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The Teach-To-The Test Approach: Benefits in High-Stakes Exams: Case of Baccalaureate Exam

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Dedications

To my dearest mother and my beloved father

To my teachers

To my sisters and brothers.

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Abstract

Exam preparation plays an important role in helping students secure success. The present extended essay serves to introduce the benefits that can be drawn from a wise and optimal use of the Teach-to-the test in English Language Teaching within the Algerian EFL classrooms. Using a constructivist approach and building on theories and research in didactics and assessments, the research work tries to prove that a test-oriented EFL teaching cannot only help students score well, but develop their communicative abilities as well. It uses a mixed method approach to investigate the benefits and drawbacks of the type of teaching in EFL contexts. The data will be collected through questionnaire to students, interview with teachers. It is worth noting that the teacher can gear their test-biased teaching towards improving the communicative abilities of their learners. In other words, a test-oriented teaching and a communication-oriented teaching can go hand in hand.

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GENERAL INTRODUCTION

General Introduction:

Teaching and testing are related approaches that were controversial topic over decades. Teaching English becomes a necessity, and methods of teaching English have been developed rapidly, as if one method followed the other. Today many educators contend that Communicative Language Teaching (CLT) method is, and should be, the dominant approach in English Language Teaching (ELT).

In EFL context Communicative language teaching (CLT) does not focus on accuracy but stresses on the semantic use of language, rather than the mastery of structures, its main aim is communicative competence; and how to prove oral proficiency by developing student's language skills. (CLT) can be the solution because its already proves its effectiveness in test-preparation class. Most teachers look for the best way to prepare their students for high-stakes exams (HSE) in order to get good marks, and they guide them by using different methods and strategies; where exam preparations take a significant and interesting part of classroom time though, it promotes and enhances students learning outcome, and work to achieve what all students want, i.e. a strategy to elevate scores. Teaching to test by teaching knowledge and skills that will be assessed in exam; that will make students more motivated in lessons and create a strong relation between assessments and instructions. When instructions directly meet students needs the exam results will show how were closely instructions to curriculum goals alongside with teaching students test taking strategies, by using similar activities to those generally used in BAC exam.

General Introduction

This research work attempts to explore how teachers and students preparation for the BAC exam is, and how teachers used teaching to test as a instructional practice to enhance students learning and help elevate scores, including investigation about students usage of English language and what is the best method to develop their communicative competence. This is worth doing because of the importance of BAC exam and its sequences on students' future studies.

The present research papers try to answer the following questions:

- 1) How can teaching to the Test not only help students score well but develop their communicative abilities as well?
- 2) How can 3éAS students make the most of a Test-Oriented teaching?

Therefore the next hypotheses are suggested:

- 1) Most teachers note that a Teach-to-the Test approach can be beneficial in two main ways: to help students score well in High-Stakes Exams and to develop their communicative competence.
- 2) A Test oriented Teaching can optimally be exploited to yield better Learning outcomes.

In the sake of reaching these objectives, the obtained data from the two research instruments students' questionnaires, and teachers' interview were analyzed qualitatively and quantitatively.

This research work is divided into two chapters, the first chapter represents a key concepts definitions starting with teaching and testing then high-stakes exams with

General Introduction

a brief history of CLT and how it is used in ELT, and communicative competence and its components as an EFL teaching objective.

However, the second chapter dealt with the methodology used to implement this research, indicates the sample and the research instruments used. Also, it provides analysis of students' questionnaire and teachers' interview. At the end, it displays some suggestions and recommendations for making exam preparation more effective and proves the students communicative competence.

CHAPTER ONE

CHAPTER ONE: Key Concepts Definitions

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1.1 Introduction:

Teaching is an educational process in which the teacher takes a tough responsibility especially when preparing a classroom of students for a high-stakes exam (HSE). The role of teachers here is an instructor by using different methods and techniques to prepare students for success in (HSE), one way to prove the effectiveness of teacher's instructions is to teach-to-test. Almost, all over the world the concern of how to improve education and students academic performance is the same one for all teachers, students, parents and policymakers. High-stakes exams can be a reason for changes in classroom instructions because when preparing for a (HSE) the most intended result is the improvement of student's achievements.

In the present chapter, light will be shed on teach-to-test approach starting by the relation between teaching and testing and how high-stakes exams become part of the educational program. Then a deep description of teaching to test, its objectives and how teachers deal with it and in the last part consists of Communicative Language Teaching (CLT) as a dominant method pointing out its main characteristics.

1.2 Teaching and learning Process

For academic success Teaching/Learning Process considered as sine qua non, it is the heart of education. The teaching process is the act of guide, help and give instruction, and provide students with knowledge. Teaching considers as a complex multifaceted activity that requires continuous changements and regular reforms to keep it updated, with the implementation set of different methods and strategies that facilitate and ensure effectiveness of this practice to achieve positive results. Including different variables such as evaluation instructional activities to meet learning objectives, i.e. what teachers expect from learners in order to prove their learning by giving them opportunities to practice their skills and knowledge and develop their attitudes teacher is the only responsible for what's happened in classroom for students learning is about developments of skills and changements in behavior.

Good teaching requires a systematic understanding of learning, and its main purpose which is the fulfillments of some objectives with respect to curriculum; both teachers and students work to attain these pre-determined goals. Engagements with learners to make it successful and awareness of their personal biological and developmental characteristics which known as learning styles that make identical instruction effective for some students and ineffective for others this will help to enhance learning outcomes.

1.2.1 Teaching and Testing:

Teaching and Testing are integral part of all Educational programmes all over the world; one cannot separate one from the other. They are interrelated with a strong relationship based on the same instructional objectives, this strong link can be viewed clearly, especially in high-stakes exams (HSE), where teaching is influenced by testing; teachers and students also did; this is called “washback” with its either negative or positive effects. In EFL context preparation for (HSE) will affect even the teaching methodologies used by teachers, and for students is considered as a challenge to them such as a necessary evil; it was defined by Brown (2004) as: “A test in simple terms, is a method of measuring a person’s ability, knowledge or performance in a given domain” (Brown,2004:3)

Otherwise, it seems to be the best way or instruments to measure student’s achievements if teaching was done in a correct way testing also will give good results. Test attempts to give numerical score that define student’s level beside measurements of student’s capacities.

Testing is a procedure that gives teachers clear information about student’s knowledge, and shows them how much the instruction strategies are effective, and the way of teaching is work. So, the test is used as a tool, that’s the main reason why testing cannot be separated from teaching; both work to enhance and promote learning and make students more motivated about lectures from the beginning of the school year. Whenever exist learning environment tests take place before, during or after it;

that allows the teacher to make different decisions that may affect students and the whole educational programme.

1.2.2 High-Stakes Exam:

In today's educational system high-stakes exams (HSE) witness a widespread use in all over the world, it becomes a controversial issue; but it is a part of our modern educational landscape. Also, known as test-based incentives or test-based accountability that make teachers hold a huge responsibility to teach students what they really need. Walker (2014) stated that: “over the past decade, the high-stakes testing regime has squeezed out much of the curriculum that can make schools an engaging and enriching experience for students and teachers have been forced to dilute their creativity to teach to the test” (Walker,2014, ¶4)

High stakes exams represent kind of reform in teaching practice starting from the previous two decades, organized by state and policy makers to improve public school performance, and make sure that students achieve their goals and needs. In preparing students, teachers put an increased emphasis on exam scores, an essay written by Bond (2004) talk about the pressures on teachers to teach to the test he mentioned that the criticism about test used on HSE such as BAC exam has some positive points (the criticism is not without merit) because it is continuum with teaching/learning process he states that: “The typing instructor who teaches students precisely the finger arrangements and keystrokes that will be used in typing. These practices are not seen as unethical or unsavory for the simple reason that in these two domains instruction and assessment merge into a single activity” (Bond,2014)

This examination purpose is to pass to a higher level or to get a diploma and to decrease low educational achievements. (HSE) differ from other kind of testing, its impact on student's life and opportunities; and represents national standards to ensure that students are able and ready to the next level and prove qualification. It has importance in student's future academicals career; though, students are responsible on their own performance; in one side, in one side results give clear information about

test takers abilities and show their strengths and what they need to work on to improve it; In the other side results can be used to improve curriculum and instruction. Defined by Gary (2009): “High-stakes testing refers to the use of standardized student achievements test as a primary mechanism to evaluate the performance of students, their teacher, and their school” (Gary, 2009:1101)

Considered as accountability testing because all parties are involved, responsible and accountable in terms of result; which will not affect only students who may successes and get their diploma and pass to the next level or they fail and obliged to repeat the subject ,but also teachers are involved results will show the effectiveness of instruction, methods, and techniques they used, and if they respect and follow the curriculum and objectives stated by policy makers to get into the intended results and help students in different ways to enhance learning and keep them motivated from the beginning to the end of the school year; with focus more on specific standards because test preparation is the key to success.

As teachers, students, parents and administrators must provide themselves with tools necessary to ensure that all parties involved will have positive outcomes. Because of its public consequences that are used as data to determine students proficiency and decide qualification, and it will bring important decision and improve teaching quality, develop students performance motivate them and show effectiveness of instruction that will make teachers do more efforts by setting radical changes or establish regulation and set new objectives that suit students needs, because normal assessment is not enough anymore and developments in testing are required. If students are aware of the important of this examination, motivation will increased and push them to work harder. Thus, students are tested on equal basses and the results will ensure that students are able to pass to the next level, i.e. ensure graduation.

1.3 Teach-To-The Test Approach :

In order to make teaching task successful and effective, teacher must understand what are the students' needs, and be aware of their requirements. In the other side, a language teacher responsibility is more than sharing knowledge but to develop student's proficiency of the language. Teachers' classroom instructions are affected by several pressures that can change the methods or techniques that teachers usually used, one of these pressures is preparing a group of students to a high-stakes test such as the Baccalaureate exam.

Teachers may be obliged to teach to test. Starting by stating clear objectives by teachers because test are supposed to measure and prove how much students have reach their objectives and needs through instructions, and teachers preparation that put students expectation realized.

1.3.1Definition of Teach-To-The Test Approach:

From the beginning of the school year teachers omit materials that are not tested and teach students what they need for academic success in this level by using communicative language teaching approach to improve their communicative abilities and develop their language skills, as it mentioned by Mathews (2006): “when we say teaching to the test we should acknowledge that we are usually not talking about those drills fests, rather we often use the phrase to refer to any course that prepares students for one of the annual state assessment exams”(Mathews,2006, ¶3)

In this sensitive period the most intended result is the achievement of students knowledge that have been learn, that's why both teachers and students mainly concerns is on the knowledge about test-items to their main purpose which is good scores; to make it successful Boser (2000) proclaim that : “States should delineate what students should know and be able to do, teachers should match instruction to those standards and state test should measure how well students meet those expectation” (Boser, 2004, ¶4)

Thus, both teachers and students mainly concern is on the knowledge about test-items to improve their main purpose which is a good scores. Teaching to the test or test-oriented refers to educational method where curriculum and teachers instruction are heavily concern and main focus is the preparation of students to a standardized test by following this methods teachers are obliged to limit usual curriculum to only what is possibly be tested. A study in (1989) about teaching to the test as an ethical practice came across these main points: that instruction built directly to meet the objectives; goals and focuses on the necessary skills needs in test and use activities with format by using a clone-test that are similar in format and content to the high stakes exams.

This is why teachers modify their usual instructions to teach directly to what students concern with to pass the high-stakes exam (HSE), in this case students will learn test taking skills that they need. Teaching to test concerns with both exam achievements and mastery of real subjects matter. Richard(2011) states that “If curricula are carefully developed by educators and the test is written with curricula in mind, then teaching to the test means teaching students the knowledge and skills we agree they ought to learn exactly what our teachers are legally and ethically obliged to do” (Richard,2011, ¶3)

1.3.2 Objectives of Teach-To-The Test approach:

In preparing a group of students to a final exam; whether teaching a new lectures or developed one, teaching to the test (TTT) can be the only correct option which focus on basic objectives that are beneficial for teachers, students and the entire educational program which are academic achievements that occur at the end of an instructional period.

