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High-Stakes National Exam Effects on EFL Teaching and Learning

The Case of Third Year Pupils at Mahi Boumediene Secondary School- Tlemcen

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Dedication

To my family

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Abstract

This research work tried to demonstrate in which way the national high-stakes exam influenced the EFL teaching and learning. The investigation took the form of a case study of 3rd year pupils and teachers of English at Mahi Boumediene secondary school. Eliciting the data from the two sample populations involved in the study was through the use of questionnaires designed for teachers and another one for learners in addition to classroom observation. The information gathered were analysed qualitatively and quantitatively. The findings revealed that the high-stakes exam (i.e.; the baccalaureate exam) put teachers in a situation in which they implemented the teaching to the test approach and shifted the learners' motivation to an extrinsic one. In a nutshell, the evidence collected pointed out to the nature of influence that the baccalaureate exam had on the EFL education at the level of the Algerian secondary schools.

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List of Abbreviations and Acronyms

AoL	Assessment of Learning
AfL	Assessment for Learning
AaL	Assessment as Learning
AS	Année Secondaire
BEM	Brevet d'Enseignement Moyen
EFL	English as a Foreign Language

General Introduction

A high-stakes exam has a significant value in today's world. The case involves the Algerian context in which the study put focus on the impact of the baccalaureate examination as a national high-stakes exam on the way teachers teach and learners learn English. The importance devoted to the baccalaureate exam is linked to the sensitive consequences that result from setting for the exam. It plays an essential role in determining the person's future and changing an individual's life.

The objective of the present research work is to cover how the two educational processes are taking place during the preparatory year for the baccalaureate exam, pointing to the effects that a high-stakes exam may have on EFL classrooms. The researcher has adopted the case of 3rd year English teachers and pupils. The investigation has been done at Mahi Boumediene secondary school. Two research questions were raised in this research work:

1. How does the baccalaureate exam influence EFL teaching in the Algerian secondary schools?
2. How does the baccalaureate exam influence EFL learning in the Algerian secondary schools?

The research questions are interpreted into the following hypotheses:

1. The baccalaureate exam may have an effect on the teaching process by shifting the teacher's whole attention to the implementation of 'teaching to the test approach'.
2. Learners approach learning the English language extrinsically as their motivation is associated with the test results more than acquiring the target language.

To examine whether these hypotheses are valid or not, the research paper is divided into two chapters. The first one deals with the literature review of the current topic. It employs a set of definitions gathered from different sources.

In the second chapter, a systematic procedure has been undertaken to collect the necessary data for this research work to detect the problems that may arise in the classroom due to some kind of testing. Taking advantage of tools of investigation

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including: questionnaires and classroom observation so as to obtain the necessary information. By the end of the chapter, the researcher provides suggestions and implications that deal with the topic investigated.

Chapter one: Literature Review

1.1 Introduction

This chapter is a review of the literature about the high-stakes exam. It introduces a theoretical background which underpins the basis for undertaking the present research work. It opens the door for investigation relying on the different views and perspectives provided in the field about the current topic by a number of researchers and authors.

1.2 Assessment and Testing

The following definitions try to provide comprehensive study for both assessment and testing as they are used from time to another interchangeably though they are at times used differently.

1.2.1 What is Assessment

The classroom context entails the use of what is called as ‘assessment’. In teaching, this testing procedure is done consciously or unconsciously by the teacher who evaluates the learners’ performance and their degree of involvement. On the other side, learners make use of assessment to know whether they are doing well or not and give judgements about the way teachers deliver the lesson (Sah, 2012). Jabbarifar (2009:2) provides more detailed and technical definition by viewing assessment as ‘a process that includes four basic components ‘which is stated in the following points:

- 1) Measuring improvement over time.
- 2) Motivating students to study.
- 3) Evaluating the teaching methods.
- 4) Ranking the students' capabilities in relation to the whole group evaluation.

Assessment is, therefore, used as a means of gathering information to identify the learners' gaps of understanding a specific item taught and find what they have learnt. It is an attempt to evaluate both teachers and learners in terms of improvement. For

teachers, it helps to know whether they are doing their job in a correct way or not and adapt their teaching method accordingly; in addition to this, they tend to assess their improvement in terms of professional development. As for learning, the learners' level and ability to perform an activity or task is identified through the use of assessment. Additionally, learners show more motivation to learn what is taught if it is part of assessment tasks. Lampianou and Athanasou (2009) point out to a very sensitive fact about assessments as it seems of paramount importance to know how to deal and make use of the different types of assessment including tests, exams, quizzes , projects and portfolios . the information gathered through assessment play a significant role in shaping the people's future since they are used to determine whether a person will go to the next level or not, will be part of a specific group or another , getting a diploma and the like .Two major functions of assessment are distinguished :

- 1) **Formative Assessment:** this type of assessment is administered during the school year. The information gathered from assessing the learners formatively are used to adapt the way of teaching and making changes if necessary so as to help the learner do better in the future (Lampianou and Athanasou ,2009).
- 2) **Summative Assessment:** by the end of a program or a unit, learners are assessed in a summative way in order to know what they have learnt. Final exams can be stated as an example of summative assessment (Brown, 2003). These exams are graded and their results are reported not only to be known by the learners but also their parents and administration members can have knowledge about them (Lampianou and Athanasou, 2009).

In sum, formative assessment takes place when the knowledge is being transmitted through teachers and received by the learners. It aims at improving both teaching and

learning processes. On the other hand, summative assessment can be seen in the final exams which are designed to be graded and provide pivotal decisions about the learners.

1.2.1.1 Purposes of Assessment

Assessments tasks may vary according to the purpose of conducting this testing process and how teachers use it. The following are claimed to be the main ones as they designed to achieve different educational purposes:

1.2.1.1.1 Assessment of Learning

It is a recognizable sort of assessment which is keenly summative. Assessment of learning (AoL) summarizes what has been learnt throughout a specific period (Broadfoot, 2007; Wiliam & Black, 1996 qtd in Azis 2015:132). The results are discussed in the form of marks which are reported equally to classify the learners and compare themselves with their peers (Harlen, 1998 qtd in Azis 2015:132). In AoL the goals designed to be reached are in fact intrinsic in nature as it is simplified in Azis' article. The summative form of this assessment entails administering it by the end of a unit, a program or a term (see page 4).

1.2.1.1.2 Assessment for Learning

Unlike assessment of learning, substituting the preposition 'of' by 'for' changes both meaning and purpose of assessment. Assessment for learning (AfL) is , therefore, defined as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Broadfoot et at , 2002 qtd in William 2011:10). This kind of assessment plays a vital role in promoting the learning process. It provides information about how well the learners and teachers are doing. As for learners,

knowing the areas of weakness to work on and develop is what this type of assessment aims at. When it involves teachers, they use assessment for learning to identify the learners' gaps of understanding and adjust their teaching accordingly. AfL is said to be formative in purpose addressing two main educational processes and involving in this

sense both teachers and learners (Black & Wiliam, 1998; Harlen, 1998 qtd in Azis 2015:132).

1.2.1.1.3 Assessment as Learning

Assessment as learning (AaL) is also known with its formative way of assessing the learners. Rea-Dikins (2008 qtd in Benmostefa 2014:67) differentiate between two purposes of assessment which are: assessment of learning and assessment as learning by stating that:

Distinctions have been made between assessment of learning, i.e. focused on achievement and summative in orientation, and assessment as learning, i.e. that is formative in purpose providing feedback to learners so that they can improve their learning.

In assessment as learning, the information gathered are used by the learners themselves in a formative way so as to know where they have to make more efforts and raise their degree of achievement while assessment of learning as mentioned before, assess the learners in a summative way to obtain concrete results about the learners' level including data about what they have learnt.

1.2.2 Testing

In each educational setting; while the teaching and learning are taking place, tests seem to appear in front of us leaving no choice to avoid them. Testing is essential in education as it attempts to prove that the knowledge is both produced and received in effective way. Educators employ the phrase of “two sides of the same coin” to refer to teaching and learning as they are tightly related to each other ;yet, it is necessary to

find out whether the output is transmitted into an input in influential way . This can be achieved through using the different types of tests. In this respect, Brown (2003) posits the fact that a test usually receives a negative reaction as it is heard that it is going to be administered. Desiring to do well in the test is what the examinees mostly wish to

reach. He further explains that a test is ‘a method of measuring a person’s ability, knowledge, or performance in a given domain’ (Brown, 2003:3). That is to say, tests are designed to evaluate the learners’ competence and judge what they have learnt, what they did not grasp and conclude with what they need to know and the area that should be emphasized by the teacher. Usually tests are conducted at the end of a program but sometimes they are administered at the beginning; such tests are like: proficiency test, placement test, diagnostic test, and aptitude test. Tests in general may have a significant influence on both teachers and learners either in a good or a bad way (Sah, 2012).The impact that results from testing the learners differ according to the person who undertake it , the way it is used , and the purpose of administering it .

1.2.2.1 Types of Testing

Testing takes part in each educational classroom. It is a necessary evil’ as Benmostefa (2014:67) has explained in her research paper. As a rule of thumb, types of testing may vary and a number of tests can be listed; however, the following types are selected intentionally to serve the purpose of this empirical research work.

1.2.2.1.1 High-Stakes

The concept of High-stakes testing or exam is employed to mean those standardized tests which are described by Brown (2003) as “large-scale instruments” since a great number of test-takers set for the exam. He adds that this test ‘dictates standard procedures for administration and scoring’ (Brown, 2003:67). Thus, test-takers follow unified processes as they are concerned with passing the exam and the

results are reported in a public way. Serious decisions are to be taken which determine the test-takers' future. To clarify this point an Example is to be suggested by Sheehan and Munro (2017:1) as they comment that '**Success in high-stakes English examinations can be a passport to study overseas and conduit to a successful career.**'

1.2.2.1.2 Low-Stakes

In very simple terms, this type of tests does not function the same way as the high-stakes exam. No remarkable impact on the Test-takers is observed. Low-stakes exam tries to reveal whether the learners have learnt what is taught and progressed in their learning or not (Finn, 2015). Needless to say, this kind of examination does not make use of the results in a very sensitive way neither they are reported and being public to the others. The learners' future does not experience any risk as it is not the matter of failure or success.

1.2.2.1.3 Baccalaureate exam

The BEM (Brevet d'Enseignement Moyen) and baccalaureate exams are the best examples of high-stake exams in Algeria. This research work is concerned with the baccalaureate exam only. It may have a direct influence on EFL teaching and learning. The baccalaureate exam is called a high-stakes exam due to the importance of the results obtained which decide the pupils' future by graduating from the secondary school and passing to university in case they succeed . It takes place at the end of 3rd year at the level of secondary education.

In the same line of thought, Benmostefa (2014) posits the fact that this exam as it is usually administered in June, many people who are involved in the test face a huge amount of stress and anxiety. She reveals the fact of teaching relying on the program that teachers have in their hand only in the first two terms of the school year , and shifting to revising using past examination papers in the last term as the baccalaureate exam seems to be sooner than later. For some learners they prefer to study by

themselves in the period that precedes the exam and stop attending their classes. As preparing for the exam many pupils choose to put focus on the subjects that have more coefficient than the others.

1.2.3 Teaching to the Test

Harmer argues that encouraging the learners to be only proficient in English in a time which they are supposed to be prepared to set for an important exam is not enough. The teacher should work on the language materials that may take part of the exam and equip his/her learners with the necessary information and techniques to cope with the different exam items. Accordingly, he calls for teaching to the test when necessitates and deal with the fact that these group of learners are of great need to learn and be taught ‘**exam English**’ as Benmostefa (2014:138) makes use of this notion to refer to the language used in the exam and the items included in the test. The teachers’ objective in teaching is directed toward learning what a test comprises. This idea is largely supported by Pophan (2001) as he maintains that teachers try to push their learners to have good marks in the high-stakes exams. He adds that:

Some teachers are providing classroom instruction that incorporates, as practice activities, the actual items on the high-stakes tests. Other teachers are giving practice exercises featuring "clone items"—items so similar to the test's actual items that it's tough to tell which is which. In either case, these teachers are teaching to the test.

(Pophan, 2001:16)

Pophan is stating in details how teaching to the test looks like ; clarifying the procedures adopted by teachers so as to make their learners ready for the exam as introducing tasks in which the items are likely to be found in the high-stakes exam. Wallace (2009 qtd in Sheehan and Munro2017) demonstrates that following teaching

to the test approach may influence the educational processes in rather a bad way .That is to say, instead of aiming at pushing the learners to achieve a higher level in the subject studied, they tend to shift their attention to preparing the learners to set for the exam narrowing down the curriculum to emphasize the exam's items.

1.2.4 Motivation and testing

Motivation is such a complex concept which is hard to define. However, the term motivation is technically defined by Richards and Schmidt (2010: 377) as they state that:

The driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language.

They expand the word orientation to mean two main types of motivation: integrative and instrumental or as they also known as intrinsic and extrinsic motivation. Integrative or intrinsic motivations are very similar in meaning. The learners approach learning a language in an intrinsic way as they find it interesting and wish to succeed in learning it. Instrumental or extrinsic motivation refers to deriving force that comes from outside as rewards and punishments which stimulate the individual's behavior to try to accomplish and reach a specific goal (Brown, 2000). Ultimately, motivation can comes from inside or from outside factors that push people to learn the language.

Moreover, the relationship between motivation and testing is keenly tight as one of them influences the other. Testing may results either a negative or a positive impact in the teaching-learning process. In this vein, Harlen and Crick (2003) note in their article that Crooks (1988) referred to the relation between testing and motivation in which he

emphasized the importance of being intrinsically motivated and self-regulated and claim that problems may arise when it comes to be extrinsically motivated .Tests according to Harlen and Crick have a negative influence on an individual's motivation for learning but for administrators, parents, and politicians, it is viewed in another way.

1.3 Conclusion

The literature presented a brief overview about the high-stakes exam. Various theoretical notions related to assessment and testing were discussed in this chapter. Starting from the definition of assessment, ending with motivation and testing as an interrelated terms. In the next chapter these concepts which are theoretical in nature will be put into practical terms using three research instruments to examine the validity of the suggested hypotheses.

Chapter Two: Data Collection and Analysis

2.1 Introduction

For a comprehensive study of the subject investigated, different methodological tools are used to obtain the necessary data. This chapter represents the practical phase of the present research paper. It gives meaning to the theoretical notions introduced in the previous chapter and puts them into practice. For this purpose, this practical part highlights a variety of research procedures used such as: research design, sample population, the instruments involved, and analysis the results qualitatively and quantitatively. On the basis of the findings; some recommendations and implications are drawn to be taken into consideration.

