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**An Optimal Exploitation of the Positive Washback Effect:
Setting EFL Instructional Goals Aligning Teaching and
Testing for 3rd Year Secondary School Learners**

Dissertation submitted in fulfilment of the requirements for the Degree of
Doctorate in Didactics and Assessment in English Language Education

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Declaration of Originality

I, the undersigned Fatine Merieme BELARBI, declare that the present dissertation entitled “*An Optimal Exploitation of the Positive Washback Effect: Setting EFL Instructional Goals Aligning Teaching and Testing for 3rd Year Secondary School Learners*” does not contain any materials which have been submitted previously, wholly or partly, in candidature for any other academic degree, diploma or qualification.

Fatine Merieme BELARBI



Dedications

To myself
My mother
My teachers
And all the Educational Institutions

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Above all, I am sincerely thankful and grateful to the Almighty “ALLAH” for helping me to complete this research. I thank Allah for giving me the strength, patience, and motivation to finish it hoping that it would be a step forward to contribute in developing the Algerian educational system.

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Abstract

The washback effect refers to the influence of a test on the teaching/learning process and it does exist in any evaluative situation. It is known as being negative or positive. The washback effect of high-stakes tests has been examined from various perspectives in different contexts and countries. The objectives of this study are: first, to examine the washback effect of the Baccalaureate exam on EFL learning; second, to examine the other variables which contribute to the washback effect on English learning; third, to investigate the effectiveness of the baccalaureate exam and the 3rd year secondary school textbook in reflecting the curriculum objectives and last, to investigate how the teach-to-the-test approach can be optimally exploited to fulfill the learning of English for different purposes. The participants of this study are five EFL teachers and three foreign languages stream Bac classes from three different secondary schools. The researcher collected data through an interview with teachers, a questionnaire to learners in addition to classroom observation in order to better capture and report the nuances of the classrooms dynamics. Besides, the researcher used a document analysis method including the 3rd year secondary school textbook and the Baccalaureate exam. The triangulation of methods allowed the researcher to crosscheck the reliability of findings. This study revealed that the washback effect is manifested at both micro and macro levels. The Baccalaureate exam has effects outside and inside the educational institutions, it impacts both teachers and learners in their teaching/learning process. The findings of this research could have different implications for stakeholders at large. The implications of the study may improve the quality of teaching and learning and hence make optimal exploitation of the positive washback effect.

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List of Abbreviations and Acronyms

- + CBA: Competency Based Approach
- + CBLT: Competency Based Language Teaching
- + EFL: English Foreign Language
- + ELT: English Language Teaching
- + Gr: Grammar
- + L : Listening
- + Pro: Pronunciation
- + Pst Exm : Past Exam Papers
- + R:Reading
- + S: Speaking
- + Use Of Eng : Use of English
- + Use Of nn Eng : Use non-English language
- + Voc: Vocabulary
- + W:Writing

General Introduction

General Introduction

Admittedly, in any teaching/testing situation, the washback effect does exist. It can be manifested under two forms (positive or negative). However, the investigation of the high-stakes test's effect on EFL learning process in the real context of 3rd year secondary school Algerian classrooms has yet to be conducted. In the case of 3rd year secondary school, the washback effect of the Baccalaureate exam can be more harmful on EFL learning.

Looking in the retrospect of research history on ELT, one may perceive that there is a standing relationship between teaching and testing, in fact, there is no teaching without testing and vice versa. The teaching and testing processes are affected by each other. The effect of testing is called the washback (Alderson J. and Wall C., 1993). Nevertheless, the effect of testing on the learning and teaching process on the Algerian context of the third year in secondary school still need exploration and investigation, especially the effect of high-stakes exams due to their crucial importance for stakeholders.

Yet, the rationale of this research work is to find out how the washback effect is manifested in 3rd year secondary learners in an EFL classroom, and to investigate the other variables that are likely to contribute to a positive washback effect as it does not take place in vacuum. There would be variables other than the test itself which could affect EFL learning positively. In addition, and with reference to the significant relationship between the Baccalaureate test and the curriculum, the research also aims to seek whether there is a discrepancy between the 3rd year secondary school teaching curriculum objectives and the Baccalaureate testing ones in order to see the degree of compatibility between the textbook, the test and the curriculum. It is also necessary to look into the objectives of the textbook and the curriculum; the textbook normally serves as a medium of implementing the curriculum. Ultimately, the present study aims to investigate how the 'teach-to-the test approach' can be pedagogically exploited to optimally fulfill the learning of English for different purposes. Thus, examining both teachers' and learner's perceptions and attitudes towards testing, not least high-stakes exams could help us better improve the learning outcomes.

