude Tests

At its simplest meaning, Aptitude tests are intended to predict the learners readiness and success to learn a second language before they begin language study. Language aptitude test administered to the student before the start of the lesson, it gives teachers an idea about learners ability, this type of test aims to test ‘general intelligence’ of the learners and linguistic expertise, with the help of aptitude tests, teachers can predict how good language learners are likely to become (Brown, 2004, p.43).

1.3.2.2. Proficiency Tests

Brown (2004) summarized what a proficiency test is as follows:

Proficiency tests are designed to measure the test –takers general ability in language , they are summative and norm referenced, it differs from other tests in that proficiency

tests content is not related to students syllabus or goals of language courses, it is much more about the whole expertise. Harmer (2007) in turn argued that “proficiency test have a profound backwash effect (p.380).

1.3.2.3. Placement Tests

Placement tests measure the student’s general knowledge of the language. They test their previous language learning experience in order to separate them into different levels of language proficiency. This can help in arranging them into groups or language classes of appropriate level. Placement tests are administered at the start of a new language course or at a new phase of language learning. They tend to be quick, simple, and easy to administer and that is why they aim to make only a rough estimate of language proficiency (Brown, 2004, p.45).

Within this context Harmer (2007) believed that placement tests help to put the new students in the appropriate class on a school, they usually test reading, speaking, listening and writing skills.

1.3.2.4. Diagnostic Tests

Brown (2004) stated that a diagnostic test seeks to identify the difficult features of language in which students need further help. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners. A writing diagnostic test would elicit a writing sample from students that would allow the teacher to identify those theoretical and linguistic features on which the course needed to focus special attention. In other words, such tests offer a checklist for specific aspects for the teacher to use in determining difficulties (p. 46).

1.3.2.5. Achievement Tests

Achievement is one of the most important test types. It is claimed by Brown (2004) that achievement test is mainly connected to the content of a specific segment, course, or units, so the aim of achievement test is to measure certain objectives within time constraint at the end of the term of study (summative). They are intended to find out how much have been learnt of what have been taught, i.e., whether the course objectives have been met and appropriate knowledge and skills have been acquired by the end of a period of instruction.

1.4. Test Specification

1.4.1. Definition of Test Specification

Brown (2004) stated that test specification are tests that measure both receptive and productive skills: writing, reading, listening and speaking (receptive and productive skills) these tests should be simple and practical as well as it should take almost 30 minutes that must be divided equally on those four skills (pp.50-51).

McNamara (2000) on the other hand defined test specification "as a set of instruction for creating the test [...]the specification will include information on such matters as the length and structure of each part of the test"(pp.31-32).

Alderson, Clapham, and Wall (1995) argued that "test specification is a detailed document and is often for internal purposes only" (p. 9) i.e., test specification give more information about the purpose of testing and how it test language aspect in detailed.

Test specification are needed by a range of different people: writers, validators and users.

1.4.2. Specification for Test Writers, test Validators and Users

Alderson et al. (1995) viewed that for test designers, test specification indicates whether the goals of the test has been achieved by learners or not. Teachers are obliged to know the suitable test for their student in relation to the course of instruction. “for test developers, the specifications document will need to be as detailed as possible, and may even be of a confidential nature, especially if the test is a “high-stakers” test(p.10). Test establishers need test specification to see whether and to what extent tests are valuable to be used as a tool for measuring student’s competencies.(Alderson et al., 1995). For test users, test specification shows a deep description of the content of the test, however certain users need “somewhat different description” (Alderson et al.,1995, p.10).

1.5. Test Usefulness

In order to design a language test, test usefulness is the most effective consideration that can be defined in terms of seven test qualities: reliability, validity, authenticity, wash-back, practicality, interactiveness and the impact. These qualities differ in their importance from one testing situation to another, so that test usefulness can only be evaluated for specific testing situations. Two of these qualities- reliability and validity- are, however, critical for tests and are sometimes referred to as essential measurement qualities that provide the major justifications for using test scores as a basis for making inferences or decisions.

1.5.1. Reliability

It has been stated by Bachman and Palmer (1996) that Reliability is the consistency of measurement. A reliable test score will be consistent across different characteristics of the testing situation. Thus, reliability can be considered to be a function of the consistency of scores from one set of tests and test tasks to another (pp. 19-20).

A more explicit definition of reliability is provided by Brown (2004) who asserted that a test is said to be reliable, when there is a consistency from one person to another, time to time or place to place, for example the scores that has been obtained on a test on a particular occasion should be the same if the test has been administered to the same student at different time (p.20).

1.5.1.1. Types of Reliability

1.5.1.1.1. Student Related Reliability

Mousavi (2002: 804) claimed that the and the psychological factors as anxiety, tiredness as well as the physical factors as diseases affect learners "true" scores(As cited in Brown, 2004).

1.5.1.1.2. Rater Reliability

Brown (1991) summarized what rater reliability is as follows, it has two types which are inter-rater and intra-rater reliability. First of all, inter-rater reliability occurs when lack of experience, inattention to scoring criteria or bias of two or more scorers lead to unfair results of the same test. Coming up to intra-rater reliability, he (1991) defined it as “ a common occurrence for classroom teachers

because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students, or simple carelessness”(As cited in Brown, 2004, p. 21).

1.5.1.1.3. Test Administration Reliability

According to Brown (2004) one of the most important factors that contribute to test unreliability is the administration conditions such as “photocopying variations, the amount of light in different parts of the room, variations in temperature, and even the condition of desks and chairs” for that if the test is not well administered it gives unreliable and invalid result (p. 21).

1.5.1.1.4. Test Reliability

A test is said to be unreliable in the sense that, if it is too long, students may become fatigue for that they answer in a wrong way, also time limited discriminate against good students performance, bad written test is another factor that make the test unreliable (Brown, 2004, p. 22).

1.5.2. Validity

Validity is another important criterion for any test. Alderson et al. (1995) claimed that “if the test does not measure what it is supposed to measure, the scores do not mean what they are supposed to mean”. Whenever, content and conditions of any test is compatible, this test is considered as valid. Beside, Gronlund (1998) pointed out that validity is “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” that is to say, a test is said to be valid if it measures accurately what is intended to measure (As cited in Brown, 2004, p. 22).

1.5.2.1. Types of Validity

According to Harrison (1983), validity has many types such as face validity, content validity, criterion related and construct validity (As cited in Coomber, Davidson, O'sullivan, and Stoyhoff ,2012).

1.5.2.1.1. Face Validity

Face validity is considered as one of the less important members of validity family, face validity can be defined as “the physical appearance of the test”(Coomber, et al.,2012,p.31). Gronlund (1998:210) in turn defined face validity as the extent to which students view the assessment as fair, relevant, and useful for improving learning”(As cited in Brown, 2004, p.26).

1.5.2.1.2. Content Validity

Another type of validity is content related evidence. It aims to see whether the tests are representative of the goals that are designed to measure, in other words it refers to the extent to which the test measures the student's abilities in terms of specific content. To be more precise, content validity occurs when the test represent a sample of the language skills, structures (As cited in Brown, 2004,p.22). Davies (1968) in turn considered content validity when a “test accurately reflects the syllabus on which it is based”(As cited in Alderson and Hughes,1981, p.13).

1.5.2.1.3. Construct Validity

Concerning construct validity, Davies (1968) claimed that when “the test reflect accurately the principles of valid theory of foreign language learning” (p.13) this mainly called construct validity (as cited in Alderson & Hughes, 1981).

1.5.2.1.4. Criterion Validity

For Brown (2004) Criterion related evidence is also known as criterion related validity. It refers to “the extent to which the criterion of the test has actually been reached, it best demonstrated through a comparison of results of an assessment with results of some other measure of the same criterion”(p.24).

1.5.3. Authenticity

Authenticity is a major principle of language testing it is considered as a critical and essential criteria of language test because it has a serious impact on learners ‘perception of the test ‘and thus their ‘performance’ (Brown, 2004, pp.23-24). Bachman and Palmer (1996:23) on the other hand define authenticity as ”the degree of correspondence of the characteristic of a given language test to the features of a target language task”(As cited in Brown, 2004, p.28).

Brown (2004) explained how authenticity may be present in a test:

- The language in the test is as natural as possible;
- Items are contextualized rather than isolated;
- Topics are meaningful (relevant, interesting) for the learner.

- Some thematic organization to items is provided, such as through a story line or episode.
- Tasks represent, or closely approximate, real world tasks.

1.5.4. Wash-back

One of the most common terms in applied linguistics is wash-back. It refers to the effect of testing on teaching and learning and it is also known as backwash as Hughes (1989) who stated that "the effect of testing on teaching and learning is known as backwash" (As cited in Brown, 2004, p.28).

1.5.5. Practicality

The last test quality that needs to be considered is practicality. It differs from the other qualities. While the latter pertain to the uses made of test scores, the former pertains primarily to the ways in which the test will be implemented. Brown (2004) considered that a test of proficiency should not be expensive and time consuming, however if it is like it is impractical, a test that cost few minutes for learners to take and more time for a tester to assess and evaluate is also impractical. Brown (2004) claimed that an effective test is practical. This means that it:

Is not excessively expensive,

Stays within appropriate time constraints,

Is relatively easy to administer, and

Has a scoring/evaluation procedure that is specific and time-efficient (p.19).

The above quotation means that, a test is impractical if it consumes more money and takes for student six hours to complete it and several hours for teacher to evaluate.

Impractical test happened when learners can't answer all questions within the time constraints and they start complain, it take place also when administrative details is not clearly established before the test , if a test requires too much money and too much time to do, it is then impractical.

1.5.6. Interactiveness

One of the vital criterion of test usefulness is interactiveness. Bachman and Palmer(1996) point out that a test task that requires the processing of a great deal of non-verbal visual input in the form of graphs and charts, for example might be quite interactive, in that it involves the test taker's meta-cognitive strategies and topical knowledge (p.29).

1.5.7. The Impact

The last test criterion that needs to be considered is the impact. Bachman and Palmer (1996) believed that “another quality of test is their impact on society and educational system and upon the individual's within those systems”(p.)

1.5.7.1. Impact on Individuals, test takers , teachers and on society and educational system

Bachman and Palmer (1996) asserted that the impact has two levels: micro and macro, micro in terms of individuals means that tests are indirectly affect learners positively or negatively either by raising their interest and motivate them or stand on

the way of their learning. Test takers are part of the whole individuals, they are affected by three aspects of the testing procedures, they may take a lot of time preparing themselves to pass the test and to check their language skills and abilities. The feedback that is given by instructors is considered as a tool for test takers to improve their language areas. On the basis of test scores, test takers made decisions that may directly affect them in a variety of ways. Approval or non-approval in to an instructional program, improvement or non-improvement from one course to another, are all choices that can have great impact on test takers (Bachman & Palmer, 1996). Teachers are also one of the individuals who are aware of the negative and harmful effects of different tests on their instructions. In order to avoid these impacts the assessment activities should be compatible with the syllabus (Bachman & Palmer, 1996). Language test has a number of consequences not only on individuals as mentioned before, but also on the whole society as well as the educational system. Test use need to be considered with the values, goals of society and individual needs in which it differ from one culture to another. For example, a test help in grouping school children into different instructional programs (Bachman & Palmer, 1996).