2.2 Mahi Boumediene Secondary School: A Brief Overview

A group of 3rd year EFL learners and teachers at Mahi Boumediene secondary school have participated to fulfil the aims of the present research work.

Mahi Boumediene is an Algerian secondary school which is situated in Bouhanak –Tlemcen. It was built in 2000; however, the opening of the secondary was on the 5th of September, 2001. It is composed of fourteen (14) classes divided into four streams including: Literature and Philosophy, Foreign Languages, Mathematics, and Exact Sciences. The number of learners who study at the level of the secondary is about 385; most of them (i.e. 200 pupils) are girls and 185 of the learners are boys. As for teaching, thirty-three teachers (33) are involved in the process.

2.3 Research Methods and Design

A clear layout should be drawn and followed when conducting an investigation on a specific research problem. A research design is, therefore, essential for the organisation of any research work. It gives information about how to collect data

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using a number of research instruments, and provides guidelines on data analysis and results interpretation. As for the present research work, the researcher adopted the case study of third year pupils at Mahi Boumediene secondary school. The current research method (i.e. ; a case study) – sometimes called monograph – is depicted to be a useful tool of investigation as it consists of a range of sub methods that are used to gather various types of data . A case study for Gillham (2000a: 1, 2) is used:

to answer specific research questions (that may be fairly loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions.

He further explains that the main feature of a case study research is the implementation of different sources rather than one to ensure the validity of the proof provided. For that purpose, two distinct instruments have been selected to be used: a questionnaire and classroom observation.

In addition to the previous stated feature of case study, the researcher is required to avoid inserting ‘a **priori theoretical notions**’ (Gillham, 2000b:2) before gathering information and shaping knowledge about the case being investigated .

In sum, a case study can help the researcher to gather the necessary information about the issue studied and find answers to the research questions. Besides that, it is important to have some readings on the subject of interest then start working on it.

2.4 Sample Population

Sampling is considered as a fundamental procedure in research as it acts as a source for gathering information from the target population. There are various types of sampling that can be recognised and selected according to the purpose of the case studied. The most common ones according to Richards and Schmidt (2010) are:

- 1) *Random Sampling* in which the selection of the population at random provides the opportunity for each member to be chosen; however, this is not the case for

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- 2) *Prospective Sample* as the sample is picked up in relation to the purpose of the study but not in a random way.

- 3) A *Stratified Sample* implies the selection of the sample through the classification of the population into distinct categories.

- 4) A sample that serves in generalisation of the findings of the study as it consists of members of the target population sharing similar characteristics is known as a *Representative Sampling*.

- 5) *Convenience Sample* is another type of sampling that **‘is chosen solely from subjects who are conveniently available’** (Richards and Schmidt, 2010:506).

The present empirical work would not be completed without the cooperation of two different sample populations which are: third year teachers and learners from Mahi Boumediene secondary school.

2.4.1 Teachers’ Profile

Two EFL teachers who are mainly in charge of third year secondary school pupils have contributed in the process of data – gathering. One of the informants is a male while the other is a female teacher. Their teaching experience varies from 17 to 25 years. Teacher ‘A’ is responsible of Mathematics and Exact Sciences whereas the other teacher is in charge of Foreign Languages, Exact Sciences, and Literary streams.

2.4.2 Learners' Profile

The participants involved are 3rd year secondary school pupils aged between 17 to 21 years old. The sample is made up of thirty one (31) pupils: nineteen (19) of them are females and the rest which represents twelve (12) of the population are males. The vast majority of the respondents belong to scientific streams; the others are learners of Foreign Languages.

2.5 Data Collection Instruments

Gass and Mackey (2005: 44) explain in clear-cut terms the fact of drawing the research results on the basis of the data collated. This process cannot be achieved without taking advantage of a number of tools often called research instruments. As far as this research paper is concerned, the researcher designed questionnaires for 3rd year secondary school EFL teachers and learners; a classroom observation was used as an additional source of evidence to confirm or reject the proposed hypotheses mentioned before by the researcher.

2.5.1 Teachers' Questionnaire

The questionnaire is used as an important data-gathering mean in foreign and second language research. It is a structured research tool composed of a series of written and prepared questions. Respectively, the questions should address the topic studied and elicit information from the informants about the issue investigated. Dornyei (2003:8) distinguishes three types of questions classified according to the sort of the information compiled about the informants:

- 1) Factual Questions-known also as '*subject descriptors or classification questions.*'- provide general information about the informants including their background and status.

2) Behavioural Questions are highly correlated with the activities performed by the informants and their behaviours.

3) Attitudinal Questions deliver a type of data about the informants' 'attitudes, opinions, beliefs, interests, and values' (Dornyei, 2003:8).

Moreover, a question may take the form of a multiple – choice, close – ended or even an open – ended. The results obtained from both multiple – choice and close –

ended questions require a quantitative analysis, whereas open- ended questions entails for qualitative analysis (Zidane, 2016).

The present instrument has been purposely adopted by the researcher to examine the effect of the previously stated testing procedure (i.e.; high – stakes exam) on both EFL teachers and learners. For this reason, the questionnaire is distributed to teachers of English who are mainly in charge of 3rd year pupils at Mahi Boumediene secondary school.

2.5.1.1 Design of the Questionnaire

This questionnaire was distributed to elicit data from the sample population. Only two 3rd year EFL teachers at Mahi Boumediene secondary school were available to answer the questions. The three types of questions: factual, behavioural, and attitudinal were incorporated to reach the objectives of the study. The instrument was divided into three (3) rubrics; each rubric consisted of a number of questions which can be interpreted in the following terms:

Rubric 1: General Information

Three questions were addressed to teachers of English so as to define the main characteristics of the participants and give a detailed description related to their profession.

Rubric 2: Teaching Practices

This rubric is composed of fourteen (14) questions ranging between multiple – choice, close – ended, and open – ended. It is entitled ‘ Teaching Practices’ since it attempts at understanding how the teaching procedure takes place during the school year and revealing whether the process is influenced by the baccalaureate exam or not .

Rubric 3: Learning Process

It is based on eleven (11) questions varying between multiple – choice, close – ended, and open- ended. Each question asked to the participants tries to demonstrate the way learners of 3rd year secondary school approach learning of English and reveal the reasons behind learning the language.

2.5.1.2 Results of the Questionnaire

As mentioned before, the teachers’ questionnaire is made up of three rubrics. Every rubric addresses a specific research question except the first one which gives information related to the teachers’ background. However, this section sheds light on the results obtained from the answers proposed by the informants.

The findings can take the following form:

Rubric 1: General Information

The teaching experience of the teachers who are under investigation range between 17 and 25 years. One of them is responsible for Exact Sciences and mathematics and the other teacher is in charge of Foreign Languages, Exact Sciences, and Literary stream.

Rubric 2: Teaching Practices

It contains fourteen (14) questions; each will be dealt with separately.

Q 1: English coefficient

The first question serves at knowing the importance devoted to English as a foreign language in the different streams. One way of finding out is through pointing to the coefficient of English in each stream. The informants provide data in relation to the streams that are in charge of; this can be interpreted as follows:

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Stream	Coefficient of English
Foreign Languages	5
Literature and Philosophy	2
Mathematics	2
Exact Sciences	2

Table 2.1. The Coefficient of English in each Stream.

The table above shows that English is considered as an important subject in Foreign Languages stream in comparison with the other streams.

Q2: Teachers' experience in teaching third year secondary school pupils

Both teachers have the experience in teaching third year secondary school pupils; one of them has taught 3rd year for 25 years whereas the other for 12 years.

Q3: The time allocated to teaching English

Regarding this question, the informants claim that the time allocated to teaching English to 3rd year secondary school pupils is sufficient as the syllabus fits with the timetable. Thus, no additional sessions are said to be added.

Q4: Teacher's teaching objective(s)

The respondents have the choice to select one answer or more from a list of suggested items accompanied with an alternative answer which opens the door for the participants to propose their own objective(s) if the stated ones do not represent them (see appendix A). In this respect, the results indicate that the main objective of the teachers is better preparing pupils for the baccalaureate exam.

Q5: The difference between teaching third year secondary school pupils and other levels

As to the fifth question, the difference is viewed in terms of exam – preparation. According to teacher 'A', teaching English to third year secondary school pupils is stressful and time consuming. He also notes that the teaching is 'exam – centred'. On the other hand, teacher 'B' shows an agreement with teacher 'A' in a way that the learners have to be prepared for the baccalaureate exam. Therefore, teacher 'B' claims that 3rd year pupils need to learn how to deal with an exam and how to answer correctly.

Q6: Language skills which are emphasised

Reading and writing are said to be the most skills emphasised in the teaching process with less or no attention paid to the rest skills. One of the respondents suggests speaking as a skill that can be focused on after reading and writing whereas listening remains the last to be thought about.

Q7: Preparing the learners for the test may or may not influence teaching some language items

Teacher 'A' admits that preparing the learners for the baccalaureate exam leads teachers of English to omit teaching phonology for scientific - steam pupils. On the

contrary, teacher ‘B’ states that the testing procedure does not influence her teaching as she does not ignore any language item.

Q8: The main objective(s) behind administering a test for 3rd AS pupils

The respondents agree with the objectives suggested by the researcher as the main objectives behind administering a test for 3rd year secondary school pupils. The results can be illustrated in the following figure:

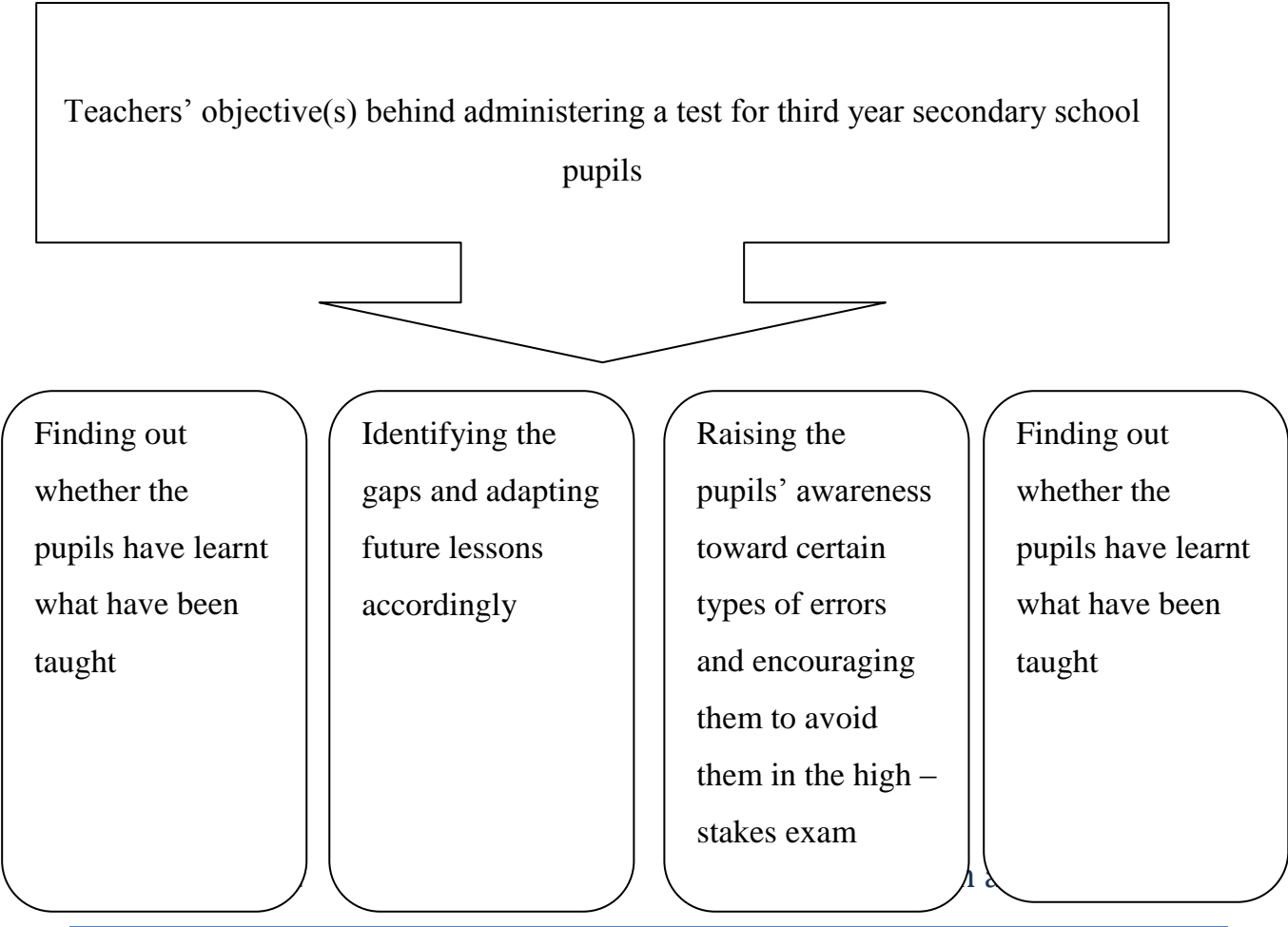


Figure 2.1. The Objective(s) Behind Administering a Test for 3rd AS Pupils.

The figure indicates that EFL teachers administer a test for 3rd year pupils to achieve different objectives as stated above.

Q9 and 10: Teachers' reliance on a variety of sources in designing a test for 3rd year pupils

The findings differ from one teacher to another: one of them relies on her teaching experience in designing a test for third year secondary school pupils while the other teacher makes use of past examination papers in addition to his teaching experience .In addition, the informants cite the choice a topic in the exams is based on the subject of

the unit, the grammar and writing lessons, and the level of each class.

Q11: The type of errors made by the learners and advised to avoid them

The results show which kind of errors are mostly advised to be avoided; both teachers point out to the reading comprehension mistakes since the learners need to pay attention to what they read: otherwise, they are going to make mistakes when answering .One of the informants adds that he advises his learners to avoid also grammatical and spelling mistakes because they are taken into consideration in their exam sheets in the baccalaureate exam.

