

LINGUISTIC COMPETENCE OVERRULES AN INTERCULTURAL WORLD: TEACHERS' ASSESSMENT OF LEARNERS' WRITING PERFORMANCES

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ABSTRACT

In the bygone years, learners' efficiency and mastery of languages have been solely related to the acquisition of a set of grammatical and spelling rules. As such, linguistic competency qualified learners to be better citizens who could communicate in a fluent correct way in any language they had been taught. Nevertheless, the ideal façade of linguistic competence's faultless orthodoxy had been splintered once for good, as scholars came to the point that the world has never been a set of homogenous linguistic communities. By contrast, the world has been redefined in relation to diversified perspectives and heterogeneous cultures. Consequently, talking about leaning a language with no reference to cultural learning would be a misleading issue, if not a blasphemy in relation to the sacrosanct reputation of effective education. Despite the fact that drawing the line of demarcation between linguistic efficiency on the one hand, and intercultural competency on the other is translucently identified, instruction in third-world countries, and Algeria in particular, prioritizes language mastery, as teachers though they foment learners' acquisition of intercultural skills, dodge the assessment of learners' intercultural leaning in relation their writing performances .

Keywords: Assessment, Instruments of Assessment, Cultural Shortcomings, Negative Attitudes, Value Judgments.