1.6. Tests in Different Approaches

After dealing with test types, test terminology and criteria for test usefulness, we come now to shed some light on tests in the different approaches to EFL.

1.6.1. The Grammar Translation Method

One of the traditional approaches in language teaching is the grammar translation method, which is advocated by Karl Plotz.

According to Richards and Rodgers (2001) GTM has many principles among them

- ❖ The aim of learning foreign language is to read its literature, its main focus is on teaching language through grammar rules, and translation task.
- ❖ Another principle of this method is the emphasis on reading and writing skills as well as vocabulary is limited to the reading text in addition to that, attention is paid to accuracy rather than fluency.
- ❖ Furthermore, in the Grammar translation method, the grammar is taught deductively that is to say, learners are responsible on deducing the rules by themselves by using the native language as a ‘medium of instruction’ (pp. 5).

Coming to testing in this method it used discrete items as it is explained in Brown (2004) that discrete- point tests are constructed on the assumption that language can be broken down into its component parts and that those parts can be tested successfully. These components are the skills of listening, speaking, reading, and writing, and various units of language (discrete points) of phonology, graphology, morphology, lexicon, syntax, and discourse. It assumes that language expertise can be divided into a number of independent facts: elements of grammar, vocabulary, pronunciation, spelling and punctuation, as well as intonation and stress. These aspects of language can be tested by multiple choice tasks, translation activities, comprehension question, and cognates, in addition to antonyms, synonyms as well as fill in the blanks.

1.6.2. The Audio-Lingual Method

The ALM as a method of teaching language was emerged in the 1950s' and 1960s'. It is an oral based approach, that focuses on learners proficiency, the theory underlying the ALM was derived from structural linguistic and behavioral psychology. Language is viewed in the terms of the way it is structured (Richards & Rodgers, 2001).

It has been claimed by Richards and Rodgers (2001) that Audio-lingual's basic principles are

- Language learning is considered as a habit formation. Which means that learning is occur through memorizing dialogues and presenting pattern drills, also is focus on all the language skills especially the spoken form because language is spoken before it is seen in a written form,
- ALM emphasize on teaching a foreign languages aspects within its culture and context.

Concerning tests in the audio-lingual method teachers assess their student through using dialogue for repetition, memorization, and drills which form the basis of audio-lingual classroom practices (Brown, 2004). Language games also are used in testing an audio lingual class. Games are designed to get students to practice a grammar point within a context.

1.6.3. Communicative Language Teaching

Communicative language teaching was developed by teachers and British applied linguists such as (Jhon Firth and M.A.K. Halliday) as a response to the short comings of the previous research methodologies. The main goal of this method is to encourage learners to speak and listen to each other rather than on making of structures.

Richards and Rodgers (2001) stressed out different principles of communicative language teaching which are

1. The primary goal is communication.
2. The Classroom activities should be authentic and meaningful.
3. The Focus on fluency rather than accuracy.
4. The emphasis is on the different language skills (p. 172).

In 1980 the change in language teaching method led to a shift in language testing. Brown (2004) stated that “the language testing field [...] had begun to focus on designing communicative language testing tasks” (p.10). According to him (2004) learning activities should reflect real life situations. Moreover, Bachman and palmer (1996) viewed that the selection of language test should be effective in order to reach the desirable purposes. Also they argued that communicative activities should have real purposes such as exchanging information in reality which is the main goal of communicative language teaching (p.10). Hence, communicative language testing use ‘authentic’ tasks that concern with ‘communicative performance’ and ‘the genuineness’. For further explanation Communicative language teaching differ from other approaches in that, instead of focusing on grammar items as certain previous approaches did, the C L T shifted toward focusing on some kind of classroom tasks that assist language learning such as ‘pair work tasks’, ‘role plays’ and ‘project work’..etc(Richard, n.d; p.5).

Conclusion

Language tests are used to assess the learners’ performance, check the effectiveness of teaching, and improve students learning. For these reasons,

developing the competence in designing and grading language tests should be an integral part in foreign language teacher education. In this part we shed-light on language testing that plays an important role in second language teaching and learning. The second part will be devoted to the competency based assessment.

Chapter Two: Competency- Based Education and Assessment

| | |
|---|----|
| Introduction | 30 |
| 2.1. An Overview of Competency- Based Language Teaching | 30 |
| 2.2. Competency- Based Education | 31 |
| 2.2.1. Definition of Competency -Based Education..... | 31 |
| 2.2.2. Features of Competency Based Education..... | 32 |
| 2.3. The Teaching Learning Process under the Competency- Based Approach | 34 |
| 2.3.1. Competence vs Competency..... | 34 |
| 2.3.2. Distinguishing Characteristics and Features..... | 37 |
| 2.3.3. Project Work as a Learning Strategy in the Competency- Based Approach..... | 38 |
| 2.3.4. Theories underlying Competency- Based Approach..... | 40 |
| 2.3.4.1. The Cognitive Theory | 40 |
| 2.3.4.2. The Constructivism Theory..... | 41 |
| 2.3.4.3. Bloom’s Taxonomy..... | 42 |
| 2.3.5. The Role of the Teacher..... | 44 |
| 2.3.6. The Role of the Learner | 45 |
| 2.3.7. Assessment in the Competency -Based Approach | 46 |
| 2.3.8. Advantages and Disadvantages of Competency based approach..... | 47 |
| 2.4. Competency- Based Assessment | 48 |

| | |
|---|----|
| 2.4.1. Definition of the Concept | 48 |
| 2.4.2. Competency Based Assessment Principles | 48 |
| Conclusion | 49 |

Chapter Two: The Competency- Based Education and Assessment

Introduction

The current chapter begin by giving an overview about the Competency Based Approach, defining the concept competency based education as well as indicating its features, before outlining the competency based assessment, we discuss the teaching learning process under the CBA. Also, we shed-light on its key terms namely competence and competency, and the distinguishing characteristic of this approach. Project work as a learning strategy in the CBA is also highlighted. Moreover, we deal with different theories underlying this perspective as bloom's taxonomy. Furthermore, the role of both teachers and learners are taken into consideration , the process of evaluation, as well as advantages and disadvantages of the competency based approach. At the end of this chapter we referred to the competency based assessment definition and characteristics as well.

2.1. An Overview of the Competency-Based Language Teaching

According to Richards and Rodgers (2001), the central concern of previous research methodologies was the focus on inputs to language learning. However, in the 1970s' competency based education (CBE) is an educational movement that emerged in the united state(US), instead of focusing solely on inputs to language learning, the starting point is the focus on outputs, in other words, it is an outcome based approach. The application of CBE principles to language teaching is called competency based language teaching CBLT. Richards and Rodgers (2001) regarded the theory of language and learning as "based on functional and interactional perspective on the nature of

language” (p.143). In that it seeks to teach learners the basic skills they require in order to prepare them for situations they commonly faced in everyday life.

Docking (1994) asserted that CBLT arranged around the term ‘competency’. Its main interest is what learners can do with language not what they know about language. He (1994 p.16) asserted that

The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific tasks (As cited in Ming Har Wong, 2008, p.181).

Richards and Rodgers (2001) considered competency based approach as “An educational movement that focuses on the outcomes or outputs of learning in the development of language programs” (p.141).

2.2. Competency- Based Education

2.2.1. Definition of Competency- Based Education

Before digging deep in the features of competency based education, it seems to be very crucial to first define what CBE means. Competency based education emerged in the US in 1960. According to U.S office of education (1978), competency based education is “performance-based process leading to demonstrate mastery of basic life skills necessary for the individual to function proficiently in society” (As cited in Chelli, 2010, p. 12). We can simply say that competency based education is “based on a set of outcomes”, that are taken from a deep analysis of activities typically needed of learners in various life context.

According to Richard and Rodgers (2001),

CBE addresses what the learners are expected to do with the language rather than what they expected to learn about. It advocated defining educational goals in terms of measurable description of knowledge, skills, and behaviors that students should possess at end of a course study (p.141).

Beside competency based education approach is applicable to student with good English proficiency as well as to those with limited or no English proficiency. It develop learners four skills as reading ,writing , speaking and listening, that is to say it used to teach any language area.(As cited in Grandall and Peyton,1993,p.21).

2.2.2. Features of Competency-Based Education

The following table illustrates the eight features of CBE provided by Auerbach (1986:414-415) which are:

Table 1

The Main Distinguishing Features of CBE (As cited in Richards & Rodgers, 2001, p.146).

| | |
|---|--|
| a)"A focus on successful functioning in society". | a) The purpose of CBLT is to enable learners to participate effectively in society, it enable learners to be autonomous. |
| b)" A focus on life skills". | b) Findley and Nathan (1980) believed that assessment tasks should be in relation to students need outside the classroom, since CBLT is a functional approach, it "teaches language as functions of communication"(p.146). |

| | |
|---|---|
| c) "Task or performance -centered orientation". | c) The major concern in this approach is the focus on "overt behavior". Instead of the emphasis on the ability to speak about language and skills, so its main concern is what learners can do at the end of instruction. |
| d) The fourth feature of CBLT programs in language teaching is "modularized instruction". | d) Which means that learning is broken down into meaningful chunks and sub objectives (different module). |
| e) "Outcomes are made explicit". | e) Meaning that learning is public knowledge, both teachers and learners know the outcomes. |
| f) "Continuous and ongoing assessment". | f) Learners are pre tested to determine the areas in which they lack competencies. |
| j) "Demonstrated mastery of performance objectives". | j) This feature means that assessment is based on the ability to demonstrate and perform pre determine behavior (it also called performance based approach). |
| h) "Individualized, student-centered instruction". | h) The system in CBLT is not time based, it takes into consideration learner's style, it gives the learners an opportunity to progress at their own rate (speed). |

2.3. The Teaching Learning Process under the Competency Based Approach.

2.3.1. Competence vs Competency

Competence as it defined in oxford learner's pocket dictionary (2008) refers to "the ability to do something well" (p.85). It means the learners knowledge and capacity to do a particular task. Business dictionary on the other hand defined the term competence as "a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or a situation" (As cited in Chelli, 2010, p. 3). Similarly, DeSeCO (definition and selection of competencies) regarded competence as "a system of internal and external mental structures and abilities assuming mobilization of knowledge, such as attitudes, emotions for successful realization of activity in a particular context" (p. 4). In this regard for effective 'realization' of a given activity in a given situation, individuals in general and learners in particular should have a set of knowledge, skills, as well as abilities, in that "competence can be understood as a dynamic, organizing the structure of activity characteristic allowing a person to adapt to various situations on the basis of gained experience and practice" (As cited in Chelli, 2010, p. 4). Bunk (1994:10) on the other hand, reported that competences can indicate self-sufficiency of knowledge, skills and characteristics that enable individuals to perform well by their own in different situations (As cited in Canado, 2013, p. 5).