First of all, the (TTT) approach fundamental objective is to meet student's needs and expectations; these needs are learning goals put by students. Teachers work through instructional techniques in order to help student achieve this goals throughout designing lectures based on these objectives.

Secondly, teach students what they will be assessed on; and provide them with knowledge about specific skills that probably will be tested on in the final exam.

Third, a successful test preparation to prove instructions and improve students' scores, the academic result achievement at the end of the year; so that student can be accepted in university and choose the field they want.

Fourth, find out student weaknesses and work much more on theme and teach test-taking strategies, because good instructional techniques will pave the way for good scores.

Teachers teach all the material that may be in the test and narrow instruction to help students do well in the test; so that, it will be easy for students to understand it, learns it and know how to use it we can say that teaching to test approach is a consequence of (HSE). That, will help them to pass the test whatever what is on it. Narrowing the subject matter taught to what they believe will be on the test by teaching test-taking strategies to make it easy for students to understand it learn it and use it language teaching with respect to school curriculum.

Popham (2001) has distinguished two different type of teaching the first one is:

“item-teaching, teachers organize their instruction either around the actual items found on a test or around a set of look-alike items” (Popham,2001:16)

this type of teaching that almost all teachers use considered as the best way to provide instruction and prepare students for high stakes exam by teach them all lectures and familiarized them with every possible item that may be included in the exam and give them exercises seems like those activities look-like activities in the BAC exam.

The second one is:

“curriculum-teaching, however requires teachers to direct their instruction towards a specific body of content knowledge or a specific of cognitive skills represented by given test” (Popham,2001:16)

this type of teaching concerns with teachers who specify their instruction to meet only a specific aim or to develop only one skill, that maybe not useful in case of (HSE) .

Teachers role is facilitating learning process in this case of (HSE), teachers provides feedback to students about their learning in order to improve it. Constructive test preparation activities that promote authentic students learning focus more on test represented content rather than test-items students will be able to use four skills and content knowledge “Teachers also need to have a clear description of the knowledge and skills represented by the items in order to provide appropriate curriculum teaching ” (Popham, 2001:17)

1.3.3 Teacher’s Perceptions of Teach-To- The Test Approach:

In order to achieve a better results instructions are adopted in a specific plan; in preparing a classroom of students to high stakes exams (HSE) these instructions take a test-oriented form. Test preparation take an important part of class time, which can affect teaching practice; it is not easy to teach-to-the test but the desire to improve quality of education and students scores as well force teachers to emphasize instruction on the final exam that make them accountable and responsible about HSE’s results.

There is kind of disagreement among teachers to teach-to-the test, Opponents view that student’s scores have no relation with teachers’ instructions. A study in North Carolina in (1999) shows that 88,9 % of teachers state that their teaching practice become difficult and pressured in (HES) preparation classes so, focusing only on test scores can affect negatively students learning process according to them much more time is wasted on test taking strategies which is not an effective method and it does not give a broader and deeper understanding. Though, components of teach-to-the test approach believe that it make teaching a better practice by adopting teaching instructional strategies to be suitable with state’s standards, and ameliorate students outcomes, and encourage schools to improve their level of education. Also designing instruction that directly meet students needs promote learning and motivate students to

learn what likely will be part of the (HSE); they concentrate on these items, and strongly believe that good instruction guaranty good scores.

1.4 Communicative language teaching:

Teachers must be competent to make students resolution achieved, realize, develop and improve their knowledge and skills. The best method to teach a foreign language and support students to speak without the fear of grammar mistakes and the ability to use an appropriate language with a reference to its social context is communicative language teaching.

Communicative language teaching (CLT) method first known as an approach was in England in the late 1960's; as a consequence for many reasons second language teaching method changed and as a reaction or response to the audio-lingual method it was a period of reforming that gives birth to the CLT approach. A progressive approach not traditional one that gives more important to the use the language and to its structure or form, its great emphasis is on helping students learn and use the target language in different context. As a result for to the increased demand for English especially in Europe, the development in the United States that lead to European immigration, learning English become an obligation this need is the first reason that push education to reforms and changes their teaching methods.

Linguists and policymakers who are influenced by these different changements applied these reforms in order to stay updated with the world in Europe and United States. They put more important in teaching the communicative skills to improve the language proficiency rather than language structure, i.e. an approach that is based on teaching the nature of the language, its aim is to prove the communicative competence by teaching the four skills; for many applied linguists CLT is a product of applied linguistic, and educators focus more on communicative skills rather than linguistic competence so that all what is matter is the meaning.

Nunan (1991) notes that during the last 25 years communicative task became a very important part of curriculum planning implementation and evaluation, by taking into consideration that students might use them in real life situation. Nunan (1991) has put five features of CLT:

- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic text into the learning situation.
- 3) The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- 4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 5) An attempt to link classroom language learning with language communication outside the classroom.

Different objectives are included in the Communicative language teaching approach, starting by enhancing communications in the target language; providing student with knowledge about target language system and rules of speaking in this language, in order to; use the language appropriately (communicative competence) students communicate fluently in target situation and develop their communicative skills.

This communicative language teaching approach differs from other approaches and methods with some characteristics; the use of different types of activities that push students to communicate such as role play, games and songs by using authentic materials mostly done by collective work by forming small groups of five or six students and interact with each others, that will help them to be more motivated to learn a foreign language specially when they know the value of this language and that they will need it in the future, share their ideas ,opinions in a concrete situation.

Language in CLT method classes is a means of communication for students and means of instruction for teachers, what is more important to students is meanings and form, errors are part of the learning process by using different authentic materials. Language is used for communication in classrooms and mother tongue can be used only in need. Use of different kinds of activities that make students engaged in communication, social interaction activities conversation discussion dialogs work in pairs oral practice in English class confidence to speak develop communicating skills

A teacher in a communicative approach is much more a facilitator; facilitates language communication and use similar situation that could be in a speech community, advice, guide and direct student. Also, as a co-communicators by being part of these activities, and engage with students. Teachers must be competent to help student to achieve their goals and for a better results. CLT is holistic approaches which its context is more learner-centered approach where students role is as a communicators: engage in all speaking activities, understand others in the same time be understood by others and be responsible of their own achievements in language learning.

1.4.1 Communicative Competence:

The idea of communicative competence (CC), and linguistic competence was proposed by Chomsky (1966). He makes a distinction between competence, which refers to one person's knowledge about language; and performance, which refers to the actual application of this knowledge in concrete situation. (CC) has come to existence in the 70's associated with the rise of CLT method, and it becomes an aim to achieve in EFL teaching context.

After that, Hymes (1972) witnessed that Chomsky's distinction is not enough to serve real life situation communication needs; for him it deals only with language knowledge , and that's why he used the same term and gave it a sociolinguistic sense, which refer to language codes and what to say to whom in an appropriate way. According to him CC refers to both sociolinguistic and grammatical competences, so he narrow this distinction in order to describe language behavior in general, and to

complete what Chomsky started; he developed (CC) to transform the language knowledge into communication. He identifies two kinds of competences linguistic competence; that refers to the ability to produce and understand grammatically correct sentences, and communicative competence which is all about what a person needs to know about a language to use it as a means of communication it's much more like a sub-branch of linguistic competence, for Hymes when a person gets involved in communicative competence he acquires both knowledge about this language and the ability to use it.

Communicative competence components based on competences areas two focus on the functional aspects of communication, and two focuses on the use of the linguistic system. Canal & Swain 1980 "communicative competence is to be distinguished from communicative performance, which is the realization of these competences and their interaction in the actual production and comprehension of utterances" (Canal and Swain, 1980:6)

Canal and Swain propose their own theory of communicative competencies (1980) which is the most used and widespread model that develops what Hymes did. They defined communicative competence in terms of three components which are: Grammatical competence, Sociolinguistic competence, and Strategic competence; and Discourse competence: a component added by Canale (1983)

Grammatical competence: Represents knowledge of lexical items, morphology, grammar, phonology, vocabulary, spelling, punctuation, pronunciation and lexical capacities. The ability to create grammatically correct utterances.

Sociolinguistics: It is related to socio-cultural rules of language use. Using language to communicate with the knowledge of its social rules, in order to produce and understand utterances that are appropriate to this context. It is the competence of how to use language appropriately with comprehension of the social context relationships and its purposes. The ability to produce sociolinguistically appropriate utterances.

Strategic competence: Both verbal and non-verbal communication strategies that recognize and repaired communication breakdowns in all stages of the conversation that needed to complete and recompense what linguistic competence couldn't achieve; when don't know the correct word ask for it or paraphrase it how to keep conversation open and know how to restore communication the ability to speak and write in the language. The ability to solve communication problems as they arise.

Discourse competence: coherence and cohesion to open and to close conversation how to produce and comprehend in respect to the four skills how to combine language structure into cohesive and coherent oral and written forms organize words phrases produce and comprehend conversation .use both language structure and language function into a coherent and cohesive sentences. The ability to produce coherent and cohesive utterances.

A language speaker must have some specific element of combination which known as (CC), which represents the language usage which are the knowledge about the language and ability to use this language in real life situation effectively.

These four components of communicative competence should be respected in teaching a foreign language; these will help students to develop their communicative competences. Communicative competence (CC) which is used as a model to teach and learn foreign languages, and it express the ability of using language appropriately to communicate effectively in different social situations. It help to create a communicative environments in classroom, teachers work on to take students to an advanced level of communicative competence at the end of teaching period, because it is the main goal in EFL classes; where errors are allowed and activities focus more on meaning rather than form to help them engaged in communication.

If instructions focused only on the form students will never achieve good level in communicative competence and this keep instructions motivated to get students involved in lectures. Including the four language skills and teach students to communicate competently in real life situation A language speaker must have some specific element of combination which known as (CC) that represents the language

usage which are the knowledge about the language and ability to use this language in real life situation effectively.

1.4.2 Communicative Abilities:

Communicative abilities (CA) refer to one person's ability related to linguistic skills and other skills that construct and built a successful conversation. To prove the communicative competence there must be some communicative abilities that differ from one to another. The ability to communicate and use the English language is what all students want and it is one of the method's objective and a goal to achieve. For students to achieve this goal they need many opportunities to practice the English language; so that, they will be able to express themselves in real life situation, and apply their language knowledge successfully and develop it to exchange ideas and information iteratively.

Communicative competence is the mastery of all these skills it's differ from one to the other in development of (CA) in second or foreign language how and when to use and the ability to use language appropriately in the right social context in correct time.

Most teachers look for the best way to prepare their students for high-stakes exams in order to get a higher score best techniques that teachers used is communicative language teaching (CLT) method, and how to improve oral proficiency and get good marks. CLT is the solution and its prove its effectiveness in test-preparation class all students speak English in activities conducting of test preparation class with the use of CLT effective language learning by making test-preparation class interesting and help student to develop their English language communicative competence all what students need is about strategies to get better score.

1.5 Conclusion:

Teachers use specific strategies to instruct and prepare students to the Bac exam, with the help of teaching to test approach to ensure graduation and good exam scores. Researchers and teachers believe that Communicative Language Teaching method is the best way to develop Communicative Competence among students; to make them able to produce and understand sentences that are appropriate and acceptable to particular situation to create effectiveness and appropriateness in a communicational activity.

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2.1 INTRODUCTION:

Teaching to the test can improve students standardize testing scores, because it narrows instruction to the specific knowledge that students need. In preparing a group of students for a high-stakes exam teachers must familiarized them with the exam format during classroom activities so that students will develop best practices and to follow a specific rhythm in a comfortable level. When things seem familiar; anxiety will be much lower, involve students with test taking strategies and work on developing the competences needed to perform well in final exam. Before designing instructional strategies teachers must be aware of curriculum objectives to go hand in hand with those objectives and that in cases like Bac exam teachers focus more on items-teaching.

