

The role of action approach in the acquisition and assessment of a foreign language

PhD (C.) Alma Breshani
University of Tirana

Abstract

In foreign language teaching programs, the action approach has been increasingly used in the teaching / learning methodology in school environment by putting into practice the Common European Framework of Reference for Languages.

However, end-of-year examinations and assessment tests continue to be traditional by analyzing particular aspects of a language, focusing more on knowledge control rather than student's performance in the use of a foreign language in different contexts of social life.

It is therefore necessary to find ways and tools to ensure coherence and harmonization between the action approach and the way of assessing communication skills in a foreign language. Foreign language tests should be drafted in form and content in the performance of the tasks, by giving priority to the action assessment approach.

In this paper, we will share our experience in order to make the foreign language tests for students who are tested as suitable as possible with the aim of having a transparent and objective assessment of their capacity in order to communicate appropriately in a specific communication topic within a given area of social life.

Keywords: role, action, foreign language, assessment.

Full Text: [PDF](#)



This work is licensed under [Creative Commons Attribution 3.0 License](#).

European Journal of Economics, Law and Social Sciences ISSN 2519-1284 (print) ISSN 2510-0429 (online)

Copyright © IIPCCCL-International Institute for Private, Commercial and Competition law