According to Van der Merwe and Potgieter (2002) there are set of approaches to defining the concept competence which are:

a)“performance in diverse setting” in that, the notion competence refers to the learner’s capacity to put competence skills, knowledge into successful performance in diverse real life situations.

b)“Achievement of outcomes“ the most important consideration in CBA is the achievement and progression of the intended results for that it also called outcome based approach.

c) “Specific skills and standards” another definition of the term competence is provided by Bellis (1997) who asserted that competence refers to “skills or cluster of skills executed within an indicated range or context” (As cited inVan der Merwe & Potgieter, 2002, pp.60-61)

Competency is a key concept in CBLT, when talking about it, Richards and Rodgers (2001) defined this term as ”it describe student ability to apply basis and other skills in situations that are commonly encountered in everyday life“(p. 141). It involves a description of the most important attitudes, knowledge, and skills for successful performance or real life activity. They (2001) considered four domains of competencies as shown in the following diagram:

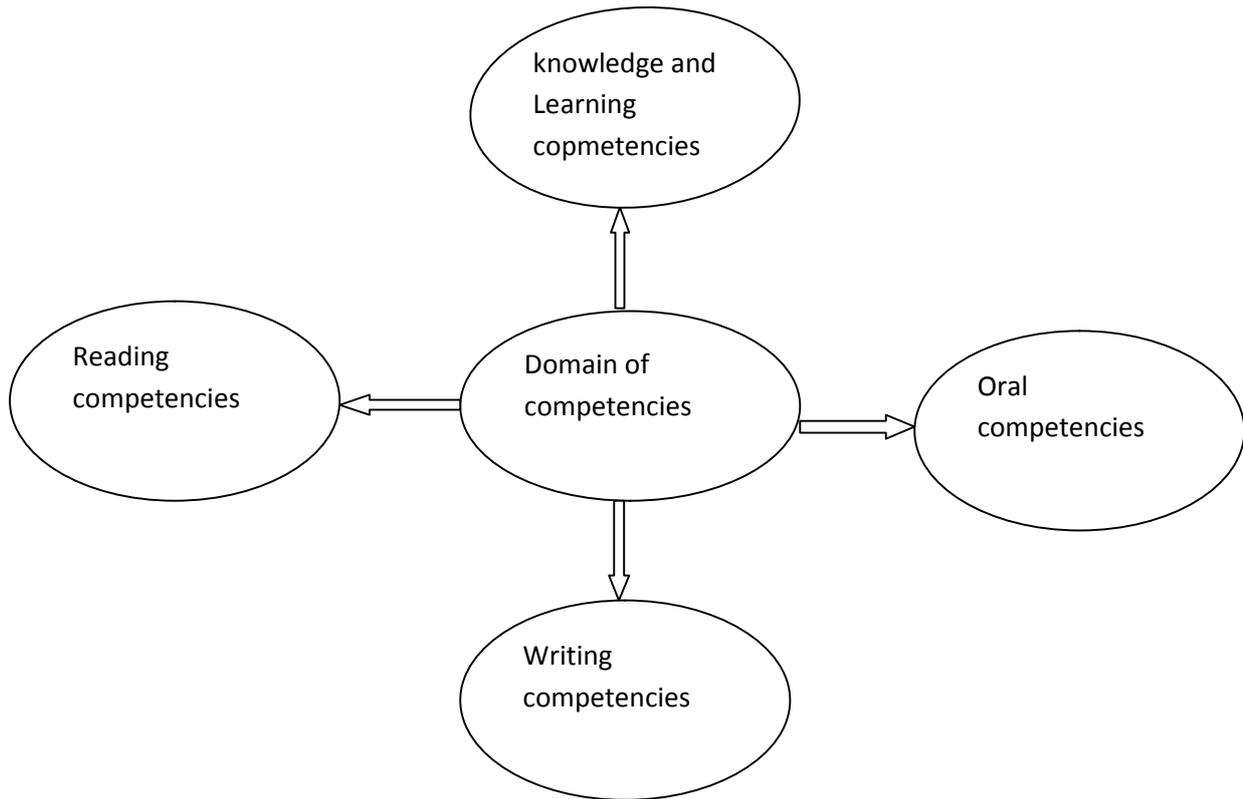


Figure 2. Four Domain of Competencies (As cited in Richards & Rodgers, 2001, p.141).

Similarly Pitman, Bell, and Fyfe (2000) asserted that the term competency is used to describe a particular capacity that an individual have to do a job or an activity, named as ‘competency’ and ‘person’s talent’ called ‘person’s competency’ (p.3). That is to say, this concept are technically refers to the skill that one needs in a particular job or for a particular task. Moreover, Dubois and Rothwell (2000) defined competency as when people are able to apply their knowledge and skills to successfully activities or to the standard of performance that is expected in a range of situations and environments. Beside, for Harvard (n.d) competencies refer to a particular ability within an individual in order to be beneficial in a specific task, function or capacity (p. 4). Furthermore, Fletcher (2000) defined competency as

the combination of capacities, knowledge, and actions that results a successful performance or to be productive in a particular activity (p. 5).

2.3.2. Distinguishing Characteristics and Features of Competency-Based Approach.

According to ELT articles CBA has many characteristics among them:

- ❖ It is an “action oriented” in that it aims at make learners perform successfully in realistic context.
- ❖ It is a “problem solving” Basically languages are learned more successfully when they are used to overcome obstacles via hypothesis testing. CBLT attempt to know about the capacity of learners in solving problems by placing them in different situations.
- ❖ It is also “ a social constructivist approach “ meaning that language is used as a tool for communication and interaction, the goal of CBLT is to develop learners ability, and to enable them to function effectively in society.
- ❖ CBLT is “a cognitive approach“ Bloom claimed that educational objectives can be classified as cognitive (to do with information) effective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements) (as cited in Chelli, 2010, p. 16).

On the other hand, there are many features of CBA such as:

- ❖ CBA is a learner centered approach and it mainly focus on learning outcomes and develop learner’s competencies (Finnish national board of education and authors, p. 14).
- ❖ Other important feature of CBA that mentioned in ELT articles, is the engagement of the project work as the main technique for making group work in order to encourage

learners to exchange information and to construct new knowledge (As cited in Chelli, p. 16).

2.3.3. Project Work as a Learning Strategy in the Competency-Based Approach

A part of the learning strategies that is considered as important feature of CBA is project work, it is a new way to make learners put into practice what they have already learnt in class, they tends to show their capacities, thus knowing about the achievement of the objectives. One of the well known advantages of project work is to make learners know how they cooperate with each other (Chelli,2010 p.24). Similarly, Stoller (1997) asserted that Project work is consider as the basis learning strategy of the CBA, It can be defined as learners-oriented which activate them to work individually, in pairs or in groups and to foster cooperation, competition and interaction between them. Also, it can be conducted intensively over a short period of time or extended over a few weeks, or at the end of every unit (p.4).

Moreover, Hedge (1993) stated that

A project is an extended task which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal And may include planning, the gathering of information through reading, listening, Interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display (p. 276).

That is to say, a project work is a broad exercise that contains different skills that are provided in different courses. This task can be in a form of writing papers, essays, reports, answering open ended questions etc. It is a collaborative work, where students are working in groups to accomplish this planning task by applying what they have already learnt in the

classroom and to show their capacities. Beside, projects can be classified into different types, they differ in relation to which the educators and learners determine on the nature and sequence of project related exercises, as proposed by Henry (1994)

- Structured projects are determined, specified, and organized by the teacher in terms of topics, materials, methodology, and presentation.
- Unstructured projects are defined largely by students themselves.
- Semi-Structured projects are defined and organized in part by the teacher and in part by students (As quoted in Stoller, 1997, p. 5).

In addition, project work can also be differ in terms of the necessary strategies for collecting data and material that are required to accomplish it , as suggested by Stoller (1997) there are research projects, text projects, correspondence projects, survey and encounter projects. The first kind requires collecting information from the library. The second kind demands 'texts' as reports, news, videos and audio material, or computer based information instead of people. The third type is Correspondence projects which need communication with others in order to collect information through letters, faxes, phone calls and so on. Concerning survey projects, they necessitate creating a survey instrument and use it for collecting data and then analyzing it. The last kind is the encounter projects which are the outcome from face to face contact with other people outside the class (p.5).

To sum up, project work makes learning more meaningful, encourage co-operative learning and make teachers aware on whether his/her students have achieved the objectives assigned during courses or not.

2.3.4. Theories Underlying Competency -Based Approach

2.3.4.1. The Cognitive Theory

Cognitivism is first known from Plato and Descartes, they believed that the mind is the source of knowledge. Later on, it was represented by Chomsky as a reaction to behaviorism, the cognitive theory rejects the behaviorist view that consider the brain as ‘black box’ and learner as an empty ‘vessels’ waiting to be filled instead, its main focus, is on how individuals actually learn and what really happens in their minds and it view learning as an active process that makes changes in learners mental structure (Brahimi, 2011, p. 12). Also, cognitive psychologists claimed that, the main important features of learning is first building up of the general knowledge of language and after a lot of practice and experience learners will be able to use certain parts of their knowledge very quickly without realizing that. Thus, learners will become more autonomous and may focus on the other parts of the language.

Moreover, Brahimi (2011) stated that:

According to cognitivists, all students are different and they process information differently. Based on this assumption, cognitivists take individual differences into account in training system design. They focus on student’s different learning styles, mental models [...], motivation, expectations and prior knowledge (p. 11).

Also, when it comes to formulating learning objectives, cognitivists claimed that, teachers must clearly describe the competencies that the students need to develop when they do a particular activity. In addition, cognitivists advocated ‘interactive media’ that lead learners to comprehend, participate, and solve problems. Therefore, for cognitivism, the feedback that

teachers provide their students with should be effective and beneficial for that they use formative assessment (p. 12).

2.3.4.2. The Constructivism Theory

Constructivism is a theory of learning, which based on philosophy and psychology. The central focus of constructivism is that learning is an ongoing process of forming knowledge, and that learners actively build their knowledge from their own experiences. Knowledge is then seen as a consequence of individual's activities (Brahimi, p.13). Also, constructivists believed that, learners construct their own reality or interpret it, based on their own 'knowledge', 'experiences' and 'competences'. That is to say, individuals are constructing their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. So, it considered all people as active creators for their own knowledge (p. 13). Beside, the psychologists Piaget and Vygotsky were considered as the main pioneers of constructivism. the Piaget's child development work gave birth to 'the constructivism movement', he argued that learning occurs by an active construction of knowledge and explain that, we as learners when we face experience or a situation that conflicts with our current knowledge, state of equilibrium are created. For example, when the new information is associated with what we already have in mind, this is called assimilation but when we are unable to do this, we accommodate the new information with the old one by restricting our present knowledge to a high level of thinking (p. 13). Vygotsky on the other hand, shared many of Piaget's ideas about how children learn, but he placed more emphasis on the social context of learning in his thesis: *the historical and cultural context and the role of social mediation in learning-called social constructivism*. In his research Vigotsky, asserted that learning is greatly influence by learners' social environment, in other words, collaborative social-interaction and communication with other people, discussion, exchanging

ideas are affecting the learning process, as well as the role of culture. Hence, the main difference between Piaget and Vygotsky views of learning is that Piaget's view is called cognitive constructivism or constructivism whereas, Vygotsky view was known as social constructivism (pp. 13-14). Within the same context, Brahim (2011) mentioned that, "constructivists favour contextualized learning in dynamic environments such as computer-based learning environments in which collaborative tools play a very important role. These tools facilitate the creation of learning communities" (p.18). That is to say, constructivists prefer the use of technology in the learning process and 'collaborative tools' that include exchanging information, getting feedback as 'forums, wikis, blogs', these tools are considered to be very important because it facilitate learning and make it more enjoyable (p.16).