Q12: EFL teachers' trying to develop their learners' oral skills throughout the school year

The respondents show distinct view points as one of them believes that teachers of English do their best to develop the oral ability of the learners during the year, but this opinion is not shared by the other teacher who states that teachers tend to do efforts in order to develop the oral skills.

Q13: Learners' success or failure in the high – stakes exam

The learner is the only one who is responsible of his/her success or failure in the baccalaureate exam according to teacher 'A'. For teacher 'B', the responsibility is shared by the two: teacher and learner.

Q14: The impact of the high – stakes exam on teaching

Without stating the reason, one of the teachers views the influence of the baccalaureate exam on her teaching as ‘quite positive’. Conversely, the impact of the exam is claimed to be ‘not really positive’ by the second teacher because for him EFL teachers ‘tend to neglect all aspects of the language learning that do not comply with the examiners’ guide’ .

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Rubric 3: Learning Process

Q1: Learners’ proficiency level in English

Learners’ level is assumed to be proficient. Yet, the other teacher sees her learners’ level as low in English. Thus, each teacher views their learners’ level from a different perspective.

Q2: The reason behind learning English

Concerning research findings related to 3rd year pupils’ motive to learn English, teachers of the language believe that the impetus is associated with being part of the baccalaureate exam program. The reason stated is not the only one for the other teacher who introduces the fact of being English as a compulsory subject where no choice is left for the learners to avoid learning it. The respondent adds also that the learners like the language itself which can explain to some extent why they learn the language.

Q3: Learners’ efforts to learn the language during the school year

Similarly, this question is highly attached with the previous one as it attempts to confirm the information gathered before. The informants restate that the pupils’ endeavour to learn English during the school year is correlated with passing the baccalaureate exam. This claim is supported by one of the respondents through adding

that building knowledge about the foreign language culture as part of the pupils' efforts to learn the language.

Q4: Language skills that the learners show an active participation

The respondents consider reading as the most language skill the learners show an active participation. Yet, the reason behind their choice varies from one teacher to another; teacher 1 links it to the learners' difficulties in both writing and speaking. He

employs the term 'low proficient' to describe the learners' level in these two productive skills since they do not use the language effectively; this is why they are more active in reading rather than in the other skills. Teacher 2 mentions that having a support when doing a reading task is behind the active participation. No clear – cut is noticed between the teachers' answers as teacher 2 cites that her learners are active in speaking because they want to express themselves and show that they know.

Q5: Language skills that the learners show a passive participation

Teacher 1 argues that the learners are passive when it comes to the productive skills because they do not master them. As for teacher 2, learners show less participation in writing and listening since they are a bit lazy and do not like making efforts.

Q6: Learners' interest during the lesson

The learners' interest is said to be at times moderate and others high. In all the cases, the learners are interested to learn.

Q7: The topics that usually attract 3rd year AS pupils

A number of topics which seem to attract 3rd year secondary school pupils are cited by teacher 'A' including: corruption, education, and about how to express feelings and

emotions while teacher ‘B’ points out to those topics related to technology or social networks.

Q8: Learners’ showing interest to midterm exams

The respondents affirm that their learners show interest to midterm exams without stating the reason.

Q9: The relationship between the learners’ motivation to learn the language and the high – stakes exam

The answers of the teachers varied as the first one denies the influence of the high-stakes exam on the learners’ motivation by stating that even if the baccalaureate exam does not exist, the learners can be still motivated to learn English. Paradoxically, the second teacher declares that the learners’ motivation is associated with the baccalaureate exam.

Q10: The high – stakes exam influence on the learners

This question is closely related to question n° 9 in a way that the same informant states again that the baccalaureate exam has a positive impact on the learners while the other assumes the opposite.

Q11: The influence of the high – stakes exam on the acquisition of some language points

The informants agree that the baccalaureate exam influences the acquisition of some language points like the way of forming questions and building sentences, drawing the attention to the pupils’ trial to learn some grammar rules and some vocabulary but only those related to the exam paper. Noting that ‘the pupils are more

interested in getting good marks than acquiring and mastering the language' in teacher's terms.

2.5.2 Learners' Questionnaire

Leaving no room for doubt, the same instrument adopted previously as a data – gathering medium is used this time as well but administered with another sample population. The questionnaire is designed to determine the relationship between the baccalaureate exam and learning in particular and EFL teaching in general. For this

reason, third year secondary school pupils at Mahi Boumediene were asked kindly to participate in the investigation.

2.5.2.1 Design of the Questionnaire

The current questionnaire was designed to yield both qualitative and quantitative data from the sample population. It was administered at Mahi

Boumediene secondary school to third year pupils. Thirty one pupils (31) out of the target population answered the questions by using either English or Arabic so as to give those who are not competent in the language and find it difficult to express themselves in English the chance to answer using the mother tongue. This structured instrument contained three (3) rubrics; every one was composed of a set of questions varying between multiple – choice, close – ended, open – ended .Each rubric had its own objective.

Rubric 1: General Information

This rubric involved four (4) general questions about the informants' background.

Rubric 2: Teaching Practices

As for this rubric, seven questions (7) were asked to 3rd year EFL learners to explore the nature of the effect that the baccalaureate exam has on the way they are taught.

Rubric 3: Learning Process

Seventeen questions (17) shaped the current rubric entitled ‘Learning Process’. All the questions shared the same purpose. Phrase it somewhat differently; they served at knowing how the learning takes place during the school year which is marked by a high-stakes exam conducted at the end of the year.

2.5.2.2 Results of the Questionnaire

This section reports the results gathered from the learners’ responses. The collated data are classified into three rubrics:

Rubric 1: General Information

The age of the learners is between 17 and 21 years old .Most of the participants are females (19) and only few of them are males (12) .

Rubric 2: Teaching Practices

Q1: The development of the reading skill

Question one is formulated to find out whether EFL teachers work on developing their learners’ ability to read in the target language while preparing them for the baccalaureate exam. The results show that the reading skill is enhanced throughout the academic year as stated by the majority of the learners (83.87 %); the remaining (16.12 %) claim that teachers of English do not put forth their best to boost the pupils’ ability to read during the school year.

Q2: Development of the writing skills

As far as the writing skill is concerned, the same percentage registered before (83.87%) believes that their ability to write in English is fostered during the school year; the majority of the respondents (16.12 %) state the opposite.

Q3: Development of the listening skills

83.87 % of the respondents point out to the teacher's trial to do his/her best to improve their listening abilities. Despite of that, 16.12 % of the respondents note that these skills are not emphasized but neglected.

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Q4: Development of the speaking skill

No items aiming at developing the oral abilities are said (29.3 %) to be introduced during the lesson. This view is not shared by the vast majority of the target population (70.96 %) who do believe in the employment of a set of items that attempt at developing their ability to communicate orally in English.

Q5: Using previous exam papers

Only 19.35 % of the informants claim that the past examination papers are not used by their teacher. For the others (80.64 %), they admit the teacher's use of previous exam papers.

Q6: The piece of advice given to EFL learners so as to foster their learning process during the school year

Different pieces of advice are given to 3rd year pupils. The learners in the present academic year are encouraged to listen and read carefully, write correct sentences, avoid spelling mistakes, practice as much as possible, do exercises and revise at home. As it is considered as a preparatory year for the baccalaureate exam, the informants mention also that their teachers advise them to relax and not to be stressed, to put eye on their studies and work harder.

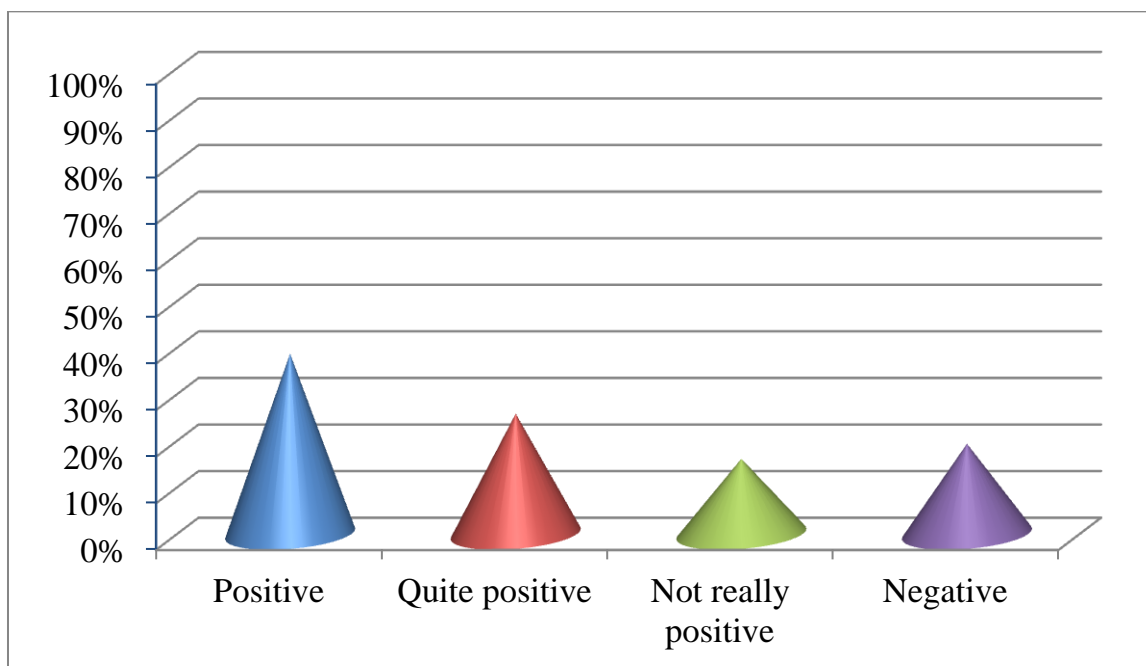
Q7: The impact of the high-stakes exam on teaching

The current question tries to reveal how EFL pupils see the influence of the baccalaureate exam on the way they are taught the English language. The results obtained are simplified in the following bar-graph:

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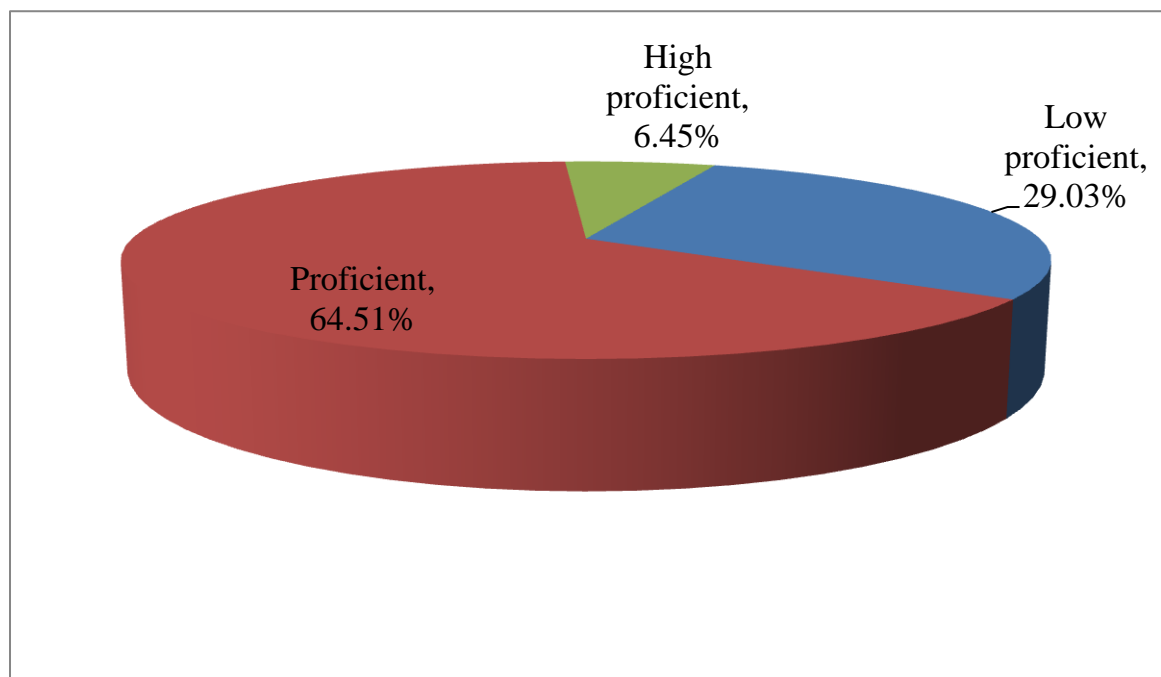
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Bar-graph 2.1. The Impact of the Baccalaureate Exam on Teaching.

The largest number of the informants (38.70%) consider the impact of the baccalaureate exam on teaching as positive; while 25.80% of them use the term ‘quite positive’ to describe the nature of influence. The percentage 16.12% represents those who claim the effects to be not really positive. Regarding the 19.35% of the informants, their opinion is totally different since they believe in the negative influence of the high-stakes exam.

Rubric3: Learning ProcessQ1: Proficiency level in English

Pie-Chart 2.1. Learners' Proficiency level in English

64.51% of the learners claim that they are proficient in English. As for the 29.03% of them point out to their low proficiency level in English and few of 3rd year pupils evaluate their level as high proficient.

Q2: Enjoying learning the English language

Most of the informants (83.87%) enjoy learning English .For the others (16.12 %), English is not a language they do like to learn it , but other reasons play a role and push them to study it .