This chapter demonstrates the main objectives of the research, and attempts to provide a clear overview about 3éAS foreign language classrooms environments in the preparation for BAC exam, and how teachers are using teaching to test practice. It provide an analysis of the collected from students' questionnaire and teachers' interview. Then, at the end indicates the research questions and hypothesis to check if they are validated or rejected.

2.2 Baccalaureate Exam:

During the colonized period in Algeria the educational system was totally under the French authorities. After that in the post independence era and starting from 1963 the Ministry of Education has been created and started by applying reforms to the educational program. Nowadays it is 5 years in primary school with teaching French language; then the middle school where English is studied as a foreign language and this level end with a HSE which is BEM students it in order to move on to the secondary school where students need to chose between two streams scientific or literary and the third year present a high-stakes exam (HSE) which is Baccalaureate exam also known as BAC in Algeria a national HSE that paved the way to students to graduate from secondary school and a visa to university; at the age of 18 /19 years pass this standardize test not only students even as a free

Candidates generally its take place in June at the end of the school year. If student gets 10 out of 20, this can open the doors for him/her to higher education. It is an academic formal examination that qualified students. Student's performance in this final exam will direct them to pass to higher education which is university or they fail and have the chance to repeat the year and retry again.

In 3éAS, the first objective put by the policy makers and Ministry of Education is communicative linguistics: to build a strong basic (grammar, syntax, vocabulary, oral skills and writing skills). Also, to prepare the students not only for exam but to develop their communicative abilities to use the language correctly in future they might need it for formation or researches at university ; than develop students intellectual capacities such as analysis evaluation through relevant activities also promote learners learning and self evaluation strategies to develop and increase their knowledge encourage at all stages of learning to teach students the rational use of oral and written English, whether scientific economic or literary streams in order to prepare them to university or professional life beside socio-cultural objective.

Teachers work is instruction which is a complex activity specially in 3éAS classes would be modified and teachers behavior maybe changed; preparation for HSE and teaching test-items influenced the teachers instructional strategies because the curriculum content narrow directly to the final exam expectations .Some teachers try to make a connection between lessons and final exam through familiarized them with test format students will be much more motivated in classroom. It differs from other classes ,instruction focus not only developing students language knowledge and the for skills but also to train them on test taking abilities which was mentioned by Popham teaching items-test that is used by almost all 3éAS FL classes by helping students with techniques to solve different kind of questions.

2.3 Importance of Baccalaureate Exam:

Such exam with important consequences on students career give them the opportunity to be part of the university; students achievements which are BAC results will decide students future and prove the effectiveness of teachers work and school curriculum it consider as a measurement of students out-comes and teachers work as well. It is the only way to continue studies and get diploma this transition to the next level will decide student's academic career, described by Benmoussat (2017) : “It allows third year secondary education students to embark on tertiary studies, i.e. an entrance-like visa to university and higher education institutes” (Benmoussat, 2017:70). The high-stakes refers to the importance of its result that effect student's future educational life and also the accomplishment of secondary school level.

2.4 Preparing For Baccalaureate Exam:

Students consider the BAC exam as an obliged challenge that contained a lot of anxiety and stress. The 3éAS teachers spend a small part of the lectures to give students some advices, and make them aware about the BAC exam importance, and that they must start preparation from the beginning of the year .Students focus more on modules with higher coefficients in foreign languages context French and English are fundamental modules. In their preparation students rely too much on previous exam subject that can be found in Internet with solutions to have experience with exam format. But, it is not enough they required to have a global vision in all lectures, some students prefer studying alone after classroom session by using another exam-preparation method reliance in using annals that are available online or in libraries as an addition, which is very useful and helpful and consider as the best solution to revise, or by searching on probable subjects which have the most chance to fall in BAC exam more than other and the chance to be included in the subjects depend on the novelties, the program reforms and news of the year.

2.4.1 Annals:

Learning all lessons is a good thing, but it is not enough to be ready for the final exam; using recent annals, which deal with subjects of the last three or four years maximum and avoid those which date from before a school reform. Because the program will not be the same anymore as a tool to train on the methodology composed of simplified lectures with useful explanation old exam subjects and probable or suggested subjects students treat the subject as if they are in the day of the exam and then check the correction to identify errors and work on them more. Once the subject treated and corrected take note to identify difficulties. A beneficial and useful tool to complete revision with so many advantages, which allow students to train, and practice in real condition. Some examples are sited in page 56

Thus, annals serve on the one hand as a complement of revision on the other hand as a practical training for students and familiarized them with method and strategies used in exam. However, for a better understanding, remembering and applying of the essential elements the annals can also be used to work in groups so that each one discusses his answer by arguing.

2.5 Research Objectives:

Admittedly, almost all students in our educational institutions and in many parts of the world agree with the fact ‘that our tests are driving our teaching’. These few words have become a common belief to teachers, regardless of their subjects of specialism. This educational practice has forced teachers to abandon motivating, insightful and fruitful ways of imparting knowledge for boring and repetitive test-preparation. Important language items that may get overlooked as teachers prepare students for other items that are to be included in the test. Thus, the increasing importance attached to scoring well in exam performance has become the norm and has its effects on both teachers and students and has driven them to narrow down and distort the true vision of teaching and their perception of what the term ‘achievements’ actually means. True, tests are driving the curriculum forcing teachers, at time willingly and, at times reluctantly, to focus their time, to devote their efforts and to

exploit their energy on preparing learners for test. EFL teachers must be able to demonstrate that students are learning English that allows them to successfully perform linguistically, socio-linguistically and pragmatically various speech acts and to in the same time to make the most of a test-oriented teaching.

2.6 Sample Population:

A sample population refers to statistical, quantitative measurements that are used as sources in data collection in order to make the research valid with reliable results. Twenty 3AS foreign languages students have been selected and five teachers of 3AS foreign language classes.

2.6.1 Students Profile:

3éAS foreign languages students have participated in this work. Whose are going to pass the BAC exam in June 2019. Twenty of them have contributed in this research by answering on the provided questionnaire, aged between 17 and 19; Five males and ten females, that have been learning English between seven and eight years.

2.6.2 Teachers Profile:

Five teachers of 3AS, FL stream were selected as a second sample population. All the contributed teachers have had their master degree from university at the Department of English. Additionally, their experience in teaching English ranges from 2 to 7 years.

2.7 Research Instruments:

A substantial part of any research is ‘research instruments’ which are tools used and helped researcher to collect and measure data and information such as: Questionnaire, Interview, Test, and Observation...etc. These devices give the researcher answers that he/she needs in order to complete research. Two research tools were selected to conduct this research work, which are: Questionnaire and Interview.

2.7.1 Questionnaire:

A common practical research instruments that consists of a series of written questions designed to collect answers from respondents, it is an efficient tool that does not take much of time and award a significant range of data in different forms: structural questionnaire, instructional questionnaire...etc

In this work, a questionnaire addressed to 3éAS FL students, in order to discuss the research questions and to confirm whether or not the proposed hypotheses. In a clear and simple structure to make it understandable, submitted to students on April 2019.

2.7.2 Questionnaire to Students:

A questionnaire was divided into three rubrics, and was submitted to twenty students. That contain three types of questions: close-ended, open-ended and multiple choice questions. Hence, the questionnaire contains 12 questions:

Rubric one: students profile

This rubric represent a general introduction, from question one (1) to question four (4), aims is to present the gender and age of students that participated in this work, and the period they start learning English and if they really like this language.

Rubric two: students in EFL classroom

The second rubric from question five (5) to question eight (8), concerns with student's participation in classroom, motivation, and their communicative abilities

Rubric three: student's preparation

The last rubric from question nine (9) to question (12) deals with students the preparation of the BAC exam, why they learn English, and ask students to give suggestions.

2.7.3 Interview with Teachers:

An interview was undertaken with five of (3AS) FL teachers. It consists of three rubrics, containing nine questions with two kinds of questions: open-ended and close-ended questions:

Rubric One: (Questions 1 and 2) teachers profile, qualification and experiences.

Rubric Two: (Questions 3, 4, 5 and 6) attempts to have an idea about FL classrooms environments, if students are engaged in learning English and how it is their participation in class; and if students communicative abilities is a part of teachers objectives, and teachers perceptions about teach-to-the test approach.

Rubric Three: (Questions 7, 8 and 9) concerns with teachers instruction aims and preparation for the Bac exam, and if they take into consideration test-items teaching strategies.

2.8 Data Interpretation:

In this part of research, the collected data were analyzed quantitatively and qualitatively. In order to, confirm or not the proposed hypotheses.

2.8.1 Analysis of Questionnaire to students:

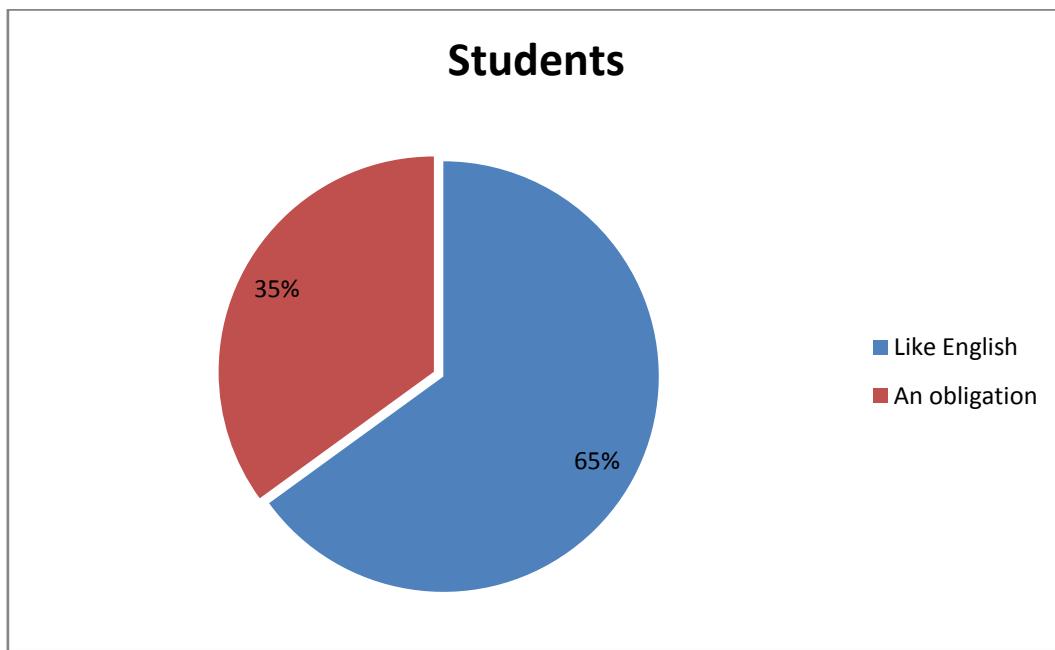
It was already mentioned that, the questionnaire was addressed to twenty (20) students. It contained twelve (12) questions: Yes/No questions, multiple choice and open-ended questions. The main purpose of the questionnaire is to know first, how students consider English lectures; secondly, if they are motivated during lessons, third, students expectation in BAC exam preparation.

Rubric one: Students Profile:**Qu 1) Specify your gender.****Qu 2) Your age is?****Qu 3) How many years have you been learning English?**

In this questionnaire twenty students have participated, including five males and fifteen females, aged between seventeen (17) and nineteen (19) years old. Most of them were learning English during seven and eight years.

Qu 4) Do you like English or are you learning it just because it is a part of the school curriculum?

This question will highlight students' interest to English language or not. Therefore, thirteen out of twenty students mentioned that they like English, and seven mention that they learn it just because it is part of school curriculum. The following bar-graph illustrate these findings:

**Figure1.1: Students Perception in learning English**

The result revealed that 65% of students really like English language. Although, 35% of students learn English just because it is a part of the school curriculum.