Coming to learning assessment, constructivists claimed that, assessment should be in real context (e.g., doing a project), and noted that during the assessment process educators should focus on the process rather than on the outcomes and should develop learners' self-assessment and peer assessment, in order to foster students' critical thinking and creates active and autonomous speakers (p.17).

2.3.4.3. Bloom's Taxonomy

Chelli (2010) believed that bloom's taxonomy refers to a set of different learning objectives that are classified to check whether students' competency has been mastered or not, this famous taxonomy of learning goals is 'an attempt to classify forms' and grades of learning, bloom claimed that all educational objectives can be classified into three fields as 'cognitive', 'effective' and 'psychomotor', he said that there are six levels regarding the 'cognitive domain' they form a hierarchy by which the learners must achieve lower order objectives before they achieve higher ones, the following diagram represents these levels which are:

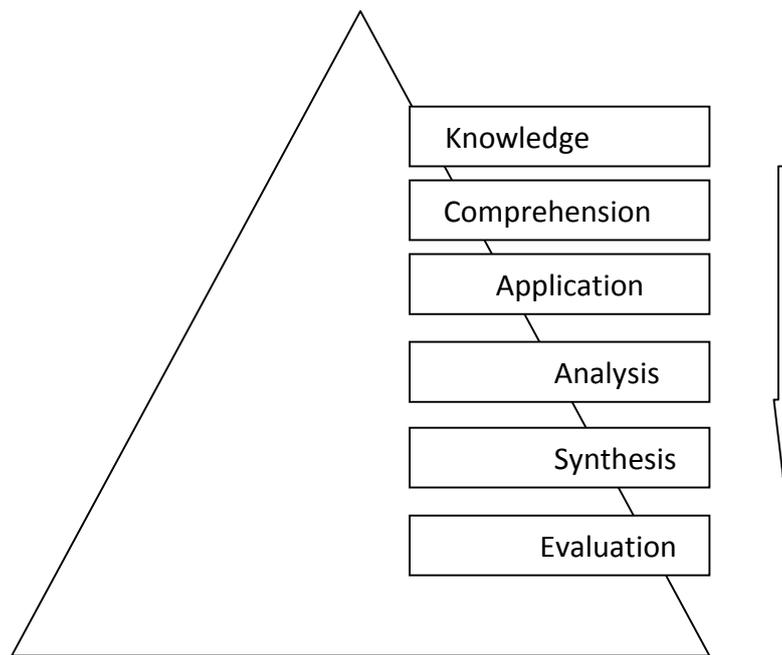


Figure 3. Bloom's Taxonomy (As cited in Blakemore, 2008, p.5)

Knowledge: refers to the recall of old learned 'material'.

Comprehension: it is the appropriation and the understanding of the meaning of the material.

Application: is defined as the learner capacity to apply knowledge to new situations.

Analysis: represents the ability to analyze information by separating them into parts for better understanding.

Synthesis: refers to learners' ability to build new knowledge by putting parts together.

Evaluation: refers to the ability to set a value on the new knowledge i.e., "to make judgment about information".

In addition, there are five levels concerning the effective domain.

Receiving: refers to learner's attention.

Responding: refers to the organization of the information.

Valuing: meaning learners ‘attaches values’ to certain objects and behaviors.

Organizing: refers to learners’ participation in the classroom activities.

Characterizing: the student shows a particular value or belief.

Psychomotor domain: on the other hand, is generally describing the ability to manipulate instrument physically.

In addition, Bloom believed that his taxonomy is not only can be serve as a judgment device but, it has many goals among them: facilitating communication between different persons who engaged in the education domain as educators, students, textbook designers ...etc. Also, it was created in order to develop the learning system and to help in designing and developing testing techniques and assessment (Krathwohl, 2002, p. 212).

2.3.5. The Role of the Teacher

In order to help students improve their skills, The teacher in a competency-based framework is seen as supervisor, the teacher has to give comments on students’ work, that is to say to provide constructive feedback, they need to be aware of the learners’ needs so they can prepare the appropriate course. Richards and Rodgers (2001) stated that, the different competencies dealt with in class require specific instructions for the various learning activities. Thus, the teacher has to give clear orders and explanations to make sure that every student understands the task they are going to deal with. Another task of the teacher in CBLT is to select learning activities according to students’ needs i.e., the teacher should provide tasks for students, and prepare remedial activities (extra activities) to help their students. In short, by taking a facilitative role, the teachers support and assist their learners.

the assumption of language theory and language learning theory tell us about teachers role in any approach as the case in the competency based approach, Chelli (2010) reported that teachers are considered as facilitators of the learning process, they guide the teaching process, also teachers in CBLT have to make sure that learners believe the idea that language learning is not solely restricted to grammatical structures, but on how these structures are used to contact not only with teachers in the classroom but with people surrounding them in the environment. She (2010) asserted that the ability to observe and listen carefully to learners is another task of the teacher which reflects teachers' ability to use a 'constructivist approach'.

It has been claimed by Ming Har Wong (2008) that competency based approach gives teachers an occasion to "revitalize their education and training programs" (p.181).

2.3.6. The Role of the Learner

Learners have a potentially important role in CBA, within this context Richard and Rodgers (2001) demonstrated that, the main goal is to be able to adapt and transfer knowledge from one setting to another. Learners have an active role in the classroom, that is to say learners can decide whether the competencies are 'useful and relevant' for them, for the purpose of using them to communicate in everyday life. In addition, the competencies the students will learn are clearly stated so that the learners know exactly what needs to be learned and for which purpose s/he has to use the competencies. In this regard, it is fundamental that every competency is mastered one at a time because this makes sure that students know what they have already learned and what the next steps will look like.

Fain (2013) in turn stated that "once students master the competency, they can progress to the next stage of learning" (As cited in Competency based education, n.d, p.2). Moreover, the students have to stay in the actual program until they improve.

2.3.7. Assessment in the Competency- Based Approach

Competency-based approach does not emphasize only the skills that students need to perform in real life situations, but also, using various assessment tools that educators used to evaluate learners' competencies. Ordonez (2014) stated that, "assessments can take the form of projects, tests, written assignments, and other concrete measurements" (As quoted in Cunningham, Key and Capron, 2016). That is to say, there are a lot of types of assessment that are used by teachers to evaluate student knowledge and capacities, such as projects work, examinations, portfolios, presentation" etc., these assessment tools are designed from real life situations, to put learners almost on the same circumstances in order to help them solve problems they face in the future. Beside, the assessments can be organized within each course, for the purpose of knowing students' knowledge that has been acquired and to help them syntheses their learning. Morcke, Dornan, and EiKa, (2013) asserted that, students can not reach the desired results unless learning activities, competencies, objectives and assessment put to work together (As cited in Cunningham et al., 2016). Moreover, Richards and Rodgers (2001) claimed that teachers assess their students for the purpose of knowing about their needs and interest and whether learning objectives are achieved or not. For that, the evaluation in competency based approach is continuous. As a result, in CBLT the theory of language learning regarded that, "Language can be functionally analyzed in two appropriate parts and subparts: that such part and subpart can be (and tested) incrementally" (p. 143).

It has been claimed by Thomson, Mathers, and Quirk (1996) that the process of assessment in competency based education and training is criterion referenced and not nom referenced, the latter tends to "make comparison between individuals" (p.5) whereas, criterion referenced assessment role is "to make decisions about an individual's performance relative to a specified set of tasks" (p.5).

2.3.8. Advantages and Disadvantages of Competency Based Approach

Competency based language teaching as any instructional objective has several strengths and weaknesses. First of all, concerning advantages Nkwetisama (2012) argued that, The teacher in CBLT is viewed as facilitator, instead of present the lesson s/he work individually with students, similarly Nunan (2007) asserted that one of the advantages of CBLT is to provide diagnostic feedback on learners progress. Within the same context Cilley (1977, 26-27) stressed out that within the CBLT, learners are encouraged to take responsibility of their own achievement (As cited in Mason, 1982, p.13).

Referring to pros of competency based approach, Richards and Rodgers (2001) mentioned four benefits of competency approach which are

- CBLT certify the idea of the focus on ‘learners need and interest’.
- Learners have the opportunity to decide whether the competencies are ”relevant and useful” for them.
- The competencies that students are going to learn are clearly stated so they “know exactly what needs to be learned”. Through the clearly defined outcomes the process of learning and teaching as well as, quality of assessment are improved.
- Only one competency is mastered at a time, Hence “learners can see what has been learned and what skills remains to be learned” (pp, 146-147).

Concerning disadvantages, Richards and Rodgers (2001) added that, the best known limitation of CBLT is that, it is a reductionist approach in that reducing language learning to a set of tasks is not always possible, and it ignores some skills, it is also seen as a “prescriptivism” i.e., “it focuses on behavior and performance rather than on the development of thinking skills” (p.148).

For Cilley (1977) one of the identified disadvantages of CBA is consisting of the fact that not all teachers have enough time to develop instructional materials for all tasks (As cited in Mason, 1982, p.13).

2.4. Competency- Based Assessment

2.4.1. Definition of the Concept Competency -Based Assessment

Wolf (2001) considered competency based assessment (CBA) as a kind of measurement that is taken from a thorough description of a particular outcomes;

That so clearly states the outcomes-general and specific that assessors, students and interested third parties can all makes reasonable objective judgments with respect to students achievement or non-achievement of these outcomes; and that certifies student progress on the basis of demonstrated achievement of these outcomes. Assessments are not tied time served in formal educational setting (Wolf, 2000, p. 2).

The above quotation shows the fundamental features of CBA and it summarizes the three extremely important elements of it. First, it focuses on the outcomes, Second, this outcome should be 'specified to the point' in that learners and testers should be aware of what is being measured and what should be progressed in addition to that, the third component is "the decoupling of assessment from particular institutions or learning programs" (p.3).

2.4.2. Competency- Based Assessment Principles

Competency based assessment based on certain principles which are

- 'Current', assessment is a continuous task and it should take a limited time in the learning process.

- The second principle of CBA is ‘validity’ which means the teacher should assess their student on all the component that are included in the syllabus, hence, assessment activities should be linked directly to the content of sequences.
- Assessment task should be ‘reliable’ in the sense that tests should be consistent from one person to another, time to time or place to place.
- Another principle of CBA is ‘flexibility’, competency based assessment did not rely on specific approaches, rather its evidence is gathered from a variety of teaching methods, at different times and conditions which should reflect and serve learners need.
- The fifth principle of CBA is ‘fairness’ which is very essential, the different assessment methods depend on different learners level and learning situations and where necessary, reasonable ‘adjustments’ should be done to meet learners requirements (Witty and Gaston ,2008, p.3).

According to Morrall (1997) Wood and Payne (1998) competency based assessment bound up on the idea of “inference from performance” of different activities as well as it assess skills and abilities that are directly linked to certain work for which the measurement is organized (As cited in Van der Merwe & Potgieter, 2002,p.62).