Q3: The reason behind learning English

The following table is employed to illustrate the results obtained from the pupils' answers about their motive to learn English:

Reason Behind Learning English	Number of the Learners	
	Absolute Frequency	Relative Frequency
➤ Because I like the way it sounds	3	9.67%
➤ I enjoy the English class	3	9.67%
➤ I want to be fluent in speaking the language	9	29.03%
➤ It is the language of wider communication	3	9.67%
➤ It is a compulsory subject in the	1	3.22%

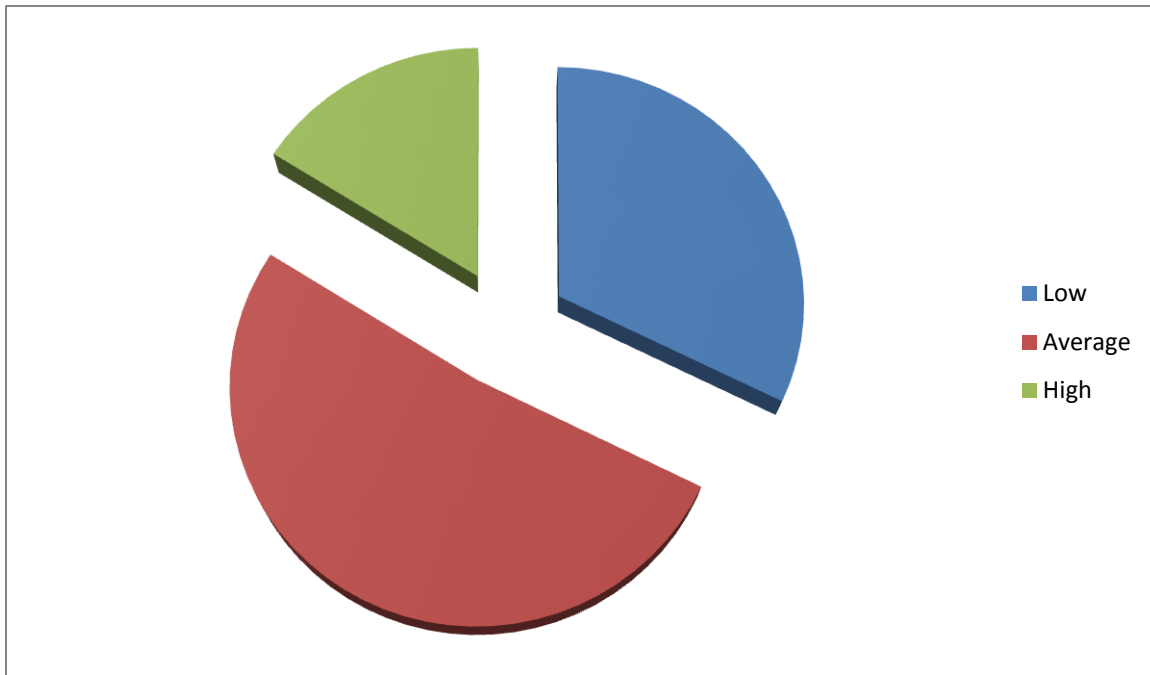
school curriculum		
➤ It takes part of the baccalaureate exam program	11	35.48%
➤ To read the target language's literature	0	0%
➤ To know more about the British and American cultures	1	3.22%

Table 2.2.Leranners'Motive to Learn English

Next to the fact that most of the learners (35.48%) approach learning of English because it takes part of the baccalaureate exam program, 29.03% wish to be fluent in

speaking English. Similar percentages (9.67%) are registered for those who state that they learn English because they like the way it sounds, they enjoy the English class, and due to the fact of obtaining the language of wider communication. The 3.22% of the respondents reveal that English is compulsory subject in which no choice is left for the learners to escape learning it, but they are obliged to attend the English courses. Likewise, the same percentage (3.22%) of the learners wants to form knowledge about both British and American cultures. No one of the informants learn English to read its literature.

Q4: The pupils' interest to learn English during the 3rd year in comparison with the previous years

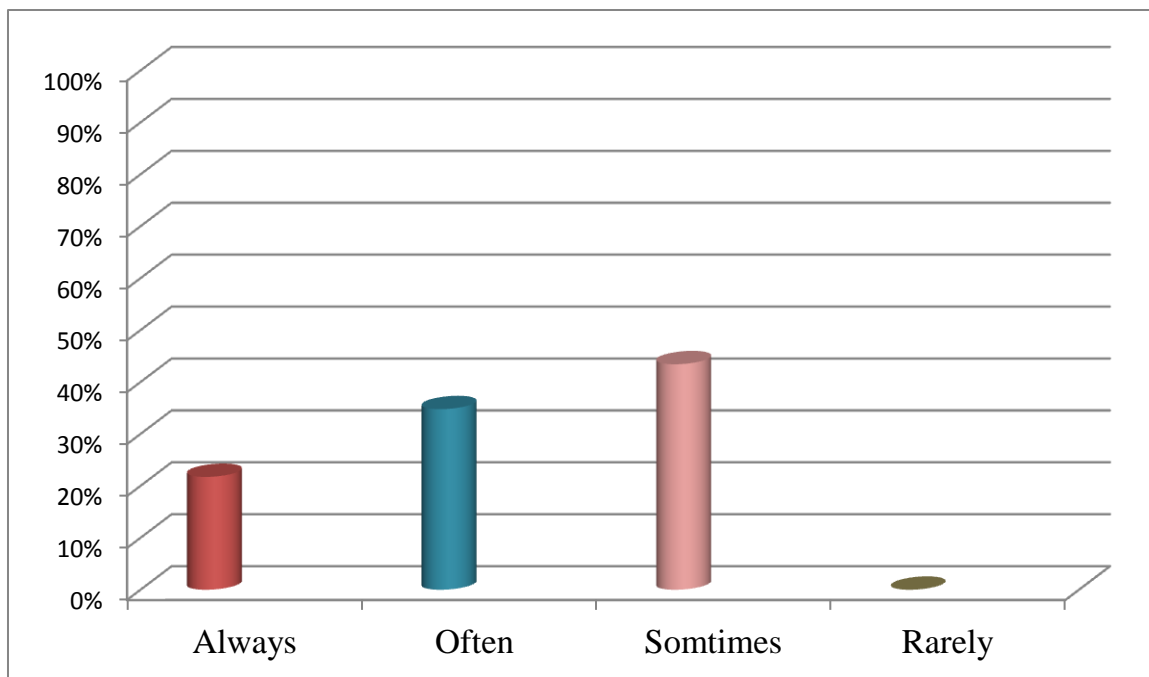


Pie-Chart 2.2. Evaluation of the Learners' Interest during the Third Year

As shown in the pie-chart, more than half of the participants (51.61%) evaluate their interest to learn English during 3rd year as average, and 32.25% of them as low. Only few of the respondents (16.12%) claim that their interest this year in comparison with the previous ones is high.

Q5&6: Learners' participation during the English class

A small number of the sample population (25.80%) does not participate in English class. As for the 74.19%, they show participation in English class; however, the rate of the participation varies from one learner to another as simplified in the following bar-graph:



Bar-Graph 2.2. The Degree of Participation in the English class

As a matter of fact, 21.73% of the learners claim that they always participate during the class; the 34, 78% represents those who often participate. Nearly half (43.43%) of those who show agreement, they sometimes participate. None of the learners point out to their rare participation.

Q7: Learners' active participation

Concerning the language skills, 45.16% of the whole sample population participate actively in speaking; 25.80% in listening; as for reading the 9.67% of the learners claim that they are active in this skill and just a few (12.90%) who participate in writing.

Yet, 6.45% represent those who participate in both receptive and productive skills without neglecting any one of them. The learners' justification varies from one to another as it is summarized in the following points:

✓ **Speaking**

The research findings reveal that a great number of the respondents like to participate in the speaking skill since they do like how the English language sounds when they speak it, speaking also provides the learners with the opportunity to practice the learnt items and learn new objects from each other and thus the learners repertoire is improved each time they step into communication. Some of the learners note that the speaking skill is helpful in real life situations as it is the key to make contacts with foreigners. Others justify their active participation in relation to the freedom that it provides them to express themselves freely using the language orally is a way for learners to be fluent in English by learning new vocabulary and correcting their mistakes whenever found.

✓ **Listening**

This skill is preferred by the learners because they like the accent of English when spoken. However, when the researcher has been analyzing the respondents' answers; the results revealed that many of them do not have a comprehensive knowledge of what is meant by the listening skill. The learners' responses are related to the teachers' way of reading which make them like to listen to their teacher. One of them states simply that she likes to listen since she is incapable of speaking or writing in English.

✓ **Reading**

The learners simply argue that they enjoy reading in English as it attracts them with its sounds.

✓ **Writing**

No obvious reason is stated by learners for choosing this skill as the one they like to participate in.

✓ **The four skills**

A minority of 3rd year pupils declare their participation in all language skills for the simple reason which is loving the language itself and English literature without

ignoring the fact that they enjoy their English teacher's method of teaching which serves in their active participation in both receptive and productive skills.

Q8: Learners' passive participation

The learners' answers about which type of language skill they participate passively are reported in the following table:

Language Skills	Number of the Learners	
	Absolute Frequency	Relative Frequency
Reading	12	38.70%
Writing	7	22.58%
Listening	7	22.58%
Speaking	3	6.45%

Table2.3.Third Year Pupils' Passive Participation

The findings reveal that the most language skill which the learners show passive participation is the reading skill (38.70%). Noting that the same percentage of the sample population (22.58%) claim that they do not participate in both writing and listening. The 9.67% of the learners point out that they are less active in speaking. The smallest percentage (6.45 %) represents those who do not show any passive participation but active one in all the language skills.

Q9: English as an optional subject

One way of finding out whether learners are interested in learning the language itself or other conditions interfere in studying it is through knowing the learners' answers to the current question. Thus, 70.86% of the sample population say 'yes' to

studying English , even though; it is suggested as an optional subject. A small percentage of the population (29.03) study English because it is a compulsory subject

and state that they will avoid studying English if it is an optional subject by showing disagreement to the question posed.

Q10: Using English after graduation

The informants (61.29%) show their interest in using the language after graduation, and only 38.70% who are not motivated to use English after obtaining their baccalaureate certificate.

Q11: The learners' interest towards an item which is likely not to be included in the baccalaureate exam

Next to the 51.61% of the respondents who say that they show interest when the teacher of English teach them something which may not be part of the baccalaureate exam, the 48.38% of them do not share this attitude as they ignore the items which are not likely to be found in their final exam.

Q12: The learners' interest towards an item which is likely to be included in the baccalaureate exam

With tight relation with the previous question, the present one reveals that 64.51% out of the whole sample population pay attention to the items which take part of the high-stakes exam.

Q13: Learners' paying attention to the midterm exam

61.29% of 3rd year pupils who were under investigation claim that they are attentive to the exams administered during the school year. On the other side, 38.70% of the pupils show no attention to these exams.

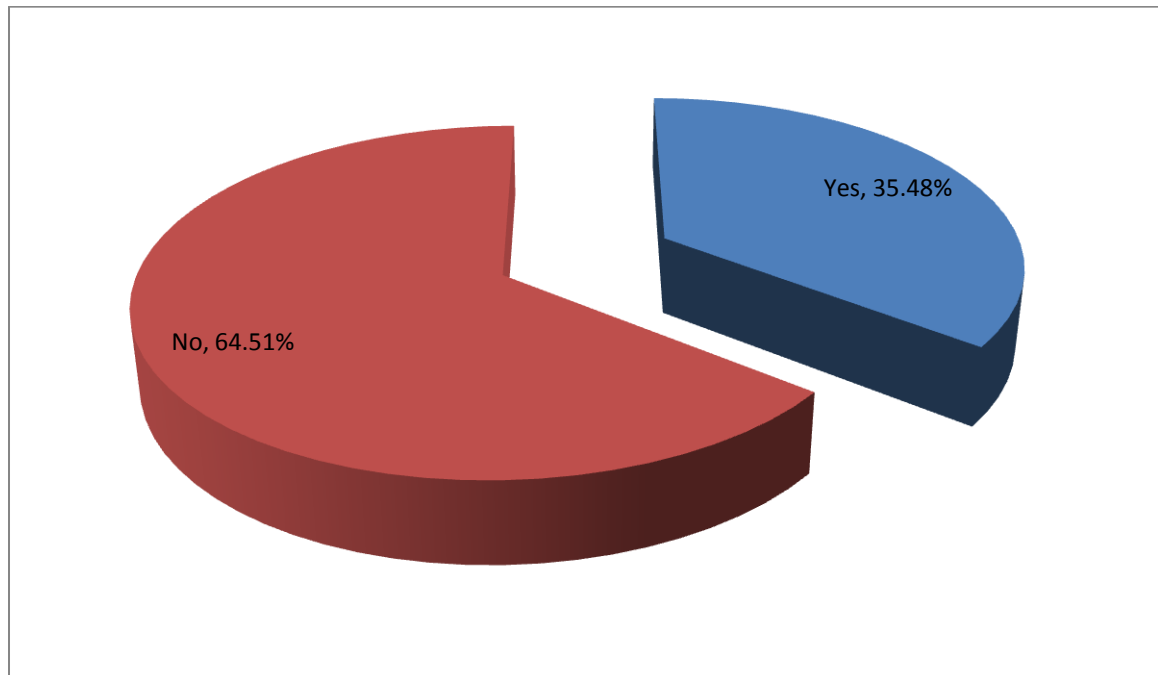
Q14: The importance of midterm exams

45.16% of the respondents do not see midterm exams as such important. The 54.83% of them view them as essential for a number of reasons listed in the following points:

- ✓ Trough midterm exams, learners can evaluate their level in English and prove to themselves that they are capable of achieving the best.

- ✓ Midterm exams help the learners to identify their gaps and correct their mistakes /information.
- ✓ Measuring their knowledge in each midterm exam and know whether they are prepared for the high-stakes exam or not.
- ✓ For some learners, it is an opportunity to practice English and exercising for the big exam (i.e.; high-stakes exam).
- ✓ The possibility of finding one of the questions in the baccalaureate exam.
- ✓ Being adapted with the way the questions are formulated and learn how to answer them carefully so as to be ready for the baccalaureate exam.
- ✓ Be familiar with some common words that can be found in the texts used in the baccalaureate exam.
- ✓ Practicing through reading topics suggested in midterm exams similar to those found in the baccalaureate exam and learn how to answer the questions proposed.