General Introduction

This research is centered on the following objectives:

- ✚ To examine the washback effect of the Bacculaureate on EFL learning.
- ✚ To examine the other variables besides the Bacculaureate which contribute to the washback effect of the Bacculaureate on English learning.
- ✚ To examine if there is a discrepancy between the 3rd year secondary school curriculum objectives, the textbook and the Bacculaureate test objectives.
- ✚ To investigate how the teach-to-the-test approach can be optimally exploited to fulfill the learning of English for different purposes i.e., to achieve the curriculum objectives and develop learners' communicative abilities.

The research seeks to answer the following research questions:

- ✚ How is the washback effect of the Bacculaureate exam manifested in EFL learning?
- ✚ What are the variables that are likely to lead to the washback effect?
- ✚ To what extent do the Bacculaureate exam and the 3rd year secondary textbook reflect the curriculum objectives?
- ✚ How can the teach-to-the-test approach be exploited optimally to fulfill the EFL learning for different purposes?

The following hypotheses are formulated to guide the study:

- ✚ The washback effect exists in any teaching/testing situation. However, it could be manifested in the 3rd year secondary school EFL learning context under two forms (positive and negative).
- ✚ There are some variables relating to both teachers and learners which are likely to lead to the washback effect like: the teachers and learners' attitudes towards the test, teachers' reputation, learners motivation, the textbook content (what to keep and what to remove to meet the learners' needs) ...

General Introduction

- ✚ There is a discrepancy between the 3rd year secondary school curriculum objectives and the Baccalaureate test objectives (curriculum objectives Vs. Classroom practices).
- ✚ The teach-to-the-test approach can be pedagogically exploited to optimally fulfill specific learning purposes (focus on important grammatical items).

This study is considered significant firstly due its' findings which will overall add to the existing washback studies in general and to washback studies in EFL Algerian context in particular. Secondly, regarding the number of washback studies on teachers' teaching, there is much less research seeking to investigate the washback effect of high-stakes exams on the learning processes. Thirdly, regardless of the existence of a few studies investigating the Algerian teachers' and learners' perceptions towards the Baccalaureate exam, the Baccalaureate impact on their actual teaching/learning process in their English classes still remains unexplored.

More importantly, this study aims to shed light on the role of variables other than the test itself (e.g., teachers' perceptions about the test, learners' perceptions towards the test, and teaching materials...) on teachers' teaching or learners' learning. The present study aims to shed light on these untapped issues and on the ability of the teach-to-the-test approach to fulfill the curriculum objectives as well as the learning of English for different purposes to realize an optimal exploitation of the positive washback (passing exams and developing communicative abilities).

The research findings can also be of pedagogical help and significance to stakeholders at large. Furthermore, given the ongoing hot debates in Algerian educational context over whether the Baccalaureate should be preserved, eliminated or just modified as a gate-keeping test to enter university, the findings of the present study, which reflect the teachers and learners' attitudes towards the test and its functions, could help the policy-makers to make a right decision. As it may help teachers in the present situation to reflect about their teaching and find out the suitable method to fulfill the EFL instructional goals and testing objectives.

General Introduction

This study contains four chapters. The first chapter is a literature review where the researcher defined the main concepts, the situation under investigation and stated previous studies of the same vein. The researchers introduced the Algerian educational system and the status of EFL on it. The chapter also included the previous teaching methods and approached that have been used to teach English within the Algerian educational institutions. The chapter contains as well types of test used in the Algerian secondary schools and introduced the washback effect of tests and how it was manifested in different studies.

The second chapter describes the research paradigm used in this study and the reason behind choosing case study as a research design. It states the research instruments used to collect data as it introduces the methods and techniques used to analyze the gathered data of this research. Both qualitative and quantitative approaches were used for data analysis, therefore, the chapter gives justifications for using both approaches. The chapter gives an overview of the methods used for documents analysis, it describes how the Baccalaureates exam and the textbook were analyzed in relation to the curriculum objectives.

Chapter three is an interpretation of the study findings. It gives a clear interpretation of the interview addressed to teachers, the questionnaire administered to students and the classroom observation. The chapter also shows the results of analysis of the Baccalaureate exam and the textbook in relation to the curriculum objectives. A triangulation of the findings is also included in this chapter. A conclusion of all the findings is in this chapter.

The last chapter deals with a brief summary of the research findings and how the washback effect is manifested in 3rd year secondary school context. This chapter contains different implications that serves the stakeholders.