Rubric Two: students in EFL classroom:

In this section there are four questions. Researcher Ask about student's participation in classroom and Tries to identify students' motivation and what kind of difficulties student usually encounter and ask to know if activities in class have a relation with students communicative abilities improvements.

5) How often do you participate in classroom activities?

- **Always**
- **Rarely**
- **Never**

This question aims to realize student's participation in English lectures. Thus result show that 55% of students always participate in class; in addition, to 45% of students rarely participate, and no one of respondents select the 3rd option.

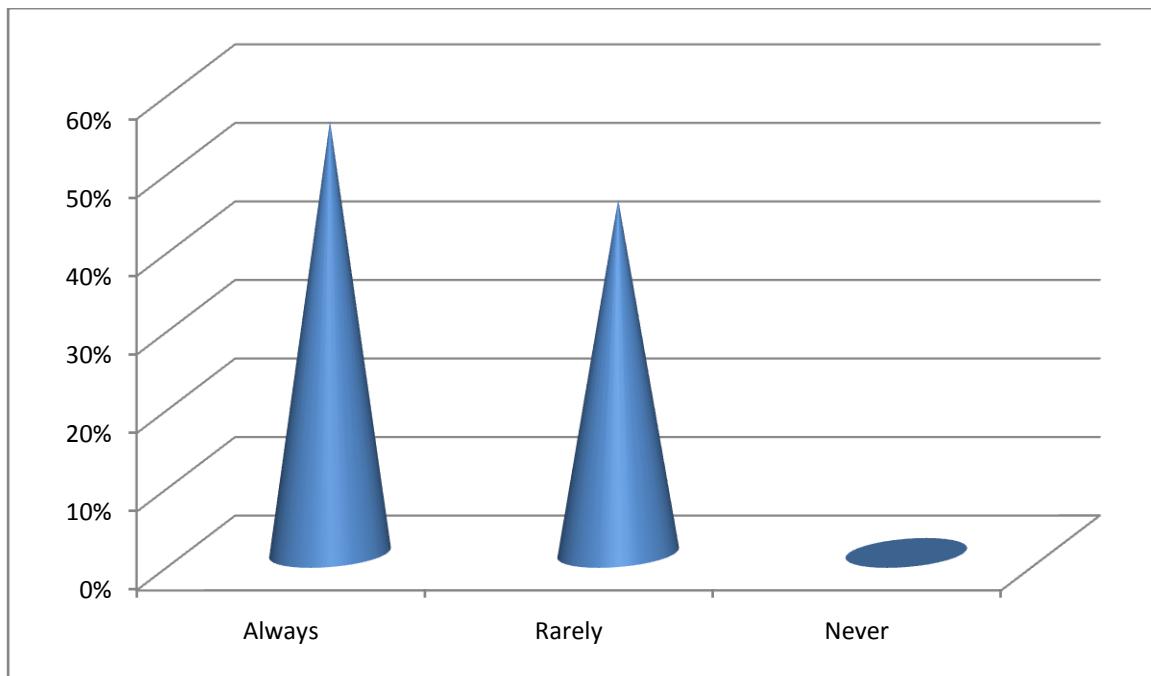


Figure1.2: Students participation in English language classes.

This results show that all students are engaged in English class. 50% of students are always take part of the lectures; namely, considered as active learners besides 45% rarely participate; it can be concluded that it is a learner-centered class.

6) During English lessons do you feel:

- **Motivated**
- **Bored**

This question asks to precise student's motivation in English language class.

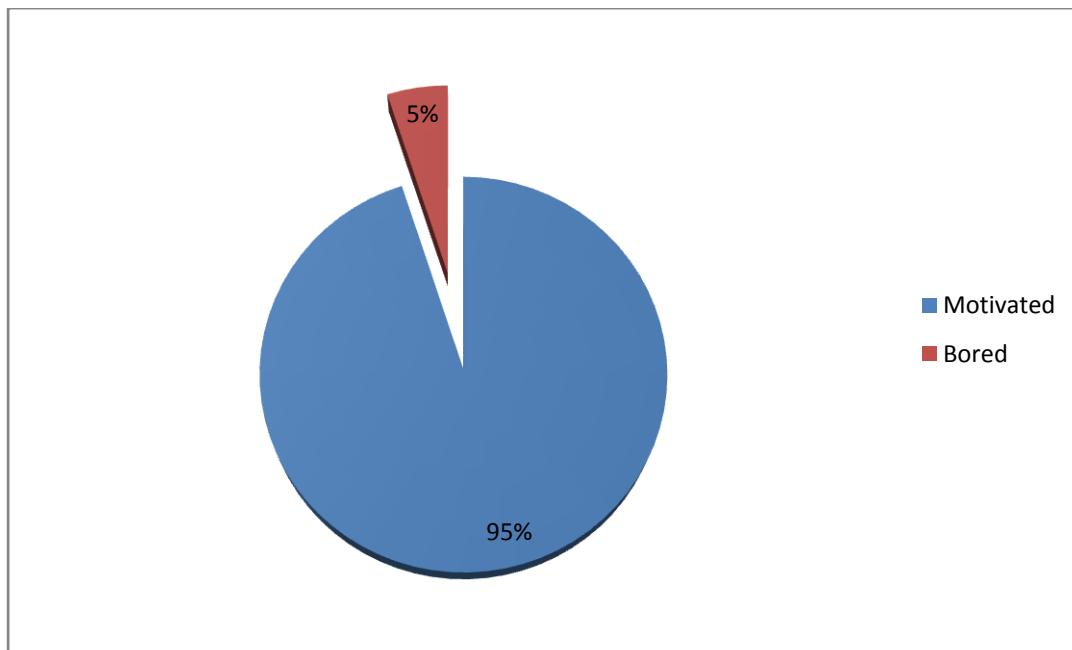


Figure1.3: Students Motivation in EFL class.

Result have show that 95% almost all students are motivated in English language class only 5% of them are bored in class because of some reasons will appear in next questions.

7) What kind of difficulties do you encounter in EFL learning?

- **Lack of interest in the language**
- **Cannot understand the language**
- **Not able to follow up with teachers**

This question attempts to identify students difficulties that may face them during lectures, if they are not interested in the language or they find difficulty in understand it or they cannot stay focus and follow with teachers.

Results display students difficulties that face them in class, and may obstruct their motivation; five (5) students have mentioned that they are not really interested with the language, three (3) of them said that they cannot understand the language, eight (8) of them are not able to follow with teacher, and four (4) students have mention that they have on difficulties in class.

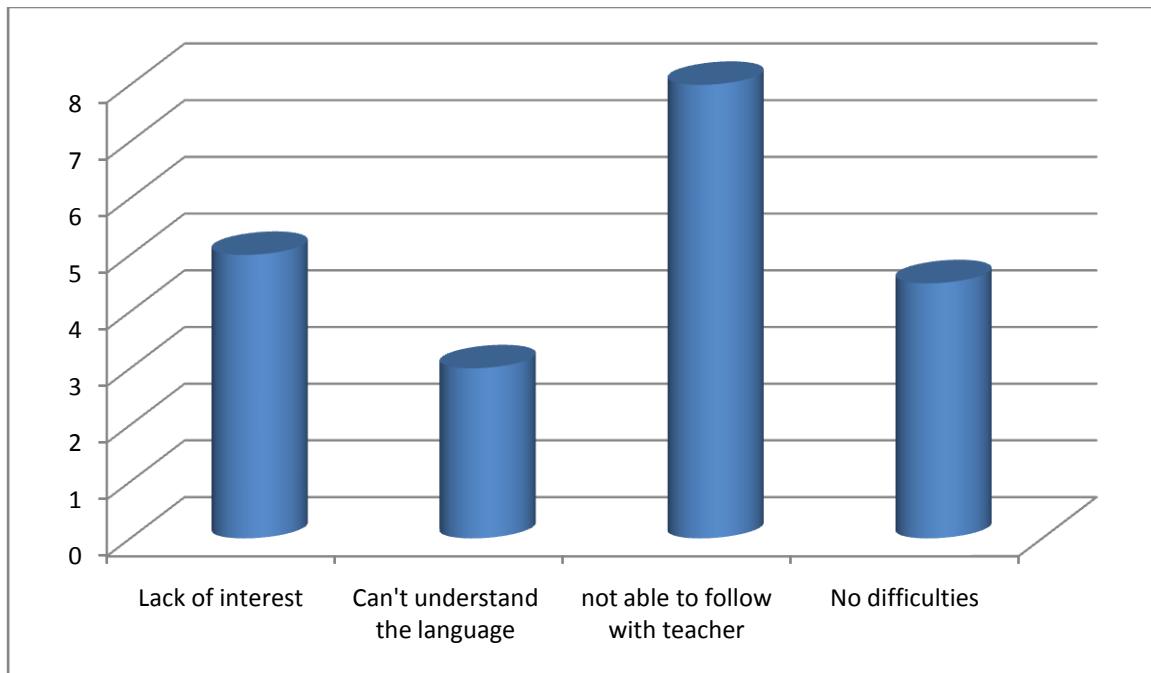


Figure1.4: Students Difficulties in EFL class.

8) Do classroom activities improve student's communicative abilities?

- Yes
- No

This question aims to show if classroom activities improve students' communicative abilities, and push them to speak in class. Thus results prove that it has an integral part in developing students CA. 90% of students choose Yes, and only 10% choose No.

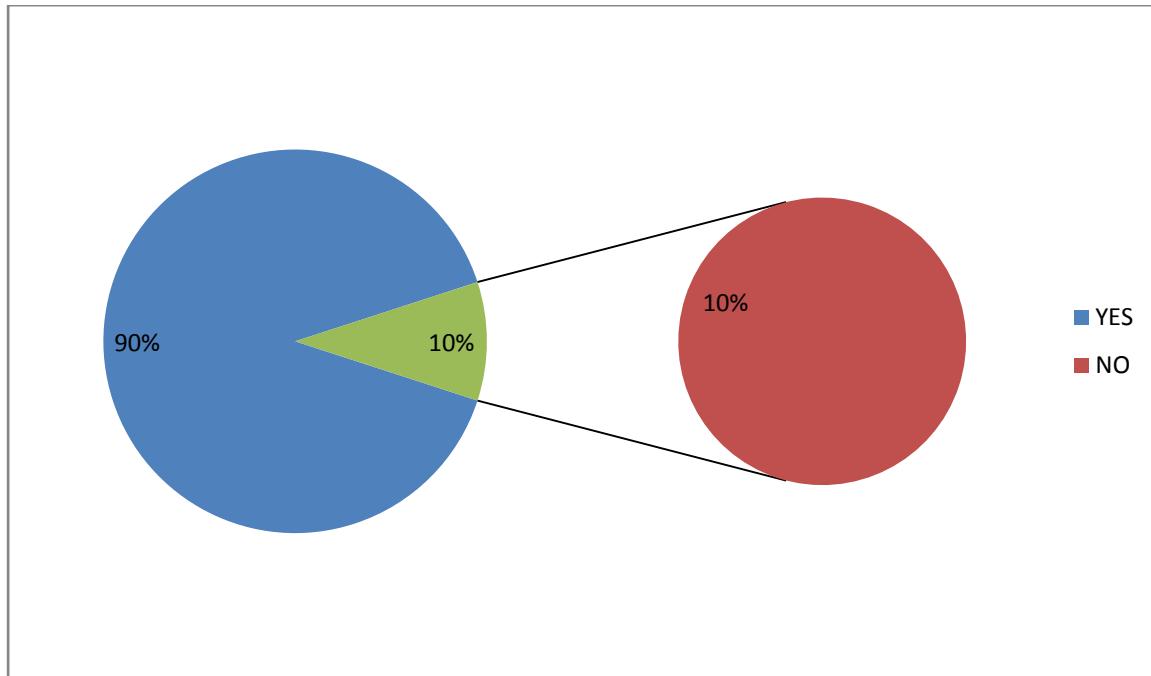


Figure 1.5: Classroom activities role in improving Communicative Abilities.