Not all 3rd year pupils make use of previous exam papers as it is shown in the next pie-chart:



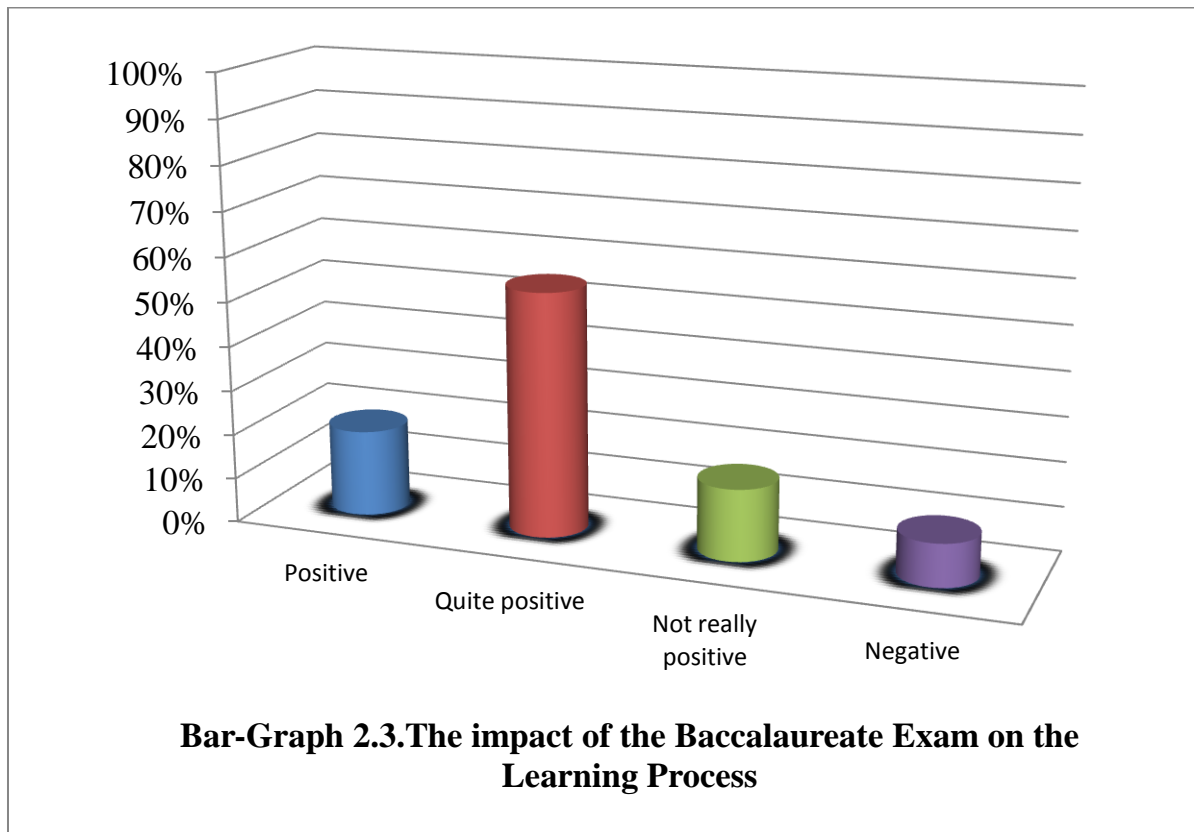
Pie-Chart 2.3. The Use of Previous Baccalaureate Exam Papers

In this sense, 64.51% of the informants do not take advantage of these exams and 35.48% find them useful as they use them for the simple reason which is revising for the high-stakes exam.

Q16: Following English private course

Even though the majority of the respondents (67.74%) do not follow English private courses, the remaining (32.25%) admit their attending of private courses in English: among those who show agreement, 10% of them follow private courses for the sake of learning more; the 90% of the respondents follow them to better prepare for the baccalaureate exam.

Q17: The impact of the high-stakes exam on learning



As illustrated in the above bar-graph, 19.35% of the learners believe in the positive impact of the baccalaureate exam on their learning. The 54.83% of them view it with less positivism as they state in clear-cut terms the effects to be quite positive. According to the 16.12 % of the pupils, the influence does not seem to be really positive whereas the remaining (9.67%) point out that their learning is negatively influenced by the baccalaureate exam.

2.5.3 Classroom Observation

Observation is a way of gathering information from a primary source by watching the targeted phenomena and elicits the required data. In this vein, it is characterized by a qualitative analysis of the results found. It is important to note the essential role of

classroom observation in research if used wisely and objectively by the researcher. Gass and Macky (2005: 186-187) speak about the popularity of information gathered through observations in second language research and define ‘observations are a useful means for gathering in-depth information about such phenomena as types of language activities, interactions , and events that occur in second and foreign language classrooms’ . In point of fact, some problems may arise and have an impact on the validity of this research instrument such as: the subjectivity of the observer, the presence of an observer may affect the observed persons’ performance and behaviour and the like. In spite of that, classroom observation remains a fundamental tool for yielding direct data from the target population.

An observational procedure involves various types:

- **Participant Observation:** involves the observer in the observed situation.
- **Nonparticipant Observation:** as opposed to the previous type, the observer does not take part of the classroom activities but watch silently the observed phenomena.
- **Structured Observation:** before the observation procedures take place, the researcher/ observer should have a complete idea of what s/he is going to observe and plan previously where to direct her/ his focus as s/he enters the class.
- **Unstructured Observation:** unlike the structured observation, this type does not entail any kind of pre-preparation for the observation.
- **Overt Observation:** the target population know that they are under observation.
- **Covert Observation:** the observation is administered without knowledge of the observed population. (Zidane , 2016)

In the present context, the observation is conducted at Mahi Boumediene

secondary school classrooms with the involvement of only a group of 3rd year English teachers and pupils who were available. The aim of observing the stated target population is to identify any problem that may occur in teaching and learning of English due to the preparation for the baccalaureate exam.

2.5.3.1 Design of Classroom Observation

An integral part of the inquiry is the use of classroom observation as an instrument to confirm the results found in both questionnaires addressed to EFL teachers and pupils. This can be achieved through observing how the teaching and learning of English takes place during 3rd year secondary school and examine the effects that may interfere in the educational setting as a result of the existence of a high-stakes exam by the end of the year. This research tool has been conducted at Mahi Boumediene secondary school to watch how the two sample populations (learners and teachers) behave in the classroom and report in explicit terms whether any influence is recorded due to the baccalaureate exam or not . The study has involved three different streams: Exact Sciences, Foreign Languages, literature and philosophy. The number of the pupils varied from one session to another as the observation has been administered till the mid of April in which the date of the baccalaureate exam seems to be sooner for the pupils .As for the grid, it is divided into two main rubrics : the first termed as ‘Teaching Practices’ is designed to report the findings related to the teaching process whereas the second which is entitled the learning process tries to answer the second research question correlated with the learners performance during this year . The format of classroom observation sheet takes the following form:

Classroom Observation: session n°

Date

Stream:

Number of the learners:

Rubric 1: Teaching Process

The Nature of the Topic	Reading Comprehension	Listen and Speak	Grammar	Pronunciation	exercise
The Topic					
Teacher's Method of Teaching					
Types of Errors Corrected by the Teacher	Grammatical mistakes	Pronunciation mistakes	Reading mistakes	Spelling mistakes	
Teacher Teaching Objective(s)	Improve learners' English language proficiency level	Better prepare pupils for the baccalaureate exam	Improve learners' communication	other	
Comments:					

Rubric 2 : Learning Process

Learners' proficiency level	Low proficient		proficient		High proficient	
Learners' participation	Very low	Low	Moderate	High	Very high	
Learner's rising questions during the lesson	Rarely	Sometimes	Always	Often	Never	
Learners' attention/ interest	Low		Average		High	
Learner's showing passion to learn the language						
Comments:						

Subsequently, the researcher has not been involved in the teaching –learning process as no participation is shown while observing .Obviously , the observation has took the form of a structured one and overt.

2.5.3.2 Results of Classroom Observation

The observational data is gathered from a set of visits to 3rd year EFL classrooms. A variety of streams – Exact Sciences, Foreign Languages, Literature and Philosophy – act as a source for acquiring information. Yet, the number of sessions attended by the researcher varied from one stream to another as the period of the observation is marked by the pupils’ revision for the baccalaureate exam and thus many of them used to escape and miss their classes. For Exact Sciences, only one observational session has been conducted; four sessions with Foreign Languages; two sessions with Literature and Philosophy.

The findings reveal what is going to be mentioned in the next list of points:

Observation of the Exact Sciences Classroom:

By mid of April, the researcher visited the classroom of Exact Sciences. The number of the learners during this session was about thirty four (34) pupils. The female teacher acted as a guide and left the pupils to find the appropriate answers to the questions asked. Likewise, the lesson was dedicated to the correction of midterm exam in which the topic introduced was about ‘Humour’ .A normal way of correcting the exam was followed by the teacher. Hence, she rarely explained or emphasised on a specific language point. As for error correction, the teacher put focus on: pronunciation, spelling, and grammatical mistakes. No clear objective was determined by the English teacher for the lesson.

The second part of the observational grid prepared by the researcher gives some information about how the learning process takes place during this year. After

observing the learners behaviours and speech, it seems that most of 3rd year Exact Sciences pupils are proficient in English. They show a high degree of involvement with the teacher during the lesson and generally the participation is initiated by the boys as they represent the majority of the pupils. The questions are sometimes raised by pupils. For the participation, they showed a high degree of interest and proved their passion to learn English. Some remarks can be made by the researcher after the observation. This is related to the random setting of the learners in the classroom as many of the pupils were absent. The learners negatively reacted to the teachers asking them to prepare something attached to feelings and emotions and speak orally was what they hated at most in the teacher' talk.

Observation of Foreign Languages Classroom:

In the first session of the observation of foreign languages classroom, the teacher administered a midterm exam in which the majority of the pupils were present. The second session was clearly addressed to the correction of the mid exam in which many of the learners were present to see their marks of the exam and the errors made .The pupils were about twenty five (the most of them are girls). The third observational session was marked by the presence of twenty two (22) pupils. The course was divided into two main parts : the first one was designed to push the learners to speak and listen to each other about 'Feelings and Emotions' ; the other part of the lesson spoke about 'Wh-questions' where the teacher gave her learners a grammatical task to be done. In session n°4, only few 3rd year pupils were present in the English class; the number recorded is about fifteen (15) pupils. The lesson turned around revising for the baccalaureate exam as the program of 3rd year was brought to its end. All the four sessions observed can be summarized in the following notes:

Rubric 1: Teaching Process

- The teacher administered a midterm exam with 3rd year Foreign Languages

pupils; the text given in the test was entitled ‘Good Things About Anger’ (see Appendix D) .Using one of previous baccalaureate exam papers of English conducted in 2016 (see Appendix E) as an example, the activities and the way of forming questions in the test given by the teacher have similarities with that used as a past examination paper. In the baccalaureate exam paper, the learners were asked to: tell whether the statements are true or false, answer the questions according to the text, complete the table with a verb if missed or adjective or a noun and the examiners give an example for the examinees to follow it in answering the question ; the latter question is always posed each year in the baccalaureate exam this may be the reason for introducing it in the tests and activities by English teacher throughout the year. Also the teacher introduce in activity about pronunciation following the same way of the question asked in the 2016 baccalaureate exam (see question four, appendix D). Another example to employ it as an evidence by comparing between the test items and the form of the baccalaureate exam of English ; the researcher randomly chooses the official exam paper of English administered in June 2012 one addressed to Literature and Philosophy pupils(see Appendix F) and the other to Foreign Languages learners (see Appendix G) ; nearly the same activities mentioned previously are found in the baccalaureate exam and used by the teacher of English in addition to others such as : finding in the text words whose definitions follow the statement suggested by the examiners and re-ordering a set of sentences to make a coherent paragraph .

- In the fourth session of the observation the teacher started the revision with her learners for the exam as she finished the program.
- Checking the pupils’ comprehension of a specific item taught before so as not to make a mistake in the exam was what the teacher attempted to do from time to another.
- The teacher’s method of teaching varied according to the subject taught; at times she taught in an ordinary way by trying her best to make her pupils learn

the language; and others she attempted to prepare her pupils for the baccalaureate exam by emphasising on the items that are likely to be included in the exam and going back and forth to revise what has been taught to make sure that the learners grasped the input delivered during the lessons.

- The mistakes corrected by the teacher are mainly grammatical and spelling mistakes. Noting that the teacher during the correction of the midterm exam, she accepted the form of the adjective of the verb feel given as an answer in the pupils papers even though it is not correct and argue that the learners did not have previous knowledge of the correct adjective and advice them to avoid falling in the same trap in the future.
- The classroom observation revealed that the major objective of the English teacher is a good preparation of the pupils to the final exam. Next to this fact, improving learners' English proficiency level and communication are taken into consideration but with less importance comparing it with the focus on the pupils' readiness for the high-stakes exam.
- In the last session of the observation, an inspector attended to observe how the teaching process is taking place. In fact, the teacher used a previous midterm exam administered in 2016 as a way for revising for the exam. The teacher's choice of the activities (see appendix H) was obviously related to those found in the baccalaureate exam. the inspector did not like the teachers 'choice of the text which was ready made and intervened to explain the last task in terms of pronunciation instead of placing the words according to their number of syllables in the table without knowing why or how to pronounce them .

Rubric2: Learning Process

- The vast majority of 3rd year foreign languages pupils seemed to be proficient in English.
- Foreign languages pupils are active learners as they showed a high rate of participation, interest and passion to learn the language. Nevertheless, they rarely raised any type of question.
- The pupils looked curious to know the answers of the midterm exam and a great attention was paid to the exam marks

Observation of Literature and Philosophy Classroom:

In the two sessions of observation, the number of the learners did not change at all nor the pupils who attended the class (they were about seven pupils among them two boys) . The sessions were dedicated to the revision for the baccalaureate exam; in the first one the emphasis was placed on the grammatical points related to the conditional sentences, the second session was devoted to revising different language items: the exercises designed for revision were in the form of a midterm exam paper (see appendix I). The activities used for revision emphasised the items that are likely to be included in the baccalaureate exam as the teacher introduced similar questions to those found in the official exam. The results gathered in correlation with the learning process are as follows:

- The learners seemed to be unmotivated to learn the language itself as if they were attending because they were obliged.
- The low proficiency level of the pupils in English shaped a negative reaction of the teacher as she looked unmotivated to teach the pupils.
- The unsatisfactory level of the learners pushed the teacher to put focus on the items that are expected to be in the baccalaureate exam so as to help them score well the day of the exam.

- No questions were raised during the lesson by the pupils.
- The pupils showed no interest towards the language taught and for participated due to the teacher' blaming them for not showing any cooperation.

2.6 Discussion of the Main Results

This empirical research was undertaken to gain understanding about the impact of the baccalaureate exam as an essential testing procedure in 3rd year secondary school. It tries to determine how it shapes the teaching and learning processes of English as a foreign language.

To test the validity of the hypotheses, two distinct research instruments were used; one of the tools (questionnaire) was employed twice as it was administered with two different sample populations so as to gather evidence that prove or disapprove the hypotheses, whereas the second instrument (classroom observation) investigated the sample populations (pupils and teachers) at the same time in order to confirm the results found using the previous instrument.