1. Chapter One: Review of Literature

1. Chapter One: Definition of the Concepts **Erreur ! Signet non défini.**
- 1.1 Introduction..... **Erreur ! Signet non défini.**
- 1.2 Status of English in Today’s World..... **Erreur ! Signet non défini.**
- 1.2.1 English Global Language..... **Erreur ! Signet non défini.**
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- 1.6.2 Affective Domains **Erreur ! Signet non défini.**
- 1.6.3 Psychomotor Domains **Erreur ! Signet non défini.**
- 1.6.4 Use of Bloom’s Taxonomy **Erreur ! Signet non défini.**
- 1.7 Learning Process within CBA **Erreur ! Signet non défini.**
- 1.7.1 Learning Situations **Erreur ! Signet non défini.**
- 1.8 3rd Year Secondary School Streams Syllabus and Curriculum Objectives: **Erreur ! Signet non défini.**
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1.12.5	<u>Washback Effect and Test Validity</u>	Erreur ! Signet non défini.
1.12.5.1	<u>Test Validity</u>	Erreur ! Signet non défini.
1.12.5.2	<u>Relation between Test Validity and Washback Effect</u>	Erreur ! Signet non défini.
1.12.6	<u>Washback Mechanism</u>	Erreur ! Signet non défini.
1.12.6.1	<u>Alderson and Wall's (1993) washback hypotheses</u>	Erreur ! Signet non défini.
1.12.6.2	<u>Hughes (1993) Washback Trichotomy</u>	Erreur ! Signet non défini.
1.12.6.3	<u>Bailey's (1996) Washback Model</u>	Erreur ! Signet non défini.
1.12.6.4	<u>Watanabe's (2004) washback dimensions</u>	Erreur ! Signet non défini.
1.12.6.5	<u>Green's (2007A) Model of Washback Direction</u>	Erreur ! Signet non défini.
1.12.6.6	<u>Shih's (2007) Washback Model</u>	Erreur ! Signet non défini.
1.12.6.7	<u>Zhan's (2009) Washback Model</u>	Erreur ! Signet non défini.
1.13	<u>Teaching to the Test Approach</u>	Erreur ! Signet non défini.
1.14	<u>Measurement Driven instruction</u>	Erreur ! Signet non défini.
1.15	<u>Conclusion</u>	Erreur ! Signet non défini.

1.1 Introduction

This is an introductory chapter, which contains a review of literature related to this research. Most of the definitions of this chapter rely on the official documents such as the law of orientation of the national education (Ministry of Education, 2008), the Algerian English curriculum, the syllabuses, and other documents. It introduces the status of English in Algeria and within the Algerian educational system as it introduces how things should happen in the classroom and how the teaching/learning and testing processes should be conducted.

1.2 Status of English in Today's World

Nowadays, English is regarded as a most widely used which is a means for communication between people whose native language is different and it is not English (Seidlhofer, 2004, pp. 209-239), (Samarin, 1987, p. 371) mentions "*any lingual medium of communication between people of different mother tongues, for whom it is a second language*". English is also a global language according to (Crystal, 2003, p. 02) who defines global language as the language recognized in every country in the world. Additionally, English is defined as the world language (Mair, 2003, p. 123) mentions that:

From its base in Britain, the English language has expanded over the time to become a world language [...] The English of the British Isles now becomes one (or indeed several) of these varieties, whereas previously standard British English may have been regarded as the dominant form of English [...] The dating of terms from these varieties illustrates not only the spread of the vocabulary but also the social and cultural changes which necessarily precede or accompany this.

In addition to those statuses, English is also regarded as an international language, Dewi (2012, 09) mentions "English has gone through a dual development becoming various types of English as a result of "natural evolutionary process" and becoming an international language". In the same vein,

Crystal (2003, 09) mentions that “A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power.” English has recognized a shift from a status to another, until it is now a global language.

1.2.1 English global language

English is spoken in different countries, but the fact that English is a mother tongue this does not give it the status of a global language. It has to be adopted in other countries around the world and given a special place within their communities. (Crystal, 2003, p. 03) states that “*a language achieves a genuinely global status when it develops a special role that is recognized in every country*”. Krashu (1985) describes the spread of English in relation to three concentric circles: the inner circle where English is used as a primary language and used in daily life and government institutions such as in including (USA, Canada, Britain, Ireland, New Zealand, South Africa and so on), the outer circle which presents the countries that have British colonial ties and English is used in social life or government sector such as (India, Malaysia, Singapore,..) and finally, the expanding circles presents the countries that adopt English as a foreign language to communicate with people from the inner and outer circles such as Saudi Arabia, Abu Dhabi, Japan, China, and some other countries.

Accordingly, a language becomes a global language with two main ways. Firstly, the language can be made as the official language of the country to be used as a medium of communication in domains as government, the law court, the media and the educational system. Such a language is generally used as a second language to complete the mother tongue. Currently, this role is best illustrated by the English language. For instance, Rwanda is one of the countries that has given this place to the English language that is official there since 1996.

Secondly, a language can be a priority in a country’s foreign language teaching, even though it has no official status. It is the language that children are taught in schools, which is the case for Algeria and some other countries.