Interpreting results of this question; indicates that mainly the majority of students see that classroom activities help them in improving their communicative abilities.

Rubric three: Student's Preparation

9) For the BAC preparation do you prefer?

- **Revision lessons**
- **Doing previous exams subjects**

From this question, we want to know what students prefer as practice for better exam preparation.

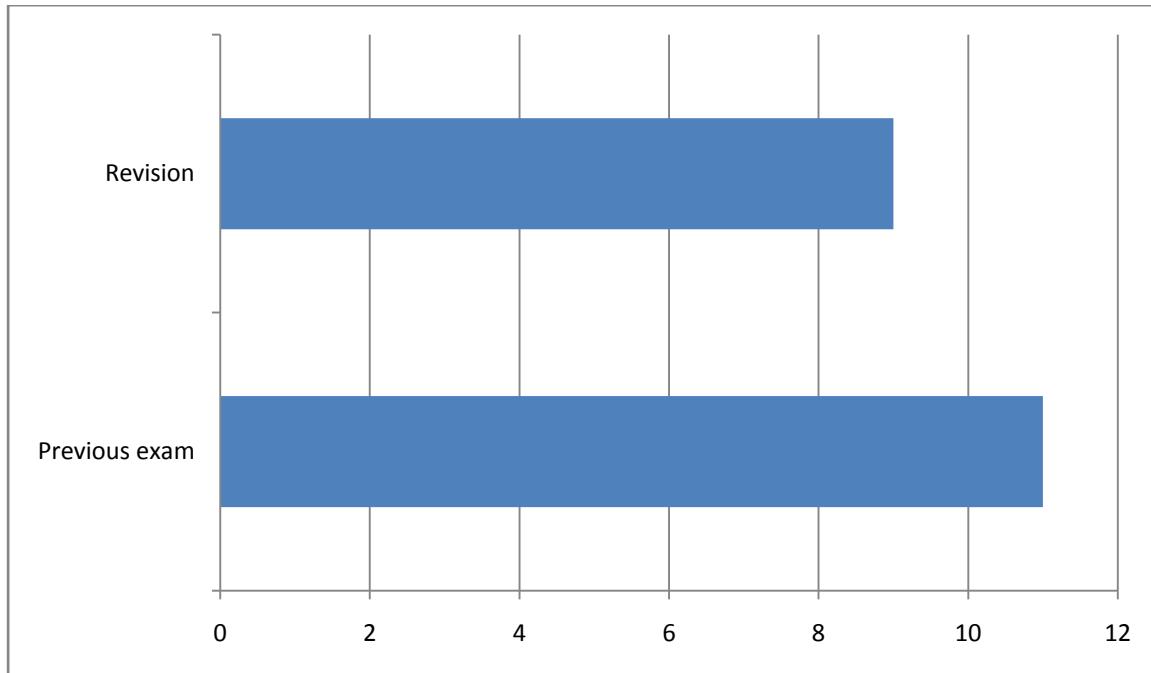


Figure1.6: Students Eagerness in EFL Preparation Class for HSE.

The collected data present students desires to prepare for Bac exam. It shows that eleven (11) student prefer doing previous exam subject, while nine (9) of them prefer revision sessions.

10) Do you learn English to?

- Score well
- language knowledge

This question offer information about students desires behind learning English. If they really interested in develop their language knowledge, or they just wanted to elevate their exam scores.

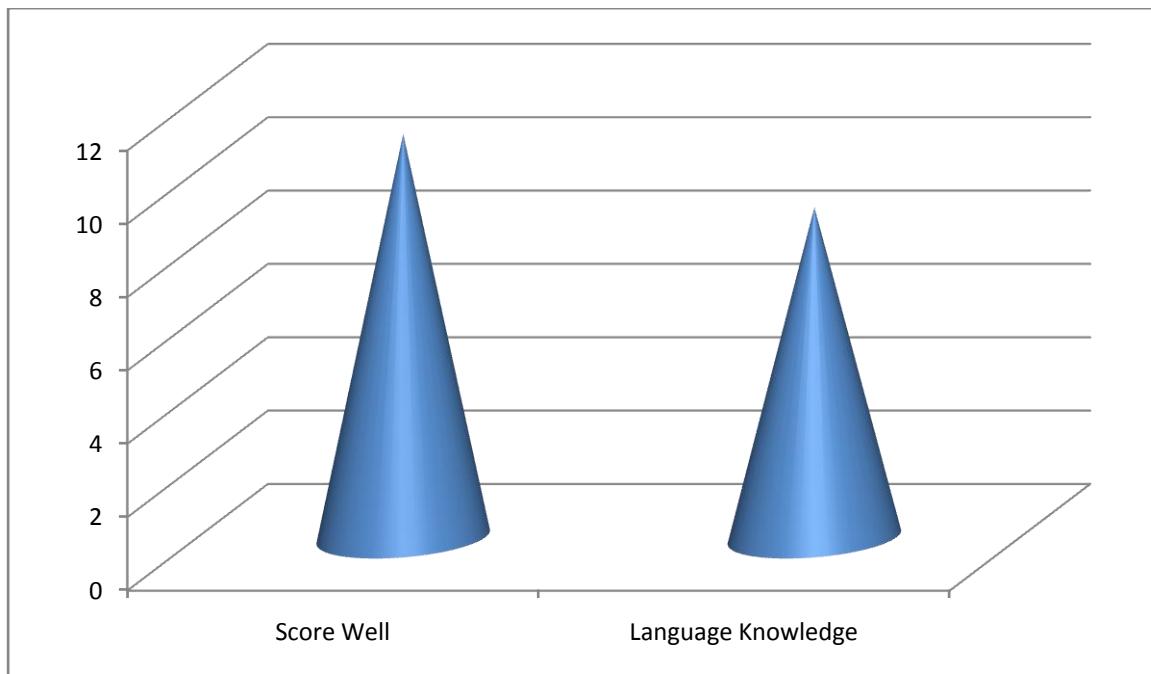


Figure 1.7: What Students Want to Achieve from FL class.

The interpreted data presents students whose choose to score well as twelve (11) students, their aim behind learning English language is to score well in exam, and nine (9) of them choose to develop language knowledge from lectures presented by teacher.

11) Do you want your teacher to focus on items that are likely to be part of BAC EFL?

- Yes
- No

This question asks about what students want as a strategy to prepare for HSE, if they agree with teacher to focus more on items that are likely to be part of the Bac subject. Results show that the majority of students are agree with this method, 95% of them choose YES, and the remaining students 5% choose NO. We can say that students only concern is how to succeed in Bac exam.

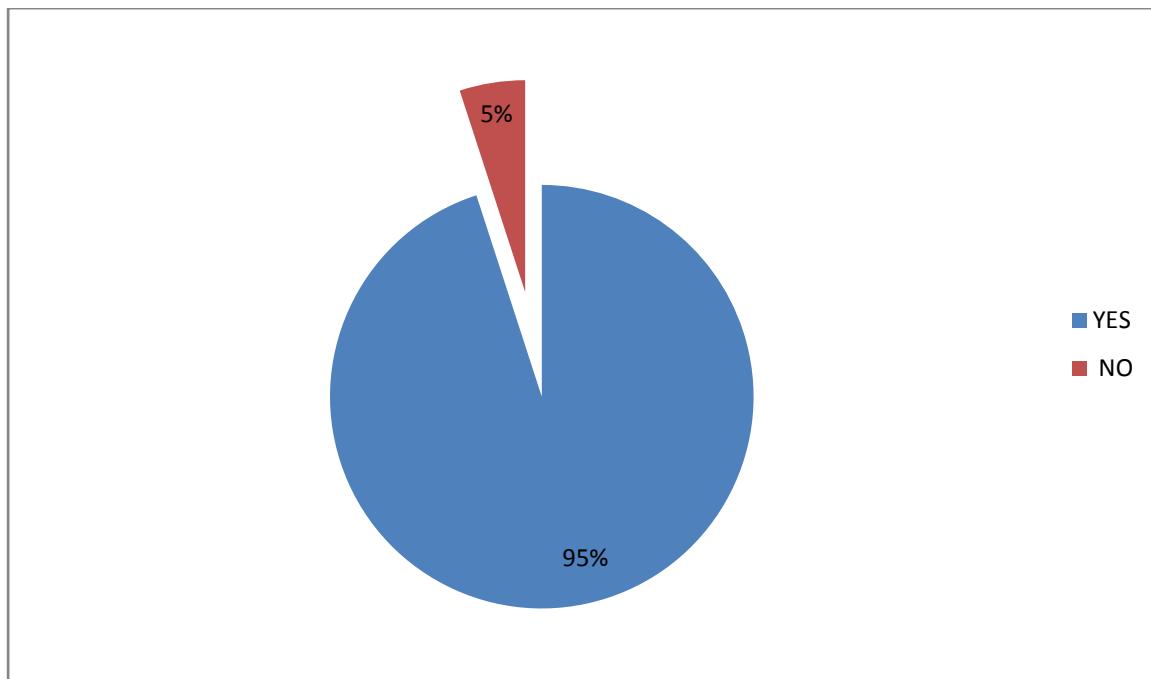


Figure 1.8: Students Rate of the Use of Test-items Teaching Method.

12) Any suggestion to improve student's communicative abilities?

The most repeated answer by students as suggestion to improve their CA is to participate with the teacher in class and be part of classroom activities, by listening to teacher and concentrate in lessons. Some students mentioned that collaborative work and working in group help them and give them the opportunity to speak and express themselves. It depends on students learning styles which differ from to another.

2.8.2 Analysis of Interview with Teachers:

As it is mention above the interview was submitted to five teachers from different secondary schools. The interview contains consists three rubrics; contains nine questions with two kinds of questions: open-ended and close-ended questions:

Rubric One: Questions 1 and 2. About teachers profile ask on the degree (License or Master); and about the period of teaching English. These questions aim to precise teacher's qualification:

Table1.1: Teachers Qualification.

Number of Teachers:	Qualification:	Years of Teaching English:
2	Master's Degree	3 Years
1	Master's Degree	7 Years
1	Master's Degree	2 Years
1	Master's Degree	4 Years

Rubric Two: FL classrooms environments:

- ❖ In the first question, three teachers proclaim that their students are highly motivated in learning English. Two teachers answer that it's depends on the activity, sometimes they show less motivation.
- ❖ The second question, one teacher state that his class is teacher-centered; and the four other teachers state that their classes are more learner-centered?
- ❖ In the third question, one teacher state that he does not take developing students CA into consideration in all lessons, four teachers state that, yes it plays a major role and they do consider it as part of objectives that they work on to reach them.
- ❖ As for the forth question, two teachers mention that they are aware of teach-to-the test approach but are not fully apply it. Three teachers mention that they rely on teach-to-the test approach. The interviewees

Opinions about TTT approach differ; one sees that it is a mistake; because the final objective behind teaching English according to him is not to pass test or exam only but it is to use English in students' daily life. Another interviewee proclaim that it is good practice, but not enough for learners, teachers have to enrich students' knowledge backgrounds, and

academic success are not the only purpose of teaching English. The third teacher proclaimed that it is a very good practice but it doesn't work along with our curriculum; because we bound with a program that we got asked if not finished with. The forth teacher claimed that it sounds a great idea to help your students scores well, but the fear of creating a fake learner; a fake successful students since it is far away from building the competent one who can act and do well in this case would be none.

Rubric Three: Teachers instruction aims and preparation for the BAC exam.