Conclusion

This chapter addressed one of the most effective approaches which is the Competency Based Approach (CBA), It is also known as an outcome based approach, which is the appropriate method to meet the educational goals of teaching and learning a foreign language. In this chapter, we started with an overview about Competency-Based Language Teaching, as well as, we defined the term Competency-Based Education and its features. In addition, we shed light on the key concept within this approach as competence and competency. Finally,

another issue that we tackled within the frame of this approach is Competency Based Assessment as a concept and its principles. At this level we have dealt only with the theoretical part of our research, the following part will be practical and it will deal with the analysis of classroom tests of the Algerian secondary schools of the three levels under the competency-based approach.

Chapter Three: The Field Work

| | |
|--|----|
| Introduction..... | 51 |
| 3.1. Methodology..... | 51 |
| 3.1.1 Research Instrument..... | 51 |
| 3.1.2. Data Collection Procedure..... | 52 |
| 3.2. Assessment Criteria..... | 52 |
| 3.2.1. General Criteria for Good Tests..... | 52 |
| 3.2.1.1. Reliability..... | 53 |
| 3.2.1.2. Validity..... | 53 |
| 3.2.1.3. Practicality..... | 54 |
| 3.2.1.4. Criteria for a Competency -Based Tests..... | 55 |
| 3.3. Results and Quantitative Data Analysis..... | 57 |
| 3.3.1. General Criteria for Test Usefulness | 57 |
| 3.3.1.1. Reliability..... | 57 |
| 3.3.1.2. Validity | 59 |
| 3.3.1.3. Practicality | 61 |
| 3.3.2. Test Usefulness | 62 |
| 3.3.3. Criteria for Competency- Based Tests..... | 63 |
| 3.4. Qualitative Data Analysis..... | 65 |

| | |
|-----------------------------------|----|
| Conclusion..... | 67 |
| General Conclusion..... | 69 |
| 1.Concluding Comments | 69 |
| 2. Limitations of the Study | 70 |
| 3.Pedagogical Implications..... | 71 |
| 4.Further Suggestions | 72 |
| References..... | 73 |

Appendices

Appendix A

Appendix B

Appendix C

Résumé

ملخص

Chapter Three: The Field Work

Introduction

Since our concern in this study is the issue of the appropriateness of test types and contents to the competency-based assessment, we want to highlight this issue on the Algerian Secondary School tests after the implementation of the competency- based pedagogy. It is our primary concern to investigate the degree of feasibility of the method in the different classroom tests. Our attempt to give an evaluation of the tests comes from a deep concern to train teachers in complying with the new pedagogy in teaching in general and assessment in particular.

3.1. Methodology

3.1.1. Research Instrument

In order to facilitate the use of the questions to evaluate the classroom tests, a checklist is designed and presented in the tables below. This checklist is adapted from Brown (2004, p.31) and Lyle F. Bachman and Adrian S. Palmer (1996, p.155) checklists. It includes a space to specify whether the quality being assessed is satisfied in a particular test under consideration or not. The checklist is considered as One of the most useful tools for evaluating tests. It contains a set of criteria that can be checked to ensure the careful measurements of the test types. Cunningsworth (1995) stated that the most important benefit of using a checklist is that provide a very organized and systematic classification of all the relevant items that are considered for the evaluation. In addition, Demir and Ertas (2014) asserted that “Checklists may be qualitative or quantitative” (p. 245).

3.1.2. Data Collection Procedure

In order to carry out this study, a number of paper-and-pencil tests were collected from different secondary schools in different Algerian regions: Ibn Teymia (Constantine), Fadila Saadane (Constantine), Bourazzak Ahmed(jijel), Slimani Djeluol Tacheta and Said Ben Chayeb and Mohamed AL Akhdar Alfillali (Constantine), Tidjellabin (Boumerdass), kamare and Alrkiba (Alwadi), om-toub (Skikda), Taibi Kouider (Djelfa), Omar Idris, Mohammed Salah Belabas (Biskra), Ain Ben Bayda (Guelma), and Ayadi Ali, Boutelja (Batna). Twenty ones were selected randomly and scrutinized. We focused of study on the application of two criteria: criteria for a useful test and criteria for competency based tests.

After analyzing these tests, our focus will be on the main differences between tests under the competency based pedagogy and the traditional tests in order to diagnose the degree of convenience to the present competency based methodology.

3.2. Assessment Criteria

Given the purpose of our study, the criteria for the evaluation of test quality and appropriateness differ from one test type to another.

3.2.1. General Criteria for Good Tests

Brown (2004) stated the three principles of reliability, validity and practicality to be the major useful guidelines for both evaluating an existing assessment procedure and designing a new one. Quizzes, final exams and standardized proficiency tests can all be scrutinized through these three lenses.

3.2.1.1. Reliability

Reliability applies to the test, teacher and administration. Unreliability of a test is the variety in test scores that is due to factors other than the constant we want to measure. There are many factors that can affect test performance; four factors of reliability must be guarded.

- a- Does every student have a clean photocopied test sheet?
- b- Is the test of appropriate length?
- c- Are the instructions clear?
- d- Are the instructions and items correct?

3.2.1.2. Validity

The major source of validity is content validity. This means the extent to which the classroom requires students to perform tests that were included in the previous classroom lessons and that directly respect the objectives of the test on which the assessment is used. Face validity is another important kind of test validity. It refers to the importance of structuring assessment procedures to elicit the optimal performance of the student.

Four criteria of validity are considered:

- a- Is the structure of the test logically organized?
- b- Does the test test what has been studied?
- c- Is the test appropriate to the pupils' level?
- d- Are the objectives of the test appropriately identified?

3.2.1.3. Practicality

This criterion is determined by the teacher and student, time constraint, cost and administrative details, and to some extent by what occurs before and after the test. To determine whether a test is practical for our needs, we answer the following questions:

- a- Is it easy to administer the test?
- b- Can students complete the test reasonably within the test time frame?
- c- Is the scoring system feasible in the teacher time frame?
- d- Are methods for reporting results determined in advance?

Table 2

A Checklist for Test Usefulness

| Criteria | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | T11 | T12 | T13 | T14 | T15 | T16 | T17 | T18 | T19 | T20 |
|------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1- Reliability | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| c. | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| d. | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2- Validity | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| b. | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| c. | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| d. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 3- Practicality | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| d. | ✓ | | ✓ | ✓ | | | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | |

3.2.1.4. Criteria for Competency Based Tests

Of the various characteristics of competency based assessment, the following criteria were taken into consideration in this study:

1- Knowledge and Simple Understanding

Well-constructed selected response and brief-constructed response items do a good job for assessing subject matter, procedural knowledge and simple understanding, particularly then students must recognize or remember isolated facts, definitions, spellings, concepts, and principles. The question can be answered and scored quickly, so it is efficient for teachers.

2- Reasoning and Interpretation

This involves the interpretation of cultural patterns of meaning in discourse. In fact, interpretation is a step beyond comprehension and implies the ability to read or listen “between the lines”.

3- Integration of Skills

A major criterion of competency based programs is that they teach the four skills (listening, speaking, reading, and writing). Consequently, competency based tests must test both the productive skills as well as receptive skills.

4- Interaction

For personal and social competencies, learners are recommended, through the medium of language, to get the appropriate social tools to express their identity and interact in appropriate social manners with speakers of the target language.

5-Communicative Competence

For the communicative competency, learners are supposed to acquire the foreign language to a prescribed acceptable standard to allow them to communicate fluently and appropriately.

Table 3

A Checklist for Competency-Based Tests

| Criteria | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | T11 | T12 | T13 | T14 | T15 | T16 | T17 | T18 | T19 | T20 |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1.knowledge and simple understanding | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 2.Reasoning and interpretation | | | | | | | | | | | | | | | | | | | | |
| 3.Integration of skills | | | | | | | | | | | | | | | | | | | | |
| 4.Interaction | | | | | | | | | | | | | | | | | | | | |
| 5.Communicative competence | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | | |

3.3. Results and Quantitative Data Analysis

3.1. General Criteria for Test Usefulness

3.1.1 Reliability (see Table 2)

Table 4

Criteria for Reliable Tests

| Criteria for Reliable Tests | | Numbers | Frequency % |
|---|-----|----------------|--------------------|
| a-Does every student have a clean Photocopied test sheet? | Yes | 13 | 65% |
| | No | 07 | 35% |
| b-Is the test of appropriate length? | Yes | 12 | 60% |
| | No | 08 | 40% |
| c-Are the instructions clear? | Yes | 12 | 60% |
| | No | 08 | 40% |
| d-Are the instructions and items correct? | Yes | 15 | 75% |
| | No | 05 | 25% |

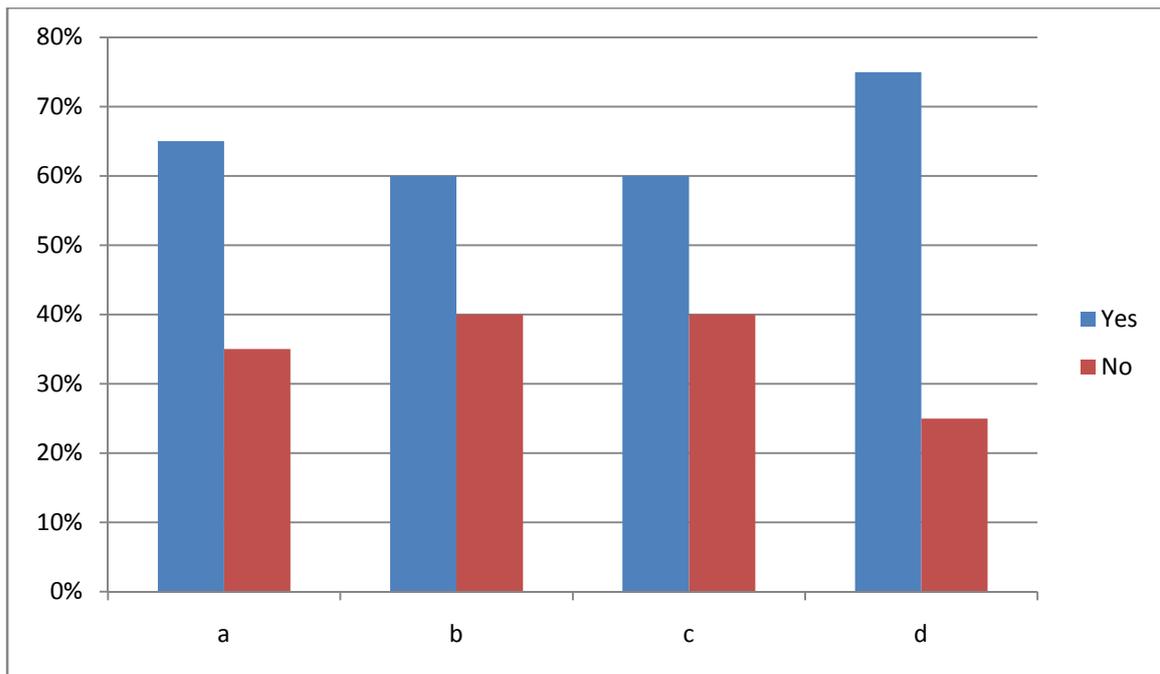


Figure 4. Criteria for Reliable Tests

The analysis of table (04) and figure (04) show that only 06 out of 20 tests are reliable. These tests are (T01), (T08), (T11), (T14), (T16), (T19). They represent 30%. The remaining tests (T02), (T03), (T04), (T05), (T06), (T07), (T09), (T10), (T12), (T13), (T15), (T17), (T18), (T20) are unreliable with a percentage of (70%). Concerning the first criterion, the results show that 13 out of 20 tests are clean photocopied test sheets, whereas the remaining tests, lack this criterion. Moving to the second criterion of test reliability which is the appropriateness of test length, we can say that more than half of these tests i.e., 12 out of 20 with a percentage of (60%) are of appropriate length. The remaining tests that is to say 8 out of 20 with a percentage of (40%) are of inappropriate length, they are either too long or too short. Coming to the third criterion which is the clearness of instructions, the above results show that (12) out of (20) tests representing (60%) have clear instructions, whereas only (08) out of 20 tests with a percentage of (40%) lack this criterion. As far as the last criterion is concerned, the results show that most of these tests are of correct instructions and items, that is to say approximately (15) out of (20) with a percentage of (75%), while this criterion is

unsatisfied in the remaining tests, about 5 out of 20 lacks this criterion with a percentage of (25%).