Being a global language, English is a means for economic development. Brooker (2018, 04) mentions

English is now considered critical for national participation in the globalised economy, a means of providing the individual with access to knowledge, skills and employment opportunities, and also an enabler of social mobility. As a result, investment in English language education is increasing worldwide as Ministries of Education, schools and universities seek to maximise the economic, social, cultural and political returns of English language proficiency.

Additionally, the shift of English to a global means for communication brings social status and opportunities for social mobility. Brooker (2018, 14) states, *“the literature clearly shows the ways in which English education is being used as a tool for economic and social empowerment and participation.”* Knowledge of English is a facilitator for development at different levels among them the economic and socio-cultural levels. English gives learners the ability to access for information, besides; it plays an important role on international tourism, learners’ mobility and migrants working (Krashu, 1985).

1.2.2 Percentage of people speaking English around the World

The Wikipedia Encyclopedia defines globalization as “the process of transformation of local or regional phenomena into global ones. It can be described as a process by which the people of the world are unified into a single society and function together.” It is also the act of interacting and integrating among people around the world at different levels. Due to the globalization process, English has gained the status of a global language. It becomes the most spoken language in the world as either a mother tongue or a foreign language. Thus, knowledge about the English global language is of an essential significance because countries are globally integrated or related to each other. English as a global language is currently one of the most spoken and written languages worldwide, with some 365 million native speakers i.e. 5.52% of the world population (wikipedia, 2020).

Furthermore, it is now the most widely learned as second language and it is given priority in foreign language teaching around the world. As a result, Over 700 million people speak English as a foreign language (English language, 2019). With all the virtual and real changes that English language knew, according to (Hugh, 2019) English seems to be the de-facto global language in the 21st century. Companies are using English as a medium to sell their products around the globe. English is used to promote today's world at different levels among them the economic level, the cultural level, the religious level... etc. Hence, there is no doubt that globalization has changed the face of English, English and globalization in the present time are inseparable, living one another like body and soul of human beings.

1.3 Algerian Educational System and Reforms

Since independence, Algeria has made great efforts on the development of her educational sector. Many educational reforms have been set to improve the quality education in the country. The reform of the Algerian educational system has been gradually implemented since 2003 because the school has become a significant political issue. Recently, the reform was a result of criticism that was directed on the national education on the lack of quality and efficiency. Therefore, the reform was implemented to increase the efficiency of the system and to respond to the actual modern society of the 21st century. (Benrabe, 2013) states that two major projects were initiated: Reformed school curricula under the form of skills and textbooks, which were the basis of the generalization of the reform and adapting the Competency-Based approach that focuses on the learner centered teaching rather than the teacher during the teaching and learning processes. It aims at making the learning more concrete and operational. Four educational reforms in Algeria have been implemented since independence; they are as follows:

1.3.1 Arabisation

This reform was first set after independence (1962) for the sake of removing all traces left by the French colonization in Algeria. (Benrabeh, 2013) states

Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favored the national integrity and unity and religion. Cited in Rezig,N (2011, 1329)

This policy had been criticized for ignoring the language diversity in Algeria. In 1996, most of the teachers in Algeria were not Algerian. During the 1970's the Algerian educational system consisted of six years in the primary school, 4 years in the middle school and 3 years in secondary school Benrabah (1999).

1.3.2 Fundamental Schooling System

This was the second reform adopted by the Algerian educational system during the 1976. This system was called fundamental school, primary and middle education consisted of 9 years together. All the subject were taught in Arabic language expect the foreign languages. (Benrabeh, 2013) English was taught in middle schools from the age of 13. (Steinberg, 1993) States that the learning of English for children is not beneficial for them at that age.

1.3.3 English in the Primary school

In 1993, the educational system enhanced the learning of foreign languages at young age, thus English was taught at primary schools as a compulsory subject besides French subject but most of the pupils' parents preferred French than English.

1.3.4 Higher Education Reforms

(Benrabah M. , 1999) Algeria adopted the French model on its universities. Educational reforms were designed for the sake to modernize universities. The LMD (Licence- Master- Doctorate) system was implemented in Algeria in order to share the European universities experiences and modernize the Algerian ones.

1.3.5 Actual Educational Reform

The reforms of the educational system, which are attributed to CBA, aim to enhance communicative competence. The Algerian educational system contains several levels: primary, middle, secondary education. The ministry of education takes care of the management and organization of these educational levels. The Ministry of Education. The Algerian constitution has made of education free and compulsory for all citizens which enables the country to promote education in terms of language and culture in relation to its civilizational values.

Secondary education in Algeria can be defined as a period of three years. Secondary education consists of different streams in the first year in high school. The orientation of