- ❖ In the first question, three teachers state that he focus much more on success through different methods and strategies. Another teacher proclaim that he focus more on scores improvements yet not marginalizing fully their own competency. The fifth teacher tried to focus on both of them.
- ❖ The second question, one teacher answered that he basically used every possible way; even out of classroom stay connected with them. The second teacher tries to focus on students learning outcomes and what they can achieve to improve their performance .The other three teachers rely on what students want, mainly revisions and intensive tasks.
- ❖ In the third question, all teachers answered yes, they serve to students different tests that suit their level, abilities and what they learnt.

2.9 Discussion of Results:

This part of research represents a discussion of the gathered data that the researcher collected by using two different research tools (questionnaire and interview) to show how students and teachers prepared for the BAC exam and what they work much more on it.

The obtained results from the teachers' interview show that, according to teachers students are much more motivated in classroom activities; mainly this is because they are aware of the importance of the BAC exam. This creates a learner-centered EFL classroom that they attempt to develop their student's communicative abilities, and consider it as an important objective to achieve. The intended results also revealed that teachers cannot separate the importance of improving students' scores and the importance of developing their communicative abilities in English language. Thus they are very careful within teaching students to the test, because of the fear of failing in finishing the program in the right time.

Therefore, teachers agree on the usefulness of teaching to test with a combination with CLT method in order to create successful students with a good communicative abilities and advanced level in language knowledge by focusing on how to elevate students' scores and enrich their language knowledge in the same time. This can be achieved with the use of different possible methods like: revisions and familiarized students with exam format and develop their test taking abilities. Based on the collected data teachers teach-to-the test by taking advantages of it, and develop skills and knowledge students really need, also proved their current speaking level in classrooms activities. This confirmed the first research hypotheses provided by the researcher.

The obtained data collected from student's questionnaire show that, the most of 3éAS FL students show love to English language and motivated in it; though considered as active learners. Even though, they face some difficulties in classroom like concentration during the lessons. Therefore, concerning communicative abilities majority of 3éAS FL learners see that classroom activities help them in improving their communicative abilities.

In exam preparation students prefer as practice solving previous exam subjects beside revisions lectures, their main aim is to score well in exam and want their teachers to focus on items that are likely to be part of the BAC exam; these desires of students represents test-oriented teaching practices that teachers used to meet students

need and this guide students for better learning outcomes and promote their participation in classroom and that confirm the second hypothesis.

2.10 Suggestion and Recommendation:

Teaching and testing are lifelong processes that require continuous work. One of the most important parts of students learning life is to pass high-stakes exam, because of its importance in determine students' future career. Thus, teachers' instructions and preparation of students are of paramount importance.

This research work stresses the importance of the teach-to-test and its benefits to improve the quality of education in general and to enhance students learning in particular. In this part some suggestions and recommendations are provided for a better high-stakes exam preparation.

-Clear learning objectives drive the planning: Good point to start with, define what you want from students to learn or achieve , i. e. by the end of this course, or unit you will be able to. If you don't know the end goal and you don't have certain measurable you can get lost along the way.

-Good use of assessments constructed to provide evidence students meet objectives: to judge whether or not students are better prepared, because it reflects students' mastery of subjects or particular body of content eg. Grammar, vocabulary etc... To link between what is taught in the classroom and what is tested.

-Teaching practice is all about instructions, good instructions means good results: Teachers' instructions act as standards put by states that should delineate what students need to know. Teaching specific content, designing instruction that directly builds on knowledge and skills found on the end of a unit, test, or assessment. Design instruction based on objectives, and based on the interest and the everyday need of learners.

-Teaching test-taking abilities: That will help students answer questions correctly. Sometimes, even though they master the subject, they might miss one or set of items because they need to understand the mechanism of test problem solving.

-Good teachers reflect on their own teaching: Teachers use self-observation and self-evaluation about what they do in the classroom and thinking about if it works. Students' opinions can be helpful too. Teachers can use students' feedback; this can add a different and valuable perspective and may lead to changes and improvements in the teaching practice.

-Instructor should focus on activities that help students improve their speaking skills: To guarantee appropriate learning environments that support learner's autonomy to be more active and use the English language for functional purposes.

2.10 Conclusion:

This chapter attempts to provide an overview of the research design. It contains a clear description of research objectives. The research took place in Fellowcen Secondary school two sample populations are used; teachers and students by using two research tools which are questionnaire and interview in order to collect the necessary data. A quantitative and qualitative analysis of these data. At the end of the chapter, data interpretation and discussion of the collected data; that confirmed the hypothesis provided by researcher.

General conclusion

General conclusion:

Testing is an important part of teaching, preparation for high-stakes exam concern both teachers and students. In EFL context teachers and students are working together to achieve different goals, the most intended one is success in BAC exam and how to elevate scores; in addition to develop students communicative competence. This preparation may affects instructions and methods used by teachers, one of these effects is teaching to test this research try to focus on the benefits that can be drawn from a wise and optimal use of the Teach-to-the test in English Language Teaching within the Algerian EFL classrooms.

This research work was divided into two chapters. The first chapter was consists of key concepts definitions that's are related to the subjects matter such as: Teach-to-the test approach, High-Stakes exams and how teachers consider this approach it illustrate how to use teaching to test and provide some objective of it. Also, represents CLT as the best method that may help students

The second chapter was a practical part that represents description of the case study in this work, which is 3éAS grade and deals with interpretation of the collected data through two research instruments (Questionnaire, Interview); and quantitative and qualitative analyze to these data. Then a discussion of the collected data that confirmed the hypothesis provided by researcher, which indicate that teaching to test can help students to score well and develop their communicative abilities too, because students are motivated in items that are parts of exam and this will enhance their learning.

General Conclusion

In this dissertation, the focus was on teachers and students preparations for the BAC exam, what is the best method to help them reach their objectives which are good scores and an advanced level in communicative competence in English language.

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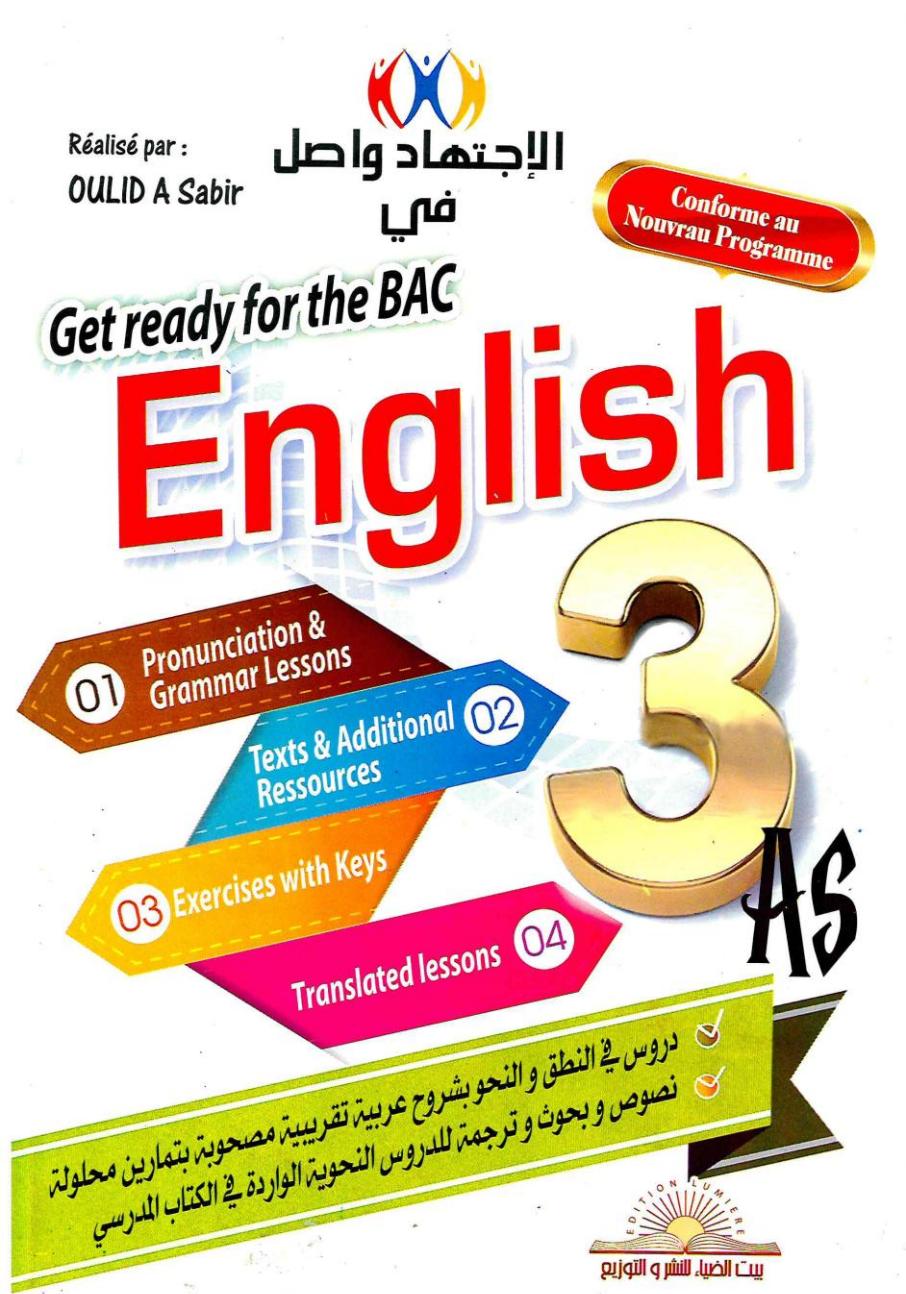
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Appendices

Appendix I: Examples of Annals.



BAC
Suggested Tests
نماذج مقتصرة لشهادة البكالوريا

UNIT 1 TEST 1
ANCIENT CIVILIZATIONS

It was the ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was reserved to such a degree that his people dared not mention by name. They only spoke of the palace in which he lived. That is why they called him Pharaoh, which means 'great house'.

When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since he was a god, he could not be allowed to die. It was believed that his spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue their magic work for their 'beloved land'.

The effort and resources needed to build pyramids were so great that from the 25th century B.C. onwards, they forced to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization.

From Victor Skipp, *Out of the Ancient World*.)

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Appendices

1. Give a title to the text.

2. Skim through the text and match ideas A,B,C, and D below with their corresponding paragraphs. Write the numbers of the paragraphs in the boxes.

	Idea	Paragraph
A	The Pharaoh and his importance for the political unity of Egypt.	
B	The Pharaoh's ruining of Egyptian economy.	
C	The idea behind the building of the pyramids	

3. Read the text and answer the following questions.

- A. What does the name 'Pharaoh' mean in the ancient Egyptian language?
- B. Why were the pyramids important for ancient Egyptians?
- C. Who discovered Tutankhamun?

4. What do the underlined words written in bold type refer to in the text?

(B / TEXT-EXPLORATION)

5. Fill in the table with the missing word category.

Verb	Noun	Adjective	adverb
.....	belief	.....	.....
To surprise	.....	.....	.....
.....	.....	civilized	//////////

6. Select the appropriate connector / link word and complete the sentences below according to the text:

but	because	however	so
-----	---------	---------	----

- a. He could not be allowed to die
- b. The Pharaoh was reserved to a high degree

7. Underline the stressed syllable

- a. allowed
- b. mention
- c. reserved
- d. civilization

8. Fill in the gaps so that the text makes sense. Use 5 of the given words below:

never / more / ago / have / ancient

Appendices

The mysterious Pyramids

The Pyramids of Giza are the most famous monuments of 1 Egypt. These massive stone structures were built around 4500 years 2 on a rocky desert plateau close to the Nile. But the intriguing Egyptian pyramids were..... 3 than just tombs for kings. The mysteries surrounding their symbolism, design and purpose 4 inspired passionate debate. It is likely that many of these mysteries will 5 be solved...