Henceforth, this result drew a fundamental yet significant consideration. The four measurement qualities are essential conditions and if the test has only one single quality of reliability, it is not satisfactory enough for test reliability.

3.1.2. Validity (see Table 2)

Table 5

Criteria for Valid Tests

| Criteria for Valid Tests | Numbers | | Frequency % |
|---|---------|----|-------------|
| a- Is the structure of the test logically organized? | Yes | 11 | 55% |
| | No | 09 | 45% |
| b- Does the test test what has been studied? | Yes | 16 | 80% |
| | No | 04 | 20% |
| c- Is the test appropriate to the pupil's level? | Yes | 16 | 80% |
| | No | 04 | 20% |
| d- Are the objectives of the test appropriately identified? | Yes | 19 | 95% |
| | No | 01 | 05% |

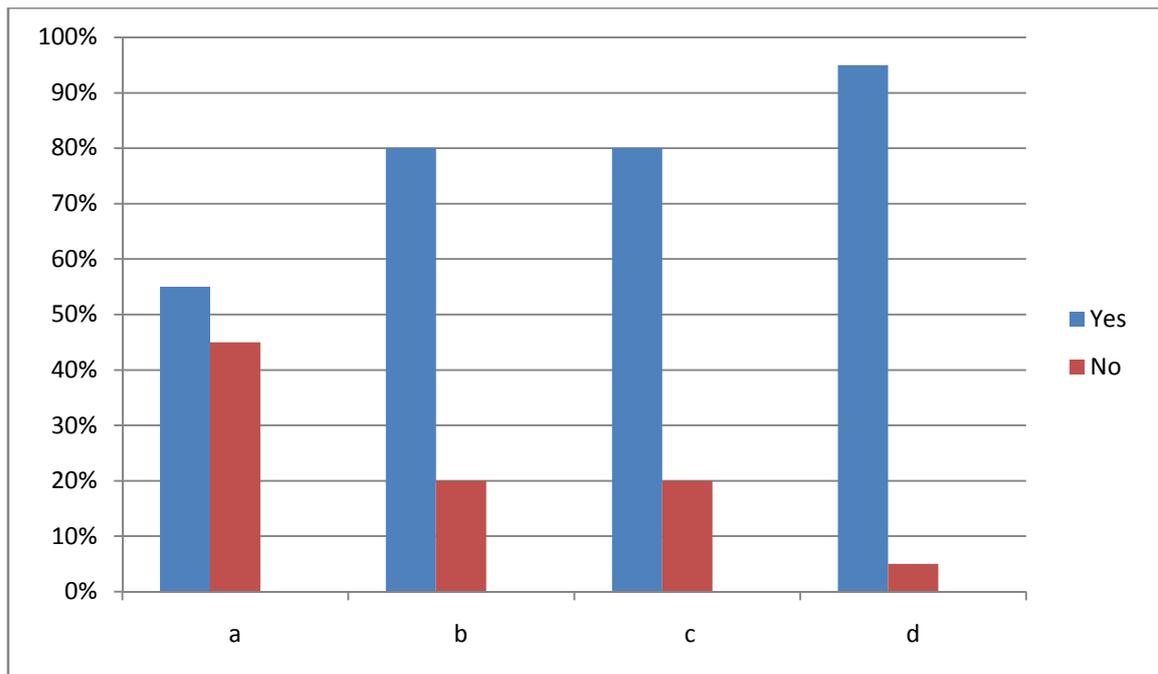


Figure 5. Criteria for Test Validity

The results presented in the table (05) and figure (05) show that only (09) out of (20) tests are valid; these tests are (T04), (T06), (T07), (T08), (T11), (T15), (T16), (T17), (T18). They represent (45 %). The remaining tests (T01), (T02), (T03), (T05), (T09), (T10), (T12), (T13), (T14), (T19), (T20) are invalid with a percentage of (55%). In terms of the logical organization of tests (11) out of (20) appear to be logically organized, they represent (55%), whereas (09) out of (20) with (45%) are not logically organized. Concerning the second criterion, the table (05) shows that (16) out of (20) tests with a percentage of (80%) are representative of the specific content or the syllabus that has been dealt with, whereas only (04) out of (20) tests did not reflect the sample of the language skills that have been studied, they represent (20%). Besides the above criteria of validity we have the third one which is the appropriateness of tests to pupil's level. The sole problem with these tests is that they are inappropriate to the pupil's level. They are either too easy or too difficult. Coming to the last criterion, the previously mentioned statistics demonstrate that the majority of these tests i.e., (19) out of (20) with (95%) are of appropriately identified objectives, while only one test lacks this criterion.

3.1.3. Practicality

Table 6

Criteria for Practical Tests

| Criteria for Practical Tests | | Numbers | Frequency % |
|---|-----|---------|-------------|
| a- Is it easy to administer the test? | Yes | 15 | 75 % |
| | No | 05 | 25 % |
| b- Can students complete the test Reasonably within the test time frame? | Yes | 17 | 85% |
| | No | 03 | 15% |
| c- Is the scoring system feasible in the teacher time frame? | Yes | 18 | 90% |
| | No | 02 | 10% |
| d- Are methods for reporting results determined in advance? | Yes | 10 | 50% |
| | No | 10 | 50% |

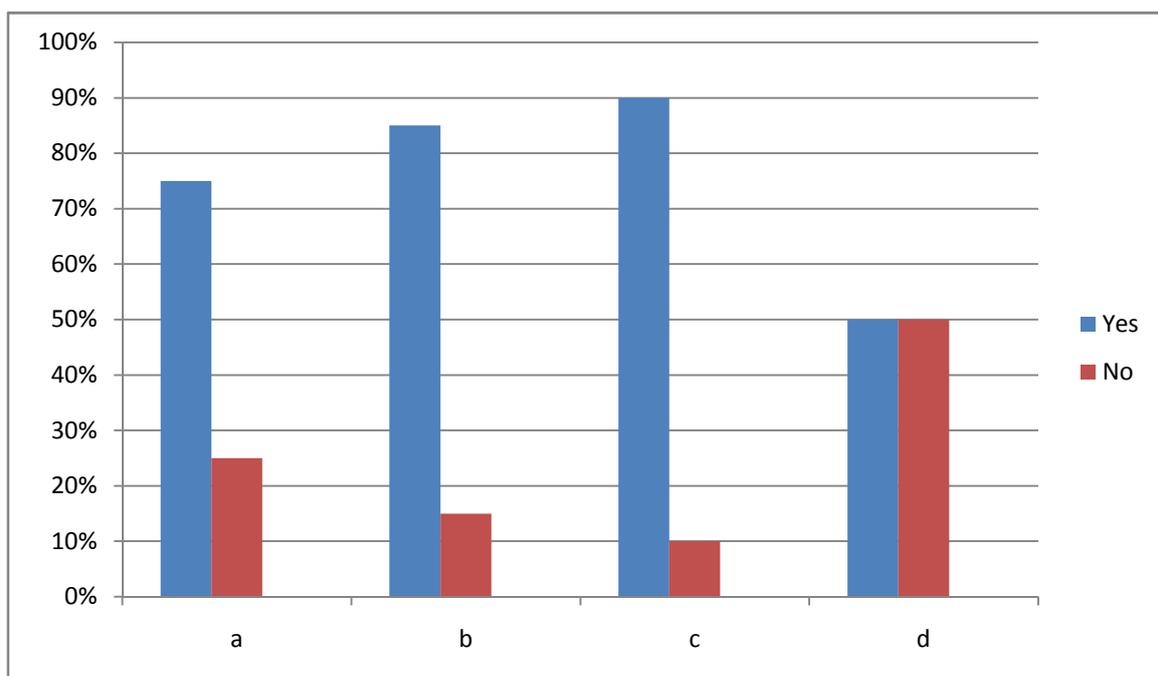


Figure 6. Criteria for Practical Tests

The results above show that only (08) out of (20) tests are practical. These tests are (T01), (T08), (T11), (T13), (T15), (T16), (T18), (T19). They represent (40%). The rest of tests (T02), (T03), (T04), (T05), (T06), (T07), (T09), (T10), (T12), (T14), (T17), (T20) are impractical, with a percentage of (60%). As such, the quality of easiness to administer, appropriateness of time frame, feasibility of scoring, and the pre-determination of the methods for reporting results are not totally satisfied in these tests.

3.3.1. Test Usefulness

From the above analysis we can say that only three (03) tests are useful, these tests are (T8), (T11), (T16) they represent (15%). The remaining tests, (T01), (T02), (T03), (T04), (T05), (T06), (T07), (T09), (T10), (T12), (T13), (T14), (T15), (T17), (T18), (T19), (T20) are unuseful, with a percentage of (85%). In test (08), (11) and (16), the four measurements of a useful test which are reliability, validity, and practicality are satisfactory enough. Yet, the absence of one or more qualities of the four measurements in any test makes it unuseful. This means that the qualities are more or less imbalance with maximizing one quality over another.