Regarding the first research question , the researcher assumes that the influence of the high-stakes exam on teaching is through following 'teaching to the test approach' instead of teaching in an ordinary way .The findings do confirm this hypothesis since the main teaching objective is preparing 3rd year pupils for their baccalaureate exam (see Teachers' questionnaire, question n° 4). Additionally, the teachers stated that 3rd year is a year of examination if compared to the other years they teach (see Teachers' questionnaire, question n° 5). The teaching to the test can be seen through the teacher' answer on question n°7 where he clarifies that he omits teaching phonology for scientific streams as it seems not to be included in the baccalaureate exam .Besides, the teachers employ past examination papers during the school year to help their

learners be ready for the exam through doing practise using these baccalaureate exam-papers (see question n °9 in Teachers' Questionnaire and question n ° 5 in Learners' Questionnaire). Evidence which supports the hypothesis is attached to the teachers advising their learners to avoid grammatical, spelling and reading comprehension mistakes as they play a great role in the baccalaureate examination paper and may influence their marks (Teachers' Questionnaire, question n° 11). In clear terms the results reveal that teachers of English tend to ignore teaching some language points which the learners are not going to be examined about (see question n°14 in Teachers 'Questionnaire). The teachers and learners' answers which confirm that teaching of English during 3rd year is influenced by the test are re-emphasised and supported by the classroom observation which depicted the situation of teaching in the present year with large focus on the baccalaureate exam by dedicating the last period of 3rd term to revising for the exam and be prepared to be assessed.

Stepping back to consider the second research question which defines the other educational process known as learning ; it is hypothesised by the researcher that 3rd year pupils are extrinsically motivated to learn English . The information- gathering procedure highlights the fact that the majority of 3rd year pupils learn English and do their best because it is a compulsory subject which takes part of the baccalaureate exam program .Only few pupils who approach learning English intrinsically. Question n ° 2 and 3 in Teachers 'Questionnaire and question n°3 in Learners' Questionnaire clarify the learners motive to learn English as most of them think about passing the baccalaureate exam. However, not only the teaching process is influenced when it comes to neglecting teaching some language items, but also for learners acquiring language is highly related to the points emphasized on the baccalaureate exam as question n°11 in Teacher's Questionnaire demonstrates . As a matter of fact, the 3rd year pupils do pay attention to midterm exam since they help them to practise what has been learnt and revise for the high-stakes exam (see question n° 14 in Learners'

Questionnaire .The findings obtained from the questionnaires are supported again by the classroom observation as the period of administering the observation revealed that most of the pupils used to escape their studies so as to revise for the baccalaureate exam which makes it obvious that the high-stakes has a deep impact on acquiring English in the Algerian secondary schools.

2.7 Suggestions and Recommendations

Gathering information about the nature of influence of the high-stakes exam on EFL teaching and learning highlighted two main issues including: teachers adopting teaching to the test approach and learners' extrinsic motivation to learn English. As an attempt to find solutions to the problems that arise due to the preparation for the test, this section is devoted especially to suggest some recommendations that seek to reduce the negative impact of testing and increase the positive one.

Teaching to the test approach:

Shifting teaching from an ordinary one to the implementation of an approach that narrow down the curriculum to meet the tests' objectives in a way that learning is based on the items incorporated in the high-stakes exam. Thus, teaching the language of the exam is considered as problematic. Harmer in his book entitled 'The Practice of English Language Teaching' suggests forgetting the fact that there will be a test conducted by the end of the year. He explains that too much emphasis on doing practise tests using examination papers makes learning of English boring and tedious. It is recommended to neglect and forget the fact of being tested from time to another as Harmer says. He also adds that using activities and tasks that rise the learners motivation and desire to know more about the target language.

☑ Extrinsic motivation:

To be extrinsically motivated is better than to have no motivation. In spite of that, being intrinsically motivated is more effective as approaching learning may not be restricted to the language of the exam but extends to learn what is not included within 3rd year EFL program. Solving this problem can be achieved through transforming the test activities into tasks with funny side as Harmer suggests in his book mentioned previously. He claims that test items can be taught using different tasks such as writing a sentence through given each learner a letter and their peers point out where they have to be classified.

2.8 Conclusion

This important piece of the present empirical work is a vital step of the research paper. It was devoted to collecting information using three instrumental tools (i.e., teachers' questionnaire, learners' questionnaire and classroom observation) designed purposely to examine the factors that play a significant role in delivering the course taught and receiving the knowledge by 3rd year EFL pupils. The study took place at Mahi Boumediene secondary school with two sample populations being involved (third year EFL teachers and learners). A conclusion was drawn from the results obtained which were analysed carefully to confirm or nullify the hypothesis put forward in this investigation.

General Conclusion

The major aim of this paper was to reveal whether administering a summative test by the end of the year such as the high-stakes exam may have an impact on teachers way of teaching and pupils' learning of English as foreign language. Specifying the case study of this research work with the baccalaureate examination which is a national high-stakes exam . Undertaking this investigation was based on mainly two research questions:

3. How does the baccalaureate exam influence EFL teaching in the Algerian secondary schools?
4. How does the baccalaureate exam influence EFL learning in the Algerian secondary schools?

These two research questions were hypothesized in the following way:

1. The baccalaureate exam may have an effect on the teaching process by shifting the teacher's whole attention to the implementation of 'teaching to the test approach'.
2. Learners approach learning the English language extrinsically as their motivation is associated with the test results more than acquiring the target language.

The work was divided into two chapters. The first one dealt with the theoretical concepts which helped in defining the topic which is under research .The second chapter is called '*data collection and analyses*' as it was dedicated to eliciting data from the sample population which were selected at random from Mahi Boumediene secondary school. The target population were 3rd year pupils and teachers of English. The results were analysed both qualitatively and quantitatively. After discussing the main results, the findings showed that teachers of English use teaching to the test approach to better prepare their learners for the high-stakes exam which is in this case the baccalaureate exam. Also, the results proved the fact that 3rd year pupils show extrinsic motivation to learn English. On this basis, the validity of the two hypotheses was confirmed.

The work has faced some limitations as only two teachers of English were in charge of 3rd year pupils. Thus, the results of the questionnaire relied on the answers of

these two teachers and were generalized. Besides, due to some problems which arises while conducting this research including getting permission to administer the scope of the study in Mahi Boumediene secondary school shorthand the time available to make further investigation and decreased the number of the classroom observation sessions restricting the findings to the 3rd term at the expense of what can be found during the first terms of the school year. Therefore, it is advisable to open the door for further research to be conducted on the high-stake exams and their influence on EFL teaching and learning.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teacher,

This questionnaire is part of a research work on the high stakes testing. It intends to investigate the main effects that the baccalaureate exam may have on the teaching and learning of English. Hence, I would be grateful if you could answer the following questions by selecting the answer that best reflects your opinion and making comments whenever possible.

Rubric 1: General Information

Gender: Male Female

Your teaching experience:.....years

Stream (s) you are in charge of:.....

Rubric 2: Teaching Practices

1. What is the coefficient of the English language in the stream that you are teaching?
.....

2. For how many years have you been teaching third year secondary school pupils?
.....

3. Is the time allocated to teaching English to third year secondary school pupils sufficient?

Yes No

Why.....
.....

If the time allocated to teaching English is insufficient, do you add any additional sessions?

Yes

No

4. What is your teaching objective(s)?

- Improve pupil's English language proficiency
- Better prepare pupils for the Baccalaureate exam
- Improve pupil's communication
- Other

.....

5. How does being in charge of teaching English to third year secondary school pupils differ from teaching it to other levels?

.....
.....
.....

6. What are the skills you emphasise on in your teaching? (put them in order)

- Reading
- Writing
- Listening
- Speaking

7. Does the preparation for the test (i.e., the baccalaureate exam) lead you to neglect teaching some language items?

Yes

No

- Please specify

.....
.....
.....

8. What is the main objective(s) behind administering a test for 3rd AS pupils?

- Finding out whether the pupils have learnt what have been taught
- Identifying the gaps and adapting future lessons accordingly
- Raising the pupils' awareness toward certain types of errors and encouraging them to avoid them in the high-stakes exam
- Ensure that the pupils are ready for the exam

9. What do you rely on in designing a test for third year secondary school pupils?

- Your teaching experience
- Your knowledge
- Previous exam papers
- Other

.....

10. Which criteria underlie your choice of a certain topic in mid and final term exams?

.....

.....

.....

11. Which kind of errors do you advise your learners to avoid?

- Grammatical mistakes
- Pronunciation mistakes
- Reading comprehension mistakes
- Spelling mistakes

State why.....

12. According to you, do EFL teachers put forth their best to help their learners to be communicatively competent to hold conversations (i.e., being able to produce oral language) in the target language throughout the school year?

Yes No

13. Do you think that the learners success or failure in the High-Stakes exam is the result of :

- The learner's efforts
- The teacher's method of teaching
- Other

.....

14. How do you view the impact of the High-Stakes exam on your teaching?

Positive Quite positive not really positive Negative

State why.....

.....

Rubric 3: Learning Process

1. How do you evaluate your learners' proficiency level in English?

Low proficient proficient high proficient

2. According to you ,do 3rd year secondary school pupils learn English because :

- It is a compulsory subject
- It sounds beautiful
- They like the language itself
- It is part of the baccalaureate exam program

3. How do you view the learners' efforts to learn the language during the school year?

- Looking forward to master the target language
 - Being able to read the target language's literature
 - Building knowledge about the foreign language culture
 - Passing the baccalaureate exam
 - Other
-
-

4. According to you, which of the following language skills do the learners show an active participation?

- Reading
- Writing
- Listening
- Speaking

Justify your answer.....

.....
.....

5. In which language skills do the learners show passive participation and why?

.....
.....
.....

6. How do you evaluate your 3rd year pupils' interest during the lesson?

Very low	Low	Moderate	High	Very high
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What are the topics that usually attract 3rd AS pupils?

.....
.....
.....

8. Do the learners show interest to midterm exams?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

9. Will the learners be more motivated to learn English if the high-stakes exam does not exist in 3rd year programme?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

10. According to your teaching experience, does the high-stakes exam have :

- A positive impact on the learners
- A negative impact on the learners

11. Does the high-stakes exam influence the acquisition of some language points?

Yes

No

- If yes; what are they?.....
.....
.....

Thank you for your kind cooperation

Appendix B

Learners' Questionnaire

Dear pupils,

This questionnaire is part of a research work which aims at exploring the main effects that the baccalaureate exam may have on the teaching and learning of English. Therefore, I will be thankful if you could answer the following questions by selecting the response that reflects your opinion and comment whenever possible. You can use either English or Arabic.

Rubric 1: General Information

Gender: Male Female

Age:.....years.

Stream:.....

Rubric 2: Teaching Practices

1. Does your teacher enhance your ability to read in English throughout this year?
Yes No
2. Does your teacher work on developing your writing skills during this school year?
Yes No
3. Does your teacher work on developing your listening skills during this school year?
Yes No
4. Does your teacher of English introduce items that aim at developing your ability to speak in the target language during the course?
Yes No

5. Does your English teacher make use of previous exam papers?

Yes

No

6. Which piece of advice does your teacher provide you with during this year to foster your learning process?

.....
.....

7. How do you view the impact of the high-stakes exam on the way you are taught?

Positive Quite positive not really positive negative

8. How do you view the impact of the high-stakes exam on the way you learn?

Positive Quite positive not really positive negative

Rubric 3 : Learning process

1. How do you evaluate your proficiency level in English?

Low proficient Proficient High proficient

2. Do you enjoy learning English?

Yes No

3. Why do you want to learn English? (put them in order)

- Because I like the way it sounds
- I enjoy the English class
- I want to be fluent in speaking the language
- It is the language of wider communication
- It is a compulsory subject in the school curriculum
- It takes part of the baccalaureate exam programme
- To read the target language's literature
- To know more about the British and American cultures

4. How do you evaluate your interest in learning English during this year in comparison with the previous years?

Low Average High

5. Do you participate during the English class?

Yes

No

6. If yes, how often?

Always

Often

Sometimes

Rarely

7. Which of the following language skills do you show an active participation?

- Reading
- Writing
- Listening
- Speaking

Please state why.....

.....

.....

8. Which of the following language skills do you show a passive participation?

- Reading
- Writing
- Listening
- Speaking

9. If English is an optional subject, will you choose to study it?

Yes

No

10. Are you interested in using English after graduation?

Yes

No

11. When the teacher introduces an item which is likely not to be included in the baccalaureate exam, do you show interest towards the item taught?

Yes

No

12. When the teacher introduces an item which is likely to be included in the baccalaureate exam, do you show interest towards the item taught?

Yes

No

13. Do you pay attention to midterm exams during this school year?

Yes

No

14. Do you think that midterm exams are important?

Yes

No

If yes, why?.....

.....

.....

15. Do you make use of past examination papers?

Yes

No

If yes, why?.....

.....

.....

16. Do you follow English private course?

Yes

No

If yes, is it:

- For the sake of learning more

- To better prepare for the Baccalaureate exam

- Other

.....

.....

Thank you for answering this questionnaire

Appendix C

Classroom Observation Grid

Classroom Observation: session n°

Date

Stream:

Number of the learners:

Rubric 1: Teaching Process

The Nature of the Topic	Reading Comprehension	Listen and Speak	Grammar	Pronunciation	exercise
The Topic					
Teacher's Method of Teaching					
Types of Errors Corrected by the Teacher	Grammatical mistakes	Pronunciation mistakes	Reading mistakes	Spelling mistakes	
Teacher Teaching Objective(s)	Improve learners' English language proficiency level	Better prepare pupils for the baccalaureate exam	Improve learners' communication	other	
Comments:					

Rubric 2: Learning Process

Learners' proficiency level	Low proficient		proficient		High proficient	
Learners' participation	Very low	Low	Moderate	High	Very high	
Learner's rising questions during the lesson	Rarely	Sometimes	Always	Often	Never	
Learners' attention/ interest	Low		Average		High	
Learner's showing passion to learn the language						
Comments:						

Appendix D

A/ Reading/ Interpreting

Good Things About Anger

Anger releases chemicals in your brain, which then cause the changes in your body that you can feel. These changes give you extra strength and alertness so that you are ready to protect yourself from danger, stand up for your rights or run away to keep yourself safe. A sport of the kind is some - because - but don't try flying. It doesn't work!

Many good changes in the world have been made because people got angry about something and used that anger to work together to change things to a positive way. Because a lot of women got angry enough they won the right to vote in many countries. Anger can be a positive feeling if it is used properly and is controlled.

Maybe you could ask the adults you know to tell you how they have used anger to make life for others.