SECTION TWO: WRITTEN EXPRESSION

Choose one of the following topics:

Topic 1:

Each civilization goes through a cycle a rising flourishing and a falling point. Can this be applied to any civilization ? Discuss. Give examples.

Topic 2:

Your school organized an excursion to the Mansoura Ruins in Tlemcen. Relate what you saw and how was your impression when you got there.

You can use the following notes:

- - the participants (teachers, students)
- - Took photos
- - Comparing the history lessons with
- - A lunch on the grass near the monuments

TEACHER : Donald, what is the chemical formula for water?

DONALD : H I J K L M N O!!

TEACHER : What are you talking about?

DONALD : Yesterday you said it's H to O

**Correction of the BAC
Suggested Tests**
تصحيح النماذج المقترحة لشهادة البكالوريا

UNIT 1 TEST 1

ANCIENT CIVILIZATIONS

1. Give a title to the text: **The Pyramids**

2.

	Idea	§
A	The Pharaoh and his importance for the political unity of Egypt.	2
B	The Pharaoh's ruining of Egyptian economy.	3
C	The idea behind the building of the pyramids	1

3.

- a) The name ‘Pharaoh’ means the great house in the ancient Egyptian language.
- b) The pyramids were important for ancient Egyptians because They thought that the Pharaoh was a god and that his spirit would survive only if his body were preserved.
- c) Howard Carter discovered the tomb of Tutankhamun.

4.

<u>They</u>	<u>he</u>	<u>They</u>	<u>him</u>
people	the Pharaoh	people	Pharaoh
<u>he</u>	<u>he</u>	<u>his</u>	
the Pharaoh	the Pharaoh	The Pharaoh	

(B / TEXT-EXPLORATION)

5.

Verb	Noun	Adjective	adverb
believe	belief	believable	believably
surprise	surprise	surprised	surprisingly
civilize	civilization	civilized	//////////

Appendices

6. a. He could not be allowed to die because he was a god.
b. The Pharaoh was reserved to a high degree, so his people dared not mention by name.

7.

a.	b.	c.	d.
<u>allowed</u>	<u>mention</u>	<u>reserved</u>	civilization



A/ COMPREHENSION / INTERPRETATION

1.

MAIN IDEAS	Paragraph
Late Modern English (1800-Present)	6
Old English (450-1100 AD)	2
Early Modern English (1500-1800)	5
Modern English	4
A short history of the origins and development of the English language	1
Middle English (1100-1500)	3

2. The text is about: b. The history of English

3.

a	FALSE	The words England and English are derived from from the language which was called Englisc
b	FALSE	Native English speakers now would have great difficulty understanding Old English.

4.

- a) No, it wasn't.
b) English dominated in Britain again in the 14th century.
c) Printing brought standardization to English.

5. a. arrival b. many

(B / TEXT-EXPLORATION)

6.

Verb	Noun	Adjective	adverb
/////////	difficulty	Difficult	difficultly
To use	usage / use / user / usefulness / uselessness	Usable / useful / useless	usefully / uselessly
/////////	/////////	Common	commonly

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7.

 - a) The lower classes spoke English whereas the upper classes spoke French.
 - b) There are two principal factors that Late Modern English has many more words: The Industrial Revolution and technology created a need for new words; besides, the British Empire at its height covered one quarter of the earth's surface,

8.

a.	b.	c.	d.
Germany	derive	pronunciation	technology

1.	2.	3.	4.	5.
variety	English	British	example	words

UNIT 2 TEST 1

ETHICS

1. A. The aim of the passage is to: b) inform
B. The text is addressed to b) the general reader
C. The text is: c) newspaper article

2.

a. F	b. T	c. T	d. T
------	------	------	------

a. The embezzler of the 120 thousand euros is unknown.

3. a) A strange case of embezzlement.

4. Definitions:

a) Embezzlement b) unknown c) rotten d) currency

(B/ TEXT EXPLORATION)

5.

Verb	Noun	Adjective	Adverb
equalize	equality	equal	equally
//////////	Responsibility	Responsible	Responsibly

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Appendices

2. Are the following statements true or false? Quote from the text to justify your choice about false ones.

- a) Education should prepare us to be dependent on the society.
- b) Scientifically literate students can have enough scientific knowledge to identify false -scientific claims.
- c) scientifically literate citizens should be scientists problems.
- d) Finding answers to questions derived from curiosity is an advantage of being scientifically literate .

3. Choose the most suitable title for the reading passage.

- a) Being a scientifically illiterate
- b) The disadvantages of scientifically literacy
- c) Being a scientifically literate

4. Match the words in column A with their equivalents in column B

1	Independently	a	events
2	Literate	b	advantages
3	Reasoned	c	logical
4	Pseudo	d	Based on reliable information
5	Benefits	e	on your own
6	Happenings	f	well-informed
7	Informed	g	false

(B/ TEXT EXPLORATION)

5. Fill in the table with the missing word

Verb	Noun	Adjective	Adverb
/////////	.....	.....	scientifically
.....	.....	critical	.....
.....	reason	.....	.....

6. Select the appropriate connector / link word and complete the sentences below according to the text:

consequently | furthermore | if | though

A. Scientifically literate students can understand the science stories they read

Appendices

B. You will believe anything.....

7. Underline the stressed syllable in each word.

- A) Scientifically
- B) illiterate
- C) literacy
- D) allows

8. Choose the appropriate words from the list to complete the paragraph below .

(*degree / scholarship / graduate / abroad / research*)

At the end of this year, Leila will1..... From high school, and get her2... in plastic arts.' As she is a very ambitious girl, she is thinking of going3 to carry on her higher studies, and be able to conduct more4..... because there are big libraries there. She knows that it is very expensive to study in a foreign country. So she will try to a5..... to cover her expenses.

SECTION TWO: WRITTEN EXPRESSION

Choose one of the following topics:

Topic 1:

Are you satisfied with the kind of education you receive? If not, what are the reforms you can bring to make it better?

Appendices

UNIT 3 TEST 2

1. A. The aim of the passage is to: a) argue a point
B. The text is addressed to: b) students
C. The text is: b) report
- 2.
- | | | | |
|------|------|------|------|
| a. F | b. T | c. F | d. T |
|------|------|------|------|
- a) a. False: Education should prepare us to be independent.
b) c. False: scientifically literate citizens don't have to be scientists

3. The most suitable title : Being a scientifically literate

4.

1	Independently	e	on your own
2	Literate	f	well-informed
3	Reasoned	g	logical
4	Pseudo	b	false
5	Benefits	a	advantages
6	Happenings	d	events
7	Informed	c	based on reliable information

(B/ TEXT EXPLORATION)

- 5.
- | Verb | Noun | Adjective | Adverb |
|-----------|---------|------------|----------------|
| ///////// | science | scientific | scientifically |
| criticise | critic | critical | critically |
| reason | reason | reasonable | reasonably |
- 6.
- a) a. Scientifically literate students can understand the science stories they read ; furthermore , they can have enough scientific knowledge to identify pseudo -scientific claims .
- b) b. You will believe anything If you are scientifically illiterate.

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7. a. Scientifically b. illiterate c. literacy d. allows
8. 1. graduate 2. degree 3. abroad 4. research 5. scholarship

SECTION TWO: WRITTEN EXPRESSION Topic 2

Rearranging the body of the letter in its correct order :

1230 Rotterdam
Phone: 555-125 45 12
Date: 24/11/2007

Company Name: HP Workstation Company
Street Address: Linking park street18
Rotterdam

Dear Sir or Madam,

On 23 d of April this year I bought an HP pentium4 computer with the serial 410 workstation at your computer store. Unfortunately, your computer has not performed well because it keeps shutting itself down and the keyboard remains inactive. I am disappointed because the product does not work properly. To resolve the problem, I would appreciate that you send someone to help repair the above mentioned computer or else be sent my money back. Enclosed are copies of the guarantee, as well as the computer bill price.

I look forward to your reply and a resolution to my problem, and will wait until the end of this week before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the ~~above~~ address or by phone at home

Sincerely,
J. Smith



Appendices

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Text 01



Part one : Reading and Interpreting

► Read the text carefully then do the activities.

The Indus Valley Civilization (also known as the Harappan Civilization) is one of the oldest societies we know of, including over 2,600 known archaeological sites located in what is now Pakistan and western India.

The earliest settlements of the Harappans were in Baluchistan, Pakistan, beginning about 3,500 B.C. Early Harrapan sites built mud brick houses, and carried on long-distance trade.

The mature Harappan sites were located along the Indus and Sarasvati rivers. Citadels were built at sites such as Harappa and Mohenjo-Daro, with carved stone gateways and fortification walls. Around the citadels there was an extensive range of water reservoirs. Trade with Mesopotamia, Egypt and the Persian Gulf was in evidence between 2,700 and 1,900 B.C.

Mature Harappan society had three classes, including a religious elite, a trading class and a class of poor workers. Art of the Harappan includes, among other things, bronze figures of men, women, and animals.

The Harappan Civilization ended between about 2,000 and 1,900 BC, resulting from a combination of environmental factors such as flooding and climatic changes, tectonic activity, and the decline of trade with western societies.

Adapted from KKris Hirst /About.com Guide

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I. A- Comprehension and Interpretation

①. Choose the right answer.

The text is :

A. expositive.
B. narrative
C. argumentative.

②. Are the following statements true (T) or false (F) according to the text?

a) Both the early and the mature Harappans were traders.
b) Early Harappans' houses were made of mud brick.
c) The mature Harappan society was composed of two classes.

③ REMINDER

- **A narrative text** narrates a story, gives an account of past events.
- **An argumentative text** is based on opinions (of the writer or people present in the text). It tends to convince the reader.
- **An expositive text** explains a problem, a fact and may give a solution.
- **A descriptive text** describes persons, places, animals, objects, events.
- **A prescriptive text** gives instructions to follow like in a recipe or how to use computer.

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③. **Answer these questions according to the text.**

- Where was the Indus Valley Civilization located?
- Describe the citadels built by the mature Harappans.
- What was placed around them?
- Why did the Harappan Civilization end?

④. **In which paragraph are Harappan works of art mentioned?**

B - Text Exploration

①. **Match each word with its definition :**

Words	Definitions
a. citadel	1. the terminal period of something
b. elite	2. fortress or strongly fortified building
c. decline	3. privileged minority

②. **Which nouns can be derived from the following words?**
religious – environmental – mature – archaeological

③. **Rewrite the second sentence so that it means the same as the first one.**

- A. The Indus lifestyle and the Egyptian one were not the same.
B.different from
- A. The mature Harappans lived in the same society but they did not belong to the same social class.
B. Although

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3. A. This archaeological site was destroyed by looters. It was not protected by the local authorities.
B.because.....

④. **Fill in each gap with words from the list.**
are - raised - were - and - grew
The Harappan people crops such as wheat, rice and cotton. They cattle, buffalo, sheep, goats chickens. Camels, elephants, horses and asses used as transport.

⑤. **Classify these verbs according to the pronunciation of their final 'ed'.**
located - settled - carried - developed - ended

[t]	[d]	[ɪd]

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Appendices

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UNIT ONE

Text 01

Part one : Reading and Interpreting

I- A- Comprehension and Interpretation

①. The text is B. narrative.
②. a) T b) T c) F
③. a) It was located in what is now Pakistan and western India.
b) The citadels were built with carved stone gateways and fortification walls.
c) An extensive range of water reservoirs.
d) It ended because of floods, climatic changes, tectonic activity and the decline of trade with western societies.

④. In the fourth (4th) paragraph.

B - Text Exploration

①. a) → 2.
b) → 3.
c) → 1.
②. religion – environment – maturity – archaeology
③. a) The Indus lifestyle is different from the Egyptian one.
b) Although the mature Harappans lived in the same society, they did not belong to the same social class.