3.3.2. Criteria for Competency Based Tests

Table 7

Criteria for Competency Based Tests

| Criteria for competency based tests | | Numbers | Frequency % |
|--|-----|----------------|--------------------|
| 1. knowledge and simple understanding | Yes | 17 | 85 % |
| | No | 03 | 15 % |
| 2. Reasoning and interpretation | Yes | 00 | 00% |
| | No | 20 | 100% |
| 3. Integration of skills | Yes | 00 | 00% |
| | No | 20 | 100% |
| 4. Interaction | Yes | 00 | 00% |
| | No | 20 | 100% |
| 5.Communicative competence | Yes | 08 | 40% |
| | No | 12 | 60% |

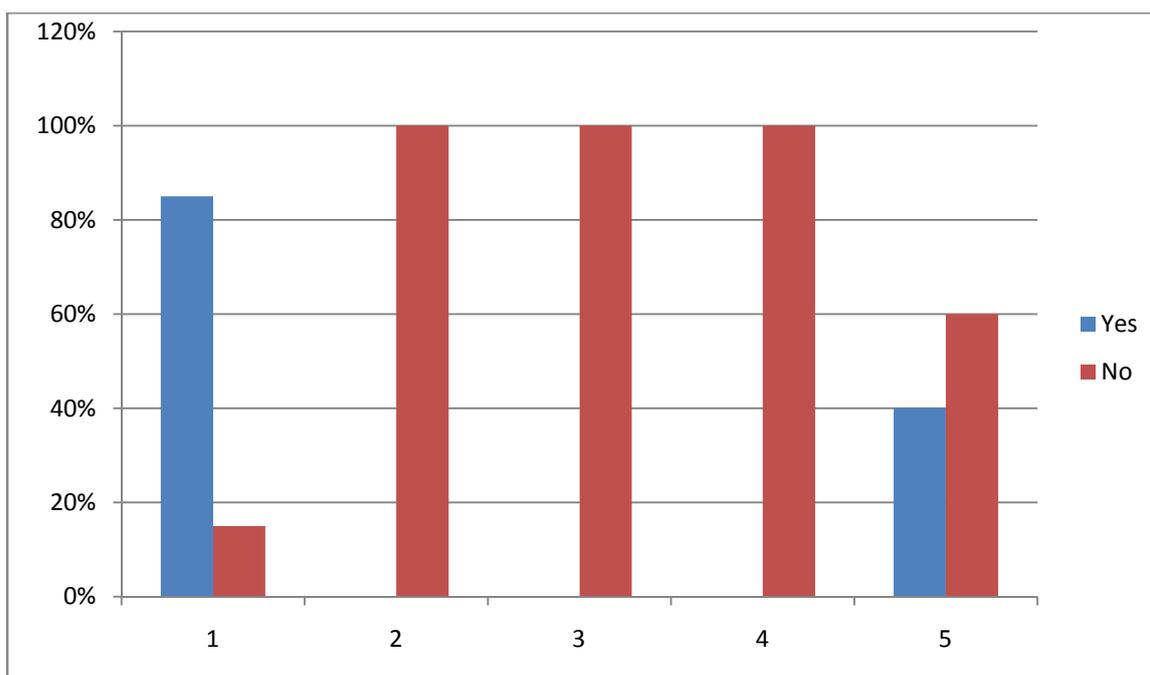


Figure 7. Criteria for Competency Based Tests

The table (07) shows that all the 20 tests lack at least one or more criteria for competency based tests, i.e., all tests are not expressive of the competency based principles. The first criterion is knowledge and simple understanding, as it shown in the table above (17) out of (20) tests test pupil's knowledge and simple understanding. Reasoning and interpretation is another criterion of competency based tests. As indicated in table above, this criterion is totally absent in all the tests. In other words, the present tests do not contain challenging activities that impose learners to use their intellectual and cultural capacities. The next criterion is the integration of skills, from the table above we can deduce that none of these tests successes in testing both the productive skills and the receptive skills together, to be more precise, there is no integration of skills and no interaction of learners to measure their social use of language. As far as communicative competence is concerned, the table(07) illustrates that only (08) out of (20) tests test the communicative competence these tests are (T03),(T04), (T05), (T07), (T08), (T09), (T10), and (T17); that is to say (40%) of these tests are designed to test students communicative abilities, whereas (12) out of (20) i.e., (60%) of

them do not. In testing communicative abilities, students are either asked to write an email (T17), or to summarize the text or write a composition about a particular topic.

3.4. Qualitative Data Analysis

Quantitative data analysis cannot stand on its own. It is insufficient to explore the usefulness of classroom tests. Therefore, the researchers own interpretation of the data is desirable and should be justified. Evaluating the overall usefulness of a given test is essentially subjective, since this involves value judgment on part of the test developer.

The following analysis includes the different reasons that lead to the unreliability and invalidity of tests on the part of tests developers. These reasons are:

1. Lack of theoretical knowledge about the language.
2. Lack of background knowledge
3. Misuse of technology
4. Lack of paying attention

The main conclusion to be inferred from the study of the various test procedures was that examiners seemed to have a lack of theoretical knowledge about the language. In order to consolidate this personal attitude, an empirical research was carried out to make it more scientific.

Linguistic mistakes: grammar/ punctuation mistakes/. Test (03) shows that the instructions are not correct. Instead of writing ‘**answer**’, test designer wrote it as ‘**Aswer**’. In addition, test (05) also contains a punctuation mistake, in which the teacher use two periods in the following order at the end of each paragraph as it is shown in the following:

.....**but let me introduce myself first.. and.....I like watching American movies as well as reading detective stories..** Although, there should be only a full stop. The incorrectness of instructions also exist in (T18). Instead of writing: **Jon pairs of sentences using "either..or", "neither.....nor" ,or "both.....and"** .the instruction should be **Join pairs of sentences using "either...or", "neither.....nor" ,or "both.....and"**. The latter can also be attributed to a lack of attention from the part of test designer. Another mistake is found in the instruction of (T10). We say: **could you give me your car?** Instead of **could give me your car?** (See appendix A).

Lack of theoretical knowledge about the language system is the main reason for the unreliability but not the sole. Lack of cultural luggage as well as misuse of technological devices is of great importance in the reliability of language tests. The third activity in test (01) shows that the test designer lacks cultural knowledge. Here the instructions are:

a- Kashmir belongs to

**Pakistan*

**India*

**Bengladesh*

Here "**belongs to**" means geographical belonging. Thus the right answer should be "**India**". Whereas, if we attribute the belonging to the political belonging, then the answer should be "**Pakistan**" instead. The right instruction should be:

a-Kashmir is situated in.

**Pakistan*

**India*

** Bengladesh*

Although some teachers and test designers consider the quality of test sheets of less importance, a bad photocopied test sheet can be attributed to the misuse of technological devices, this can be shown in (T03), (T09) and (T13) as well as (T17), in which they were not well photocopied, concerning test (09), it was printed italicized, while other tests were not

clear, this may be due to the fact that some administrators who are responsible for printing were not skillful enough to use the printer and other devices. Also, the problem of misuse of technology appears clearly in test (04) and (07), in which the teachers use their hand writing instead of typing the test.

Ambiguity can be also attributed to the lack of attention from the part of the test designers. Two examples are enough to illustrate ambiguity. The first has been discussed in (T01) about the geographical situation of **kashmire**.

Conclusion

If we compare the tests under this methodology to the traditional ones, no differences can be noticed. The exams are based on reading comprehension followed with mastery of language and then written expression. Yet, some tests have the first section entitled “reading and interpretation” but no interpretation is found among the instructions or test items.

Although these tests represent the alternative assessment, they still miss some criteria of good tests; they are nearly the same as traditional tests. Throughout history, language testing has undergone several shifts in accordance with the changes in language teaching. Therefore, testing in the past has received a little attention. Indeed, testing was mainly focused on translation, essay writing as well as grammar which are the most familiar types of the traditional tests. Additionally, the latter focused on testing discrete-points as true-false, multiple-choice and matching items as the main activities within a test. However, as a reaction to the failure of testing in the previous testing methodologies, modern approaches has been emerged as competency based approach and bring with it newly alternative testing elements such as dictations, gap filling, and communicative activities that was ignored before, also it stresses on the importance of measuring all the language skills (both the productive and receptive skills). Beside, this approach is mainly emphasis on real-world tasks that

demonstrate meaningful application of what student have learned in order to reach its main goal, that is enable learners to communicate and use the language appropriately in real life situations (See appendix B).

General Conclusion

The results and comments we made in the previous chapters about the appropriateness of language tests lead us to add some pedagogical implications and suggestions. These implications and suggestions are a consecutive measure to the results of the study.

1. Concluding Comments

Throughout this research work, the main focus of this study is to find whether teachers in the Algerian secondary schools use appropriate tests according to the competency based principles. It also aimed to suggest relevant tests to the CBA.

At the preliminary step of the research, we hypothesized that since the educational system shifted to CBT, it is likely that tests evaluate competencies in EFL .i.e., test types should be appropriate to CB assessment criteria in particular and to general criteria of good tests. The present study has tried to investigate the relevance of test types and contents to the CB assessment.

The general theoretical framework of the research paper required some knowledge about testing and tests in addition to general information about testing in EFL classrooms. A description of the CBA, CB education and CB assessment was also necessary. Throughout the final chapter, we attempted to exploit the theoretical notions presented in the two previous chapters in order to investigate the appropriateness of test types and contents to the CB assessment. This was mainly done through analyzing twenty selected administered tests in different Algerian secondary schools.

Thus, after analyzing the results collected, answers and explanations to the research questions have been obtained as follow: testing is an integral part of the learning process; it is used by teachers to determine a person's knowledge or ability from that of others, and to assess the proficiency of an individual in using a particular language effectively. In testing,

the test should be based on certain criteria for usefulness, including reliability, validity and practicality. The four measurements of competency based test which are knowledge and simple understanding, reasoning and interpretation and assessing the four skills as well as interaction and communicative abilities are also important for a good test. Within CBA, teachers administer different tests such as, language aptitude tests, proficiency and placement tests as well as diagnostic tests. Moving to the last research question, the results show that the analyzed tests do not satisfy the CB assessment criteria. We have also noticed that these tests are similar to those administered in the previous approaches-before the adaptation of CBA in Algerian Schools. So, these results bring evidence that the Algerian educational system has changed the approach but has not adapted the assessment tools to satisfy the competency based approach requirements in terms of evaluation.

To sum up, the results and findings of the present research show that the hypothesis of this research is disconfirmed. This research ended with some limitations, pedagogical implications and further suggestions.

2. Limitations of the Study

The results and findings of this research were viewed in terms of their limitations:

- For time constraints, it has been almost impossible to deal with a large number of tests, therefore, the results of the present work are not meant for generalization, but are rather descriptive. The limitation of time insufficiency was the prime constraint that stands against the possibility of carrying out the work within other methodological paradigms, questionnaire or interview are supposed to be included in our study, they require much time than the time we have been given to submit the dissertation, but by fear of not assigning the work in time the number was restricted.

- Another problem is the lack of resources available concerning our topic. Therefore, we relied on a limited number of books, and journal articles.
- The unfamiliarity of the topic is another obstacle that we faced.

3. Pedagogical Implications

In order to make the process of testing in teaching and learning easy and appropriate, and have a positive impact on pupils and teachers, some pedagogical implications are recommended :

- When we write tests for our classes, we need to bear in mind the characteristics of good tests. We have to think carefully about how practical, valid and reliable our tests will be. When writing tests, it is important to work out what we want to achieve especially since the students results will be indications of their mastery of the language. It is helpful to make a list of language items to be included in the test; however, it is not important to be always a paper and pencil test
- Planning for a test is an important step in the teaching learning process. For that, teachers should select appropriately the different testing items that are included in a test ;i.e., test format and contents should be well elaborated, the test samples should include questions which ask for interpretation rather than emphasizing on the questions of reading comprehension which is mainly of guessing and refereeing to the text, such parts lack the reasoning strategies. In this part, for instance, test designers should develop questions which really ask the student to prove their understanding of the text by making inferences and drawing conclusions, concerning yes or no questions, it would be better to ask students to justify their answers in order to prove their real understanding.

- Teachers are supposed to change their testing habits and adapt new ways and new techniques to comply with these assumptions, principles, and goals of the new approach.
- Additionally, teachers in recent years tend to apply some new procedures in assessment different from traditional forms. The use of authentic tools such as portfolios, interviews, journals, and project work become common in EFL classrooms. These tools are more student centered because students are more involved in their learning and give them a better sense of control for their own learning. This, in fact, one of the most important features of competency based assessment.