Bad things about anger

Anger can lead to all sorts of problems if it is allowed to rage out of control.

Someone's body could be hurt.

Someone's feelings could be hurt.

Something could happen that would never be made better.

Someone can feel really sorry afterwards when it's too late.

Dr Kim says: "It's okay to feel angry about something, but it's NEVER okay to hurt someone because you feel angry. Learn to control or use your anger in a positive way."

1. Circle the choice (a, b or c) that best completes statements A and B. (2p/4)

A-The aim of the passage is to

- a) argue a point b) inform c) entertain

B-The text is addressed to:

- a) children b) the general reader c) specialists

2. Are the following statements true or false? (2p/4)

- a. Chemicals released by anger cause the changes in our body that we can feel. **True**
b. Anger is the cause of many good changes in the world. **True**
c. If we don't control ourselves, anger can lead us to many problems. **True**
d. We should hurt others when we feel angry. **False**

3. Choose the most suitable title for the reading passage. (1p/1)

- a. The advantages of anger.
b. The disadvantages of anger.
c. The benefits and the disadvantages of anger.

4. Answer the following questions briefly in the text. (4p/8)

- a. What do the chemicals released by anger cause?
b. What do the strength and alertness protect you from?
c. Does anger have any positive side?

9/ Mastery of language.

1. Find in the text words that follow the given definitions. (2pts)

- a. A strong feeling against someone who has behaved badly, making you want to shout at them or hurt them §3 =
- b. Something that the law allows you to do §2 =
- c. An emotion, an experience of an emotion §2 =
- d. Something that you say to be polite when you do not do what you want to do, or when you cannot agree with someone or accept something §3 =

2. Fill in the table with the missing words. (3pts)

Verb	Noun	Adjective
		Strang
Fear		
	Prohibition	

3. Select the appropriate connector and complete the sentences below according to the text. (2pts)
Because – besides – then – although

- a. When you are angry, you often hurt your body.....
- b.anger is a negative emotion if

4. Classify the following verbs according to their number of syllables. (3pts)

Anger – allowed – control – emotion – hurt – alertness

1syll	2syll	3syll

5. Reorder the following sentences into a coherent paragraph. (4pts)

- a. Hate is a condition in which we think very badly of someone, avoid contact with him.
- b. All three of these emotions arise from other emotions, such as hurt, fear, guilt, injustice, disappointment, etc.
- c. Rage is an outburst of anger.
- d. And probably wish the worst for him, perhaps even thinking that he might experience a tragedy.

1	2	3	4

Appendix E

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part One: Reading

(15 points)

Read the text carefully and do the activities.

Children are increasingly becoming target groups for aggressive forms of marketing practices and for commercial pressure with a view to stimulate and increase their consumption. One reason for this is that they play an important role as consumers since they have a vital role in choices concerning consumption in the family economy.

The authorities as well as parents and socially engaged citizens should see it as an important task to identify the driving forces and consequences of children's role as consumers.

Children and parents should be educated to develop skills to face the increasing flow of commercial information and pressure. Besides, they should also develop a broader perspective on values and environmental consequences of consumption. Consumer education should therefore be strengthened as a subject in schools.

Teenagers nowadays are treated as investments that yield higher returns as time continues. The proliferation of technology means marketers can advertise to youth through many types of media. Therefore, teens need to be alert to advertising. Sometimes, it is not only a matter of shampoo or jeans, but a matter of health.

Adapted from: <http://uisr.org/rule/advertising>

A. Comprehension and Interpretation.

(08 points)

1. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- Young consumers are important to marketers.
- Children have no role to play in the family economy.
- Children need to be taught how to face aggressive advertising.
- Technology helps the spread of advertising for children.

2. Answer the following questions according to the text.

- Does advertising affect children's consumption?
- Should consumer education be taught at school?
- How are teenagers seen by advertisers?

3. Who / what do the underlined words refer to in the text?

- ...their consumption... § 1
- ...they should... § 3

4. Copy the title you think is the most appropriate.

- The Role of Advertising in Society.
- Children and Advertising.
- The Advantages of Advertising for Children.

5. Choose the letter which best corresponds to the right answer.

The text is: a. a newspaper article. b. a web article. c. a magazine article.

B. Text Exploration.

(07 points)

1. Find in the text words or phrases that are opposite in meaning to :
 a- reduce (§1) b- unessential (§2) c- weakened (§3) d- consumers (§4)

2. Complete the table as shown in the example :

	Verb	Noun	Adjective
Example :	to consume	consumption	consumptive
	.....	economy	.....
	.....	.....	increasing
	to strengthen	.....	.....

3. Rewrite sentence "b" so that it means the same as sentence "a" :
 1.a. I regret that teenagers are treated as investments that generate huge profits.
 b. I wish.....
 2.a. Advertising is very aggressive. Therefore, it should be banned.
 b. Because.....

4. Classify the following words according to the number of their syllables.
 aggressive – choices – role – skills – treated – types

1 Syllable	2 Syllables	3 Syllables

5. Fill in the gaps with words from the list:

experts – but – spend – buy

Children are the main target for advertisers. Not only do children today have more disposable income at younger ages, ... (1)... they also have a significant influence over family purchases. A report estimated that Canadian children aged 9 to 14 influence their parents to ... (2)... \$1.9 billion in family purchases per year. Advertising ... (3)... call it "pester power" or the "nag factor"- the ability to get children to influence their parents to ... (4)... a specific product.

Part Two: Written Expression

(05 points)

Choose ONE of the following topics.

Topic One: Using the following notes, write a composition of 80 to 120 words on the following topic:

- Advertising has become a real menace to children.
 - encourage spending money / unnecessary goods
 - raise / family expenditure
 - excessive consumption
 - increase / debts
 - obesity / other diseases

Topic Two: Write a composition of 80 to 120 words on the following topic:

You bought a jacket from a supermarket but you discovered it was a counterfeit. Write a letter of complaint to Mr. Salim, the head of the department store. (Sign the letter as Sarah Brahimi)

انتهى الموضوع الأول

الموضوع الثاني

Part One: Reading.

Read the text carefully and do the activities.

(15 points)

Mrs. Ann Summers
Majestic Travel Agency Manager
2576 St. Rt. 3
Marblehead, Ohio

92187 Summerfield St.
Grove City, Liverpool 43123
June 10, 2015

Dear Mrs. Summers,

I am writing to complain about the poor standard of accommodation during my last holiday. I booked this self-catering holiday last year with your travel agency to Hawaii. When I came back, I immediately visited the agency to complain and seek compensation for my shocking experiences.

If I had known that the accommodation would be so poor, I would have booked from the beginning a full-service holiday. What I expected was a luxurious apartment with a small oven. Not only was the room dirty and full of bugs, but the shower was broken and unusable. To make matters even worse, there was no oven as I had requested. I have never seen such a bad service at a self-catering holiday before. You can imagine my anger when I had to eat out. Not surprisingly, I booked another room, which, although without an oven, was at least clean and with a working shower. Therefore, this room cost a lot more than the apartment and I had to eat out too.

My purpose in visiting the agency was to ask for compensation. The young lady who served me offered some supporting documents as compensation. She advised me to take my time with the answer. I have decided to ask your agency for a cash refund. Would a refund of about 500 dollars be too much to expect?

At the very least, I would like you to inform me of the action you will take with regard to the additional expenses I have paid. Unless adequate action is taken, I shall have no other option but to publish this letter in the local newspaper.

Sincere regards,
Bill Gordon

Writing class: letter of complaint Fio-joe , 2016 (www.fio-joe.co.uk)

A. Comprehension and Interpretation.

(08 points)

1. Write the letter which corresponds to the right answer.

The text is: a- an application letter. b- a letter of complaint. c- a pen pal letter.

2. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- Mr. Gordon went to the agency to book another holiday.
- The apartment was as Mr. Gordon expected.
- Mr. Gordon paid additional money for the other room.
- Mr. Gordon is complaining about the bad services and is asking for compensation.

3. Answer the following questions according to the text.

- Why did Mr. Gordon book another room?
- What will he do if he is not paid back?

4. In which paragraph is it mentioned that Mr. Gordon is giving justifications for the bad services?

5. Who or what do the underlined words refer to in the text?

- I (\$1)
- you (\$4)

B. Text Exploration.

(07 points)

- Find in the text words or phrases that are closest in meaning to the following.
 - returned (\$1)
 - money back (\$3)
- Complete the following chart as shown in the example.

	Verb	Noun	Adjective
example:	to experience	experience	experienced
	to expect	.....	.....
	.....	.....	compensatory
	.....	advertisement	.....

- Ask questions which the underlined words answer.
 - Tom will book a room in The Sheraton Hotel.
 - Mr. Gordon expected a luxurious apartment with a small oven
- Classify the following words according to the number of their syllables.
agency - compensation - refund - booked

One syllable	Two syllables	Three syllables	Four syllables

- Re-order the following sentences to make a coherent passage.
 - and in return, receiving a refund in the original form of payment or an exchange for another item.
 - provided that the customer has a receipt as a proof of purchase.
 - A return is the process of a customer taking previously bought merchandise back to the shop.
 - Many shopkeepers will accept this return

(05 points)

Part Two: Written Expression.

Choose ONE of the following topics.

Topic One:

Imagine you are the manager of Majestic Travel Agency. Write a letter of about 80 to 120 words to Mr. Bill Gordon in which you apologize by explaining the problem and reassure him that adequate action will be taken in his favour.

You may use the following notes:

a mistake - take the wrong apartment - tourist couple book the apartment - break the shower and oven - cleaning lady (be) absent - we know the problem from you - full refund - free one week holiday

N.B. Sign the letter as: Mrs. Ann Summers

Topic Two:

You are a member of an association for the protection of children. You are invited to participate in an international conference on how to preserve children's rights. Write a speech -of about 80 to 120 words- to present the children's problems and suggest measures to improve their situation.

انتهى الموضوع الثاني

Appendix F

على المترشح أن يختار أحد الموضوعين التاليين

الموضوع الأول

PART ONE: Reading

(15 points)

A. Comprehension.

(07 points)

Read the text carefully then do the following activities.

Muslim Arabs all along have absorbed cultures from different territories they took over, like the Roman Empire and Persian Empire. It would be good to mention that this civilization achieved many goals during their existence mainly in astronomy and mathematics. The Empire lasted from about 750 to 1258.

The Arabs expanded in the seventh and eighth centuries having as their centre Damascus. A dynasty called Umayyad had established itself in this same city but due to their corrupt behaviours they did not last too long in power. Soon later came the Abbasid dynasty ruled by Abu al-Abbas. In 762, the establishment of the capital city was relocated to Baghdad. The new capital was better located for transportation purposes and also for commerce.

Since Arabs conquered many of the rich provinces from the old Roman Empire they themselves were also becoming very wealthy with Baghdad as the trade centre for the Middle East and Europe. Unfortunately there was at some point an awful fight between two brothers for the succession to the caliphate. This obviously hurt the Abbasids because they had lost their sovereignty. Many monuments and properties had been ruined as well.

The Islamic civilization was the one that introduced algebra in mathematics and perfected the astrolabe. They discovered few concepts in chemistry and also developed medicine.

Adapted from Islamic Civilization
www.123helpme.com

1. Circle the letter that corresponds to the right answer.

The text is:

- a. prescriptive. b. narrative. c. argumentative.

2. Are these statements true or false? Write T or F next to the corresponding statement.

- a. Muslim Arabs achieved many works in various fields.
b. They prospered in the eighth century.
c. The Arabs became rich from the conquered provinces of the Roman Empire.
d. The Islamic civilization didn't contribute to the development of medicine.

3. Answer the following questions according to the text.

- a. Which civilizations helped in the development of the Arabs?
b. When did the Arabs' civilization flourish?
c. Why was Baghdad a strategic city during the Abbasid era ?

4. What or who do the underlined words refer to in the text?

- a. their (§2) b. they (§3)

5. Copy the title you think is the most appropriate.

- a. History of the Caliphate. b. The Arab Reign. c. The Muslim Arabs Civilization.

B. Text Exploration

(08 points)

1. Find in the text words that are closest in meaning to the following:
 a. life (§1) b. spread (§2) c. rich (§ 3) d. unluckily (§ 3)
2. Complete the following chart as shown in the example

	Verb	Noun	Adjective
Example	to establish	establishment	established
.....	.....	.....	lost
.....	.....	civilization	.....
.....	to achieve	.....	.....

3. Link the pairs of sentences using the connectors in brackets. Make the necessary changes.
 a. The Arabs conquered many rich provinces. They became powerful. (after)
 b. Some of the governors were corrupt. Their reign didn't last long. (so...that)
 c. The two brothers got into a fight. They lost their sovereignty. (if)
4. Classify the following words according to the pronunciation of their final "ed".
 conquered – developed – expanded – established – lasted – achieved

/t/	/d/	/ɪd/

5. Imagine what B says and complete the following dialogue.
 A: Did you watch yesterday documentary?
 B:
 A: The TV documentary was about the decline of the Islamic civilization.
 B:
 A: One of the main cause was the fight for power.
 B:
 A: Yes, every Saturday at 6 p.m. they show documentaries on ancient civilizations.

PART TWO: Written Expression

(05 points)

Choose ONE of the following topics.

Topic One:

Use the following notes to write a composition of 100 to 120 words stating why ancient civilizations collapsed. Illustrate with examples.

- conflicts within ruling families
- civil wars/external invasions
- decrease of scientific and economic development
- natural disasters: drought/floods

Topic Two:

Write a composition of 100 to 120 words on the following topic:
 Imagine you are the headmaster of a secondary school. What would you suggest to improve your students' learning conditions in order to acquire a better education?

PART ONE: Reading

(15 points)

A. Comprehension.

(07 points)

Read the text carefully then do the following activities.

British parents could soon be fined or arrested if their children misbehave at school. The British government intends to introduce severe new laws to improve discipline in schools. They want parents to be more responsible for their sons and daughters. Some of the new measures include making parents attend parenting courses, paying a \$1,700 fine or going to prison.

The Schools' Secretary Ed Balls said: "Current policies on unruly behaviour are not strict enough. Many children suffer from high levels of bullying, truancy and low academic achievement". He wishes parents to be fully involved in their children's education. "Every parent has the responsibility to help teachers and be sure the rules are followed," he said.