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c) This archaeological site was destroyed by looters because it was not protected by the local authorities.
④. The Harappan people grew crops such as wheat, rice and cotton. They raised cattle, buffalo, sheep, goats and chickens. Camels, elephants, horses and asses were used as transport.
⑤.[t] → developed
[d] → settled - carried
[id] → located - ended

Part two : Written Expression

Among the different sites that people can visit in Algeria, there is the Timgad archaeological site. This splendid site is situated in the Aurès Mountains near Batna at an altitude of 1,070m. It was a Roman city which was built in the second century AD by Emperor Trajan. It was the scene of many activities. It was a busy city with many shops and an open air market. In this beautiful site stood the Arch of Trajan with its forum, libraries, baths and many private homes. If you go there, you will be delighted to admire these marvellous ruins which have, luckily, been preserved. This extraordinary site was declared UNESCO World Heritage in 1982.

Appendices

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examples :

- He goes to a school. The school is far from house.
He goes to a school which is far from his house.
- She took the mobile. Someone left it on a chair.
She took the mobile which someone left on a chair.
or she took the mobile someone left on a chair.
("which" can be omitted because it replaces the object.)
- 'that' can also be used.

④ Reorder these sentences to get a coherent paragraph.

- a) and will even buy unnecessary ones.
- b) Consumer behaviour is carefully studied in supermarkets.
- c) will pay attention to all products,
- d) Everything is done to ensure that the consumer

⑤ Classify these verbs according to the pronunciation of their final 's'.

examines – thoughts – companies – services – teenagers –
beliefs - practices

[s]	[z]	[iz]

Appendices

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Text 10

Part one : Reading and Interpreting

Read the text carefully then do the activities.

The Basics of Consumer Behaviour

The study of consumer behaviour examines all aspects of consumers' feelings, thoughts, and reasons for making particular decisions in purchasing products or services or subscribing to ideas. Influences on a consumer's beliefs or practices may be influenced by family and friends, by religious beliefs and cultural attitudes, by social expectations, and professional standards, by advertising appeals, or by any combination of these factors.

To be successful, many companies study consumer behaviour by using either primary or secondary research as a guide. Primary research is the one which is done specifically for a particular product or service, examining attitudes among consumers who make use of it. It is usually conducted by asking consumers to answer questions, either by mail, online, over the phone, or in person.

Secondary research is based on information gleaned from studies previously performed by government agencies, chambers of commerce, trade associations, and other organizations. Although secondary research is less expensive than primary research, it is not as accurate, or as useful as specific or customized research. For instance, secondary research will tell how much teenagers spent last year on basketball shoes, but not how much they are willing to pay for the shoe design a company has in mind.

Adapted from the Internet (allbusiness.com/marketing/... research)

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I- A- Comprehension and Interpretation

①. Match each idea with its corresponding paragraph :

Ideas	Paragraph
a) Primary research is more accurate than secondary research.	§1
b) Some factors can influence consumers' practices.	§2
c) In marketing, success depends on primary or secondary research.	§3

②. Answer the questions according to the text.

- Mention three elements which can have an influence on consumers' practices and beliefs.
- How is primary research generally conducted?
- Is secondary research cheaper than primary research?

③. What or who do the underlined words refer to in the text ?

♦ who (§2) ♦ it (§3) ♦ they (§3)

④. Choose the general idea of the text :

- Selling products via the Internet or the phone.
- The scientific study of consumers' behaviour .
- How consumers gather together into associations.

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Appendices

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B - Text Exploration

- ① Match words with their opposites.

Word	Opposite
a) purchasing	1) fruitless
b) accurate	2) reluctant
c) willing	3) selling
d) successful	4) inexact

- ② Which verbs can be derived from the following nouns?
- behaviour – expectations – consumption – product
- ③ Combine the following pairs of sentences using the connector or modal in brackets. Make any necessary changes.
 1. Companies use market research. They want to become successful and make profits. (so as to)
 2. It's possible that this businessman will go bankrupt because primary research wasn't done properly. (may)
 3. With market research, you are better prepared to make decisions. These decisions can make or break your business. (which)

REMINDE

- ◊ Expressing Purpose
 - so as to/in order to/ to + verb stem
 - so that + sentence
- ◊ Use of the relative pronoun 'which'
 - to avoid repetition

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examples :

- He goes to a school. The school is far from house.
He goes to a school which is far from his house.
- She took the mobile. Someone left it on a chair.
She took the mobile which someone left on a chair.
or she took the mobile someone left on a chair.
("which" can be omitted because it replaces the object.)
- 'that' can also be used.

- ④ Reorder these sentences to get a coherent paragraph.
 - a) and will even buy unnecessary ones.
 - b) Consumer behaviour is carefully studied in supermarkets.
 - c) will pay attention to all products,
 - d) Everything is done to ensure that the consumer
- ⑤ Classify these verbs according to the pronunciation of their final 's'.

examines – thoughts – companies – services – teenagers – beliefs - practices

[s]	[z]	[iz]

Appendices

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Part two : Written Expression

Topic: You are an Algerian businessman living abroad and you want to launch a product, a new pair of sports shoes, in Algeria. You want to use market research (secondary and primary one) and make your decision afterwards.

► You can use the following notes:

- ◊ use of secondary research
- ◊ what the businessman and his staff noticed
- ◊ use of primary research
- ◊ go to people's houses / from door to door
- ◊ ask questions to people
- ◊ reactions of people
- ◊ decision made

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UNIT FOUR

 Text 10

Part one : Reading and Interpreting

I- A- Comprehension and Interpretation

①. a) → §3
b) → §1
c) → §2

②. a) Family and friends, religious beliefs and cultural attitudes.
(Other possible answers: Social expectations, professional standards, advertising appeals or any combination of the factors mentioned.)

b) It is generally conducted by asking consumers to answer questions, either by mail, online, over the phone or in person.

c) Yes, it is.

③. - who (§2) → consumers
- it (§3) → secondary research
- they (§3) → teenagers

④. b) The scientific study of consumers' behaviour.

Appendices

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B - Text Exploration

①. Word

- a) 3)
- b) 4)
- c) 2)
- d) 1)

②. to behave – to expect – to consume – to produce

③. 1. Companies use market research **so as to** become successful and make profits.
2. This businessman **may** go bankrupt because primary research wasn't done properly.
3. With market research, you are better prepared to make decisions **which** can make or break your business.

④. Consumer behaviour is carefully studied in supermarkets. Everything is done to ensure that the consumer will pay attention to all products, and will even buy unnecessary ones.

⑤. [s] thoughts - beliefs
[z] examines – companies - teenagers
[iz] services – practices

Part two : Written Expression

I am an Algerian businessman living abroad. Last year, the members of my staff and I decided to launch a product, a new pair of sports shoes which would be made in Algeria. So, we

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used market research so that we would make our decision afterwards.

First, we used secondary research to see what people, especially teenagers, liked to wear. We noticed that most of them put on counterfeit sports shoes because of their low price. We also noticed that they preferred buying imported products to local ones.

Then, we decided to go further in our investigation and use primary research. We went to people's houses, from door to door. We asked them questions about their preferences concerning sports shoes. We wanted to know if they would be ready to buy sports shoes of good quality, made in Algeria. All the people questioned were eager to do so but were unable to pay too much. When we told them that the price would be a little higher than counterfeits, many of them were satisfied.

Finally, some months later the product was on sale in Algeria. It was successful because consumers could buy a good quality product at a reasonable price.

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Appendix II:

Questionnaire to Students

Dear students,

You are kindly requested to fill in the following questionnaire for the sake of completing a study about the Baccalaureate exam preparation.

Rubric one: students profile

1) Specify your gender:

Male

Female

2) Your age is:

3) How many years have you been learning English?

4) Do you like English or are you learning it just because it is a part of the school curriculum?

Rubric Two: students in EFL classroom:

5) How often do you participate in classroom activities?

Always

Rarely

Never

Appendices

6) During English lessons do you feel:

Motivated

Bored

7) What kind of difficulties do you encounter in EFL learning?

Lack of interest in the language

Cannot understand the language

Not able to follow up with teachers

8) Do classroom activities improve student's communicative abilities?

Yes

No

Rubric three: student's preparation

9) For the Bac preparation do you prefer?

Revision lessons

Doing previous exams subjects

10) Do you learn English to?

Score well

Language knowledge

Appendices

11) Do you want your teacher to focus on items that are likely to be part of Bac EFL ?

Yes

No

12) Any suggestion to improve student's communicative abilities?

Thank you very much

Appendix III:

Teachers Interview:

Rubric One: Teachers Qualifications:

QU 01: Degree held.

QU 02: How long have you been teaching English?

Rubric Two: FL Classrooms Environments:

QU 03: Are your students motivated in learning English?

QU 04: Your class is teacher-centered or learner-centered?

QU05: In setting objectives do you take developing students communicative competence into account?

QU 06: Do you have an idea about teaching to the test approach?

-If yes what do you think about it?

Rubric Three: Teachers instruction aims and preparation for the Bac exam

QU 07: do you work on improving your student's scores and focus more on their academic success?

QU 08: How do you prepare your students for the high-stakes-exam any specific strategies you used?

Appendices

QU 09: you work on familiarized students with testing format and test taking abilities?

Abstract

Testing is an important part of teaching, preparation for high-stakes exam concern both teachers and students . Most teachers look for the best way to prepare their students for high-stakes exams in order to get good marks, and they guide them by using different methods and strategies; where exam preparations take a significant and interesting part of classroom time though, it promotes and enhances students learning outcome, and work to achieve what all students want, This research work was divided into two chapters. The first chapter was consists of key concepts definitions and literature review In the practical part two qualitative and quantitative instruments of data collection were used; questionnaire, and interview. The results of the findings retrieved from the analysis were used to draw some conclusions on the third year foreign languages in secondary school preparation for the BAC exam.

Résumé

Le test est une partie importante de l'enseignement, la préparation à un examen à enjeux élevés concerne à la fois les enseignants et les étudiants. La plupart des enseignants cherchent le meilleur moyen de préparer leurs élèves à des examens à enjeux élevés afin d'obtenir de bonnes notes, et ils les guident en utilisant différentes méthodes et stratégies. Lorsque les préparations aux examens occupent une partie importante et intéressante de la classe, elles favorisent et améliorent les résultats d'apprentissage des élèves et permettent d'obtenir ce que tous les élèves souhaitent. Ce travail de recherche a été divisé en deux chapitres. Le premier chapitre consistait en définitions de concepts clés et en revue de la littérature. Dans la partie pratique, deux instruments qualitatifs et quantitatifs de collecte de données ont été utilisés; questionnaire et entretien. Les résultats des conclusions tirées de l'analyse ont été utilisés pour tirer des conclusions sur la troisième année des langues étrangères dans la préparation de l'enseignement secondaire à l'examen de bac.

ملخص

بعد الاختبار جزءاً مهماً من التدريس، والإعداد لامتحانات المصيرية يتعلق بكل من المعلمين والطلاب. يبحث معظم المعلمين عن أفضل طريقة لإعداد طلابهم لامتحانات المصيرية من أجل الحصول على علامات جيدة ، ويقومون بارشادهم باستخدام طرق واستراتيجيات مختلفة ؛ حيث تأخذ الاستعدادات لامتحانات جزءاً مهماً ومتناعاً من وقت الفصل الدراسي ، فهي تعزز نتائج تعلم الطلاب ، وتعمل على تحقيق ما يريده جميع الطلاب ، تم تقسيم هذا العمل البحثي إلى فصلين. يتكون الفصل الأول من تعريفات المفاهيم الأساسية ومراجعة الأدبيات. في الجزء العملي ، تم استخدام الأدوات النوعية والكمية لجمع البيانات ؛ استبيان ومقابلة تم استخدام نتائج النتائج المستخلصة من التحليل لاستخلاص بعض الاستنتاجات حول اللغات الأجنبية للعام الثالث في إعداد المدارس الثانوية لامتحان شهادة البكالوريا.