4. Further Suggestions

There are many ways of testing learner's abilities:

- In testing the listening skill, teachers may ask their students to summarise of what they are listening to, to understand a phone message or to order the events of a story they listened to.
- In testing the speaking skills, teachers may arrange students in pairs or in groups and ask them to perform a number of tasks. They can ask them to describe a picture or to perform role plays.
- Interaction, communicative competence and integration of skills can be tested through different ways. The project work is one of them. The latter is based on creating opportunities for language learning problem solving cooperative learning, collaboration and organise of meaning-processes. The project work, in fact, is part of the secondary school textbook syllabi but it is not carried out the way that should be done. For an appropriate use of the project work, students are supposed in work in small groups, choose a topic and investigate it. Then, they present it. The project work is considered a valuable vehicle for integrating the four language skills across a variety of educational settings.

References

- Alderson, J. C., Clapham, C., & wall, D. (1995). *Language test construction and evaluation.*: Combridge, UK: Combridge University Press.
- Alderson, J. C., & Hughes, A. (Eds.). (1981). *ELT documents III: Issues in language testing*. London: The British Council.
- Bachman, L. F. (1990). *Fundamental consideration in language testing*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Bristol, UK: Oxford University Press.
- Blakemore, S. (2008). A competency based approach to RedR's training and learning activities. *Redr UK*, 8(1), 10.
- Bull, V. (Ed.). (2008). *Oxford: Learner's pocket dictionary* (4th ed.). Oxford: Oxford University Press.
- Brahimi, C. (2011). *The competency based approach: A level for changing public health practices in québec*. Québec: Institut national de santé publique du Québec.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.
- Canado, P. M. L. (Ed.). (2013). Competency-based language teaching in higher education. *Educational Linguistics*, 14, 10-185. doi :10.1007/978-94-007-5386-0.

Chelli, S. (2010). *The Competency-based approach in Algeria: A necessity in the era of globalization*. Biskra, AL: Mohammed Kheider University.

Competency based education: Achieving superior outcomes through flexible, personalized learning. (n.d.). *Elsevier Education*, 8. Retrieved from <https://library.educase.edu/topics/teaching-and-learning/competency-based-education-cbe>

Coomber, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (Eds.). (2012). The Cambridge guide to second language assessment. *Papers in Language Testing and Assessment*, 3(1), 86-89.

Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Macmillan Education.

Cunningham, J., Key, E., & Capron, R. (2016). An evaluation of competency-based education program: A study of the development process of competency-based programs. *The Journal of Competency- Based Education*, 1(3), 130-139. doi: 10.1002/cbe2.1025.

Demir, Y., & Ertas, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. *The Reading Matrix*, 14(2), 243-252. Retrieved from <http://www.readingmatrix.com/files/11-1n844ug7.pdf>

Dubois, D., & Rothwell, W. (2000). *The Competency toolkit*. Canada, US: HRD press.

Fletcher, S. (2000). *Competence-based assessment techniques*. Great Britain: Kogan page.

Finnish national board of education and authors (2015). Inspiring and

strengthening The Competency-Based Approach in All VET in Finland-

support material for implementation. Retrieved from

<http://www.oph.fi/english/publications>.ISBN 978-

952-13-6050-3 (pdf)

Grandall, J., & Peyton, G. k. (Eds.). (1993). Approaches to adult ESL literacy instruction.

TESL-EJ, 2, 4. Retrieved from <http://www.tesl->

[ej.org/wordpress/issues/volume2/ej08/ej08r6/](http://www.tesl-ej.org/wordpress/issues/volume2/ej08/ej08r6/)

Harmer, J. (2007). *The practice of English language teaching* (4th Ed.). England: Pearson Education.

Harvard-competency-dictionary-complete. (n.d).

Retrieved from <https://apps2.campuservices.harvard.edu/cas/empldocs>

[/cs/harvard_competency_dictionary_complete.pdf](https://apps2.campuservices.harvard.edu/cas/empldocs/cs/harvard_competency_dictionary_complete.pdf)

Hedge, T. (1993). Key concepts in ELT. *ELT journal*, 47(3), 275-277. doi:

<https://doi.org/10.1093/elt/47.3.275>

Hedge, T. (2000). *Teaching and learning in language classroom*. Oxford: Oxford

University Press.

How to evaluate test learning (2014). *QuickCourse Series*, pp.2-9.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into*

Practice, 41(4), 1-8. Retrieved from

<http://www.depauw.edu/files/resources/krathwohl.pdf>

Mason, B. P. (1982). A study to determine the effects of Competency Based Education on student performance in beginning accounting. *OTS Master's Level Projects. &Papers*. Retrieved from file:///C:/Users/I/Desktop/APA_6th%20edition.pdf

McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.

Ming Har Wong, R. (2008). Competency-based English teaching and learning:

Investigating pre-service teachers of Chinese's learning experience, 179-

198. Retrieved from

http://www.ugr.es/~portalin/articulos/PL_numero9/13%20Ruth%20Ming.pdf

Nkwetisama, C. M. (March, 2012). The competency based approach to English language education and the walls between the classroom and the society in Cameroon:

Putting down the walls. *Theory and Practice in Language Studies*, 2 (3), 516-523.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Pitman, J. A., Bell, E. J., & Fyfe, I. K. (2000). Assumptions and origins of competency-based assessment: New challenges for teachers. *Queensland Board of Senior Secondary School Studies*, 1-25. Retrieved from

<https://www.qcaa.qld.edu.au/downloads>

/publications/research_qbssss_assessment_assumptions_99.pdf

Pre-post test. (n.d). Retrieved from <http://www.bumc.bu.edu/fd/files/PDF/Pre-andPost-Tests.pdf>

Richards, J. C., & Rodgers, .T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Combridge: Combridge University Press.

Richards, J. C., & Schmidt, R. (2002). *Language teaching and applied linguistics:*

Longman dictionary (4th ed.). Retrieved from

<https://docs.google.com/file/d/0B4O1kjQ7yYFnb1>

RSclpvNldhQXc/edit

Richard,J. C., (n.d). *Communicative language teaching today*. Cambridge, UK: Cambridge University Press.

Roediger III, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. *Psychology of Learning and Motivation-*

Advances in Research and Theory, 55, 1-36. Retrieved from

[http://psych.wustl.edu/memory/Roddy%20article%20](http://psych.wustl.edu/memory/Roddy%20article%20PDF's/BC_Roediger%20et%20al%20(2011)_PLM.pdf)

[PDF's/BC_Roediger%20et%20al%20\(2011\)_PLM.pdf](http://psych.wustl.edu/memory/Roddy%20article%20PDF's/BC_Roediger%20et%20al%20(2011)_PLM.pdf)

Stoller, F. (1997). *Project work: A mean to promote language and content in English*

teaching Forum, 35(4), 2. Retrieved from [http://dosfan.lib.uic.edu/usia/E-](http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no4/p2.htm)

[USIA/forum/vols/vol35/no4/p2.htm](http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no4/p2.htm)

Sullivan, R. S. (1995). The competency based approach to training. *JHPIEGO Strategy Paper*

No.1, pp.1-9.

Thomson, P., Mathers, R., & Quirk, R.,(1996). *The grade debate: Should we grade*

competency based assessment?. South Australia: NCVER.

Test and quizzes definition in English. (n.d). In *Wikipedia*. Retrieved February 27, 2017,

from <http://fr.wikiwix.com/index.php?action=test>

Valette, M. R. (1977). *Modern language testing*. New York, UK: Harcourt Brace Jovanovich.

Van der Merwe, R. P., Potgieter, T. E. (2002). Assessment in the work place: A

competency based approach. *SA Journal of Industrial Psychology*, 28(1), 60-66.

Witty, E. & Gaston, B. (n.d). Competency based learning and assessment. *EITITO*, pp. 1-4.

Wolf, A. (2001). Competency based assessment. In J. Raven & J. Stephenson (Eds.),

Competence in the learning society (pp.453-466). New York: Peter Lang.

Appendices

Appendix A: Tests under the Competency Based Approach

Appendix B: Traditional Tests

Appendix C : Checklist

**Appendix A : Test under the
Competency Based Approach**

Appendix B :Traditional Tests

Appendix C : Checklist

| Criteria | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | T11 | T12 | T13 | T14 | T15 | T16 | T17 | T18 | T19 | T20 |
|------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1- Reliability | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| c. | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| d. | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2- Validity | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| b. | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| c. | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| d. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 3- Practicality | | | | | | | | | | | | | | | | | | | | |
| a. | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| d. | ✓ | | ✓ | ✓ | | | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | |

ملخص

هذه الدراسة هي تقييم لمدى تناسب مضمون مختلف الامتحانات و التقييم في نظام المقاربة بالكفاءات. تهدف هذه الدراسة الحالية إلى معرفة إلى أي مدى يحضر أساتذة التعليم الثانوي في الجزائر امتحانات تتناسب و نظام المقاربة بالكفاءات أم لا. كما تحاول الدراسة أيضا تقديم اقتراحات فيما يخص الأسئلة المناسبة لهذه المواضيع. يتطلب الإطار النظري العام لهذه الورقة البحثية بعض المعرفة حول مفهوم الاختبار، ومن الضروري أيضا وصف هذا التعليم القائم على الكفاءة و نظام التقييم الخاص به. و لتحقيق هدفنا، تم هذا البحث من خلال طريقة وصفية تستخدم مجموعة من معايير الاختبار وخصائصه بهدف معرفة جدوى هذا الاختبار و مدى ملائمته لهذا نظام . و قد أكدت النتائج ان الاختبارات التي تم تحليلها لا تفي بمعايير تقييم نظام المقاربة بالكفاءات. و انها مماثلة لتلك الاختبارات التي كانت في النهج السابقة قبل تبني هذا النظام في المدارس الجزائرية. ومن ثم فان هذه النتيجة تؤكد إن النظام التعليمي في الجزائر غير النهج لأنه لم يتبنى أدوات تقييم نظام المقاربة بالكفاءات.

Resume

Cette étude est une évaluation des sujets des examens avec l'approche proposée dans le système d'approche par compétence. Le but principal de cette étude est de pouvoir évaluer des sujets d'examens préparés par les enseignants de l'enseignement secondaire en Algérie, adaptés avec le système d'approche par compétence. Elle vise aussi à donner des suggestions des questions adéquates avec ces sujets d'examens. Le cadre théorique de cette fiche d'évaluation demande une connaissance précise du sens de l'examen, et il est essentiel de bien définir « l'enseignement » basé sur les compétences et son système d'évaluation. Et afin d'atteindre cet objectif, on a basé notre étude sur une approche détaillée utilisant un ensemble de critères d'examens. Les résultats obtenus ont confirmé que les examens étudiés ne sont pas en adéquation avec le système d'approche par compétence et qu'elles sont similaires avec les anciens examens des écoles algériennes. La conclusion de notre étude, nous confirme que le système d'éducation en Algérie a procéder aux changements des méthodes et des approches, et qu'il n'a pas pu introduire les outils nécessaires et adéquate au système d'approche par compétence