The measures are part of a new focus on the relationship between schools and parents. Mr. Balls emphasizes that parents and students should be helped at once. He proposes to appoint private tutors to pupils if they are doing badly in reading and mathematics. He also wants doctors, health and social workers in schools to provide better community services.

Critics say there are fears about poorer parents not having enough money to pay the fines and whether they should go to prison for their children's actions or not.

By Sean Banville (Adapted)

1- Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- a- British parents may not be penalized unless their children have a bad behaviour.
- b- There is very little bullying and truancy in British schools.
- c- The Schools' Secretary has plans for some students to have private lessons.
- d- Mr. Balls intends to help only students.

2- In which paragraph is it mentioned that parents should pay a sum of money as a fine?

3- Answer the following questions according to the text.

- a- What is the problem the British schools are facing?
- b- Could all parents pay the fine? Justify.

4- What or who do the underlined words refer to in the text?

- a- He (§2)
- b- they (§3)
- c- their (§4)

5- Copy the title you think is the most appropriate.

- a- Education in Britain
- b- Measures for British Schools
- c- Parents and Children

B. Text Exploration

(08 points)

- 1- Find in the text words whose definitions follow :
- a- practice of training people to obey rules (§1).
 - b- to make something available (§3).
 - c- feelings that you have when you are in danger (§4).
- 2- Classify the following words in the table.
misbehave - unruly - action

Prefix	Root	suffix

- 3- Complete sentence "b" so that it means the same as sentence "a".
- 1- a- The government established new stricter laws.
 - 1-b- New stricter laws
 - 2- a- "Every parent has the responsibility to help teachers," he says.
 - 2-b- He says that.....
 - 3- a- They will appoint private tutors to students because they are bad at reading.
 - 3-b- Students are bad at reading.....

- 4- Classify the following words according to the number of their syllables.
include - direction - health - measure

One syllable	Two syllables	Three syllables

- 5- Re-order the following sentences to make a coherent paragraph.
- a- The government is deeply worried about this issue.
 - b- to get to the roots of the problem.
 - c- Pupils have become more and more violent at schools.
 - d- That's why experts are looking for a policy

PART TWO: Written expression

(05 points)

Choose **ONE** of the following topics.

Topic 1: Using the notes below, write a composition of 100 to 120 words on the following topic:
In Algeria, teachers and pupils are complaining about the lack of discipline in classes. What should be done to improve discipline at schools?

Notes :

- reform in education
- limit number pupils/new schools
- involve parents – teachers / association
- provide psychological help/school activities
- reinforce school regulations
- promote discipline

Topic 2: Write a composition of 100 to 120 words on the following topic:
Fraud and corruption are unethical old practices in which our society is getting more and more involved. What actions must the government and individuals take to deal with the situation?

Appendix G

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة: جوان 2012

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 03 ساعات ونصف

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: Reading

(14 points)

A) Comprehension

(07 points)

Read the text carefully then do the activities.

In sports, the use of performance-enhancing drugs is referred to by the term "doping", particularly by those organizations that regulate competitions. The use of performance-enhancing drugs is typically done to get better athletic performance. This is why many sports organizations prohibit the use of performance-enhancing drugs.

The use of enhancement "substances" for sporting purposes dated back to the ancient Maya and ancient Greece. Performance enhancements in the form of potions were utilized by the people of both civilizations, who were thought to use cocoa leaves to improve their sports abilities. Today's athletes have many options, including: Steroids, Amphetamines, and many other issues.

Most international sports organizations consider the use of drugs to enhance performance unethical although ethicists continue to argue that it is little different from the use of new materials in the construction of suits and sporting equipments, which in the same way, aid performance and can give competitors advantage over others.

Most athletes use performance-enhancing drugs for a number of reasons such as reducing weight, dulling the pain response in the body, building muscles at an accelerated rate, lowering stress, and even hiding other drugs that may be in the system. These drugs are used for each of these purposes and some athletes are taking daily doses which consist of a variety of steroids and growth supplements. Yet, most athletes are risking their lifetime health for a temporary condition just to win the game. This fact is being neglected by both athletes and coaches.

www.helium.com

1. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- Doping can improve sport results.
- The use of performance-enhancing drugs is a recent practice.
- Some of these drugs reduce stress.
- Steroids represent a real threat for athletes.

2. Fill in the table with information from the text.

Reasons of doping	Doping options
-	-
-	-

3. Answer the following questions according to the text.

- What do athletes use performance-enhancing drugs for during competitions?
- How is the use of performance-enhancing drugs considered by sports organizations?
- Is performance-enhancing drug-taking harmful? Justify your answer.

4. Read the text and put the following sentences in the order they appear in the text.
- Doping is dishonest because it favours athletes over others.
 - The consumption of performance-enhancing drugs is not without risks.
 - Sport regulations are against the consumption of performance-enhancing drugs.
 - Body-building uses drugs to quicken the development of muscles.

5. Give a title to the text.

B) Text Exploration

(07 points)

1. Find in the text words that are opposite in meaning to the following:

- a. permit (§1) ≠ b. hinder (§3) ≠ c. drawback (§3) ≠

2. Give the opposites of the following words keeping the same root.

regulate - risky - harmful

3. Rewrite sentence (b) so that it means the same as sentence (a).

- Some athletes are taking daily doses of steroids.
 - Daily doses of steroids
- Tests had revealed that Carl Lewis cheated; that's why he was disqualified from the competition.
 - Because of
- "Have athletes encountered any pressure?" the journalist said.
 - The journalist asked
- It's high time sport organizations passed strict anti-doping laws.
 - Sport organizations

4. Classify the following words according to their stressed syllable.

necessity - ethical - competition - sportsmen

1 st syllable	2 nd syllable	3 rd syllable

5. Fill in the gaps with only FOUR words from the list.

game - doping - practice - earn - athletic - victory

Star athletes know that training paves the way to ...1... They can...2... a lot of money and gain fame. However, they should be aware that...3... can boost their effort and give them shortcut even if they risk their health and their ...4... career.

PART TWO: Written Expression

(06 points)

Choose ONE of the following topics.

Topic One: You are a fan of a famous sportsman. Unfortunately, you have found out he won the game by using drugs (doping).

Using the following notes, write a composition of 120 -150 words in which you urge athletes to show the sense of fair-play.

- doping in competitions: dishonest - unethical
- respect sports laws / game rules
- be careful: - anti-dope tests
 - disqualification / penalties
 - bad reputation / career compromised

Topic Two: Write a composition of 120-150 words on the following:

Imagine one of your classmates cheated at an exam to get higher grades.

What advice would you give in order to refrain him/ her from behaving in such a way?

PART ONE: Reading

(14 points)

A) Comprehension

(07 points)

Read the text carefully then do the activities.

Dr Gerald Gary is the principal of Jackson school in Camden, South California which has a high number of students receiving free and reduced-price lunches, an indicator of low-income families. He found that parents and the community did not have the same expectations for their children as those in other schools. Gary knew his students could do better; he had just to convince them and their families. He improved student achievement and changed the school's culture by setting high expectations for everyone in the building.

Concerned that his students' parents had lower expectations for their children than parents in other communities, Gary introduced parents at his school to research about the effect of parental involvement on student achievement. Soon parents began to take more than an interest in what students were learning at school and at home.

Gary began holding meetings for parents during which he presented data showing that when parents get involved with their children's education, achievement increases. He talked about the importance of reading to children at home and checking their homework regularly, noting that these efforts have a positive effect on students performance. He showed them data from schools with the same background as theirs and how they could get similar results. The Jackson school parents couldn't say their children were not doing well because of poverty.

After about a year, the school staff started seeing gradual achievement growth, and now the school holds parent workshops six or seven times a year on topics such as how to help children with reading, maths and science.

Adapted from Article by Ellen .R. Delisio."Education World" .2009.

1. Choose the general idea of the text.
 - a. Applying high expectations to Jackson students.
 - b. Parents' work in South California.
 - c. The principal describes the curriculum of Jackson school.
2. Are these statements true or false? Write T or F next to the letter corresponding to the statement.
 - a. The principal Dr Gerald Gary received free lunches at Jackson school.
 - b. Thanks to principal Gary, parents started to show more interest in their children's studies.
 - c. Checking homework doesn't have any effect on the student's performance.
 - d. Parents are convinced that their children's bad results were due to poverty.
3. In which paragraph is it mentioned that:

Gary urged parents to help their children at home?
4. Read the text and put the following sentences in the order they appear in the text.
 - a. The students' results at Jackson gradually got better.
 - b. Students in Jackson school come from poor families.
 - c. Parents were actively involved in their children's studies.
5. Answer the following questions according to the text.
 - a. What did the principal Gary do to reach his objective?
 - b. Why did Gary have to convince the parents to get involved in their children's education?
 - c. How can the parents help their children at home?
6. What or who do the underlined words refer to in the text?
 - a. them (§1)
 - b. which (§3)

B) Text Exploration

(07 points)

1. Find in the text words whose definitions follow.
 - a. to study carefully to find out new facts (§2).
 - b. process of teaching, training and learning (§3)
 - c. details of a person's family, education, etc ... (§3).
 - d. team working together in an organization (§4).
2. Complete the table as shown in the example.

	Verb	Noun	Adjective
Example	to reduce	reduction	reducible
	to know	.....	.....
	.....	education	.....
	.....	.....	gradual.

3. Ask the questions which the underlined words answer.
 - a. Three years ago, Gary held meetings for parents in his school.
 - b. Parents have to check their children's homework regularly.
4. Rewrite sentence (b) so that it means the same as sentence (a).
 1. a) "Parents must focus on positive things," Gary said.
b) Gary said that
 2. a) The school holds parents workshops.
b) Parents workshops
 3. a) Jackson school students were of low-income but they managed to get high scores.
b) Although
5. Underline the silent letter in each of the following words .
knew - higher - honesty - talked
6. Reorder the following sentences to make a coherent paragraph.
 - a. Some of them succeed and access to various universities.
 - b. In Jackson school, children follow a compulsory education till the age of sixteen.
 - c. or simply become delinquents.
 - d. However, others fail and, either go to a technical training

PART TWO: Written Expression

(06 points)

Choose ONE of the following topics.

Topic One: Write a composition of 120 -150 words on the following topic. Use the notes below:

Failure at school has become a world wide issue. What are its consequences and what solutions do you suggest?

Consequences: - delinquency/ increase in the rate of crimes
 - unemployment/ exploitation/ child labour
 - no future prospects / illegal immigration
 - family, society deeply worried

Solutions: - improve educational system
 - rehabilitate school leavers
 - build more schools, training centres, youth clubs

Topic Two: Suppose you were a historian, write a composition of 120-150 words stating how most ancient civilizations rose, flourished and declined.

Appendix H

Mahi Boumediene Secondary School

Third Year Foreign Languages

January 2016

Name:

Mark:

Surname:

SECOND TERM FIRST MID EXAM

Read the text carefully, then do the following tasks.

British parents could soon be fined or arrested if their children misbehave at school. The British government intends to introduce severe new laws to improve discipline in schools. They want parents to be more responsible for their sons and daughters. Some of the new measures include making parents attend parenting courses, paying a \$ 1,700 fine or going to prison.

The Schools' secretary Ed Balls said: "Current policies on unruly behaviour are not strict enough. Many children suffer from high levels of bullying, truancy and low academic achievement". He wishes parents to be fully involved in their children's education. "Every parent has the responsibility to help teachers and be sure the rules are followed," he said.

The measures are part of a new focus on the relationship between schools and parents. Mr. Balls emphasizes that parents and students should be helped at once. He proposes to appoint private tutors to pupils if they are doing badly in reading and mathematics. He also wants doctors, health and social workers in schools to provide better community services.

Critics say there are fears about poorer parents not having enough money to pay the fines and whether they should go to prison for their children's actions or not.

1. Are these statements true or false? (4 pts)

- a. British parents may not be penalized unless their children have a bad behaviour.
- b. There is very little bullying and truancy in British schools.
- c. The school's Secretary has plans for some students to have private lessons.
- d. Mr. Balls intends to help only students.

2. In which paragraph is it mentioned that: parents should pay a sum of money as a fine? (1pt)

3. Answer the following questions. (2pts)

- a. What is the problem the British schools are facing?

- b. Could all parents pay the fine? Justify.

4. What or who do the underlined words refer to in the text? (3pts)

- He §2
- They §3
- Their §4

5. Give a title to the text. (1pt)

1. Find in the text words whose definitions follow. (3pts)

- a. practice of training people to obey rules §1 =
- b. to make something available §3 =
- c. feelings that you have when you are in danger §4 =

2. Classify the following words in the table. (2pts)

Misbehave – unruly – action – achievement

prefix	root	Suffix

3. Complete sentence 'b' so that it means as sentence 'a'. (2pts)

1/a. The situation will get worse if the government doesn't establish new stricter laws.

1/b. Unless the government

2/a. ~~Their~~ will not access to university if they do i't score well.

They ← 2/b. Unless they

4. Classify the following words according to their number of syllables. (2pts)

include – direction – health – measure

1syll	2syll	3syll

Appendix I

Mahi Boumedjine Secondary School

Third Year literary and Foreign languages Streams

Name:

Mark:

THIRD TERM SECOND MID EXAM

1. Find words which follow the given definitions. (3pts)

- a. A thing given or offered or promised to sb to influence or persuade him to do sth =
- b. A movement to protect consumers' interests =
- c. An adjective used to describe the fact of needing support from sb =

2. Complete the following table. (3pts)

Verbs	Nouns	Adjectives
To civilize		
	Corruption	
		lost

3. Ask wh-questions about the underlined words. (3pts)

- All countries should work together in order to fight corruption.

- Health specialists recommend to have a hearty laugh from time to time.

- Sick humour should be avoided because it makes people sick.

a.

5. Complete the following sentences using the appropriate linking words (3pts)

- a. You will feel better. You have to take your medicine regularly

- b. She slammed the door behind her. She was furious.

- c. I couldn't travel to Europe. I didn't get my passport in time.

6. Give correct form of verbs between brackets (3pts)

- a. I would have visited you during my stay in London if I (know) your address.

- b. If she (make) more efforts, she will get better results.

- c. If that school had a good reputation, a lot of people (subscribe) their children in it.

7. Classify the following words according to the pronunciation of their final "s". (2pts)

Kisses – laughs – understands – boxes

/s/

/z/

/iz/

8. Underline silent letters. (1pt)

Wrap – handkerchief – answer – knock

9. Punctuate and capitalize where necessary. (2pts)

the queen of the united kingdom visited australia in june