

## Conference Proposal Form

<b>Full Name</b>	Mohammed Nabil BENZIANE
<b>Degree / Title</b>	Doctorate in Sciences - MCB
<b>Department / Faculty</b>	Department and Faculty of Letters and Foreign Languages
<b>University</b>	University of Tamanrasset
<b>Phone</b>	+213 0670 38 54 17
<b>Email</b>	benzianenabil@gmail.com / benziane.mohammednabil@univ-tam.dz
<b>Selected Track</b>	Assessment and testing at all stages
<b>Title of Paper</b>	Exploring the Utility of Reading Feedback Classroom Assignments for New Elementary EFL Learners.
<b>Abstract</b>	<p>The reading demands in Algerian schools are believed to be challenging tasks for students. Following the new governmental decision to include English language in Algerian elementary schools, researchers started scrutinizing the curricula and pedagogical tools that can help young learners better meet the requirements of learning a foreign language at an early age. In this regard, reading feedback classroom assignments stand out to be among the prominent pedagogical tools that can improve the efficiency of the process of leaning among new elementary EFL learners. Close insights into the curricula and pedagogical feasibility of such learning activities, however, one can notice the factual role reading assignments play in the enhancement of prerequisite information that is addressed in lessons and tutorials. Using both qualitative and quantitative methodologies to examine the utility of such activities, the results of the paper at hand have shown that the need to extensively insert reading feedback assignments for young EFL learners in Algeria becomes a pedagogical necessity so as to boost the process of learning; furthermore, to enhance the exercise of analytical and critical thinking among EFL learners at an early age.</p>
<b>Keywords</b>	Reading Feedback Classroom Assignments, Elementary Schools, EFL Learners, Pedagogical Feasibility, Analytical and Critical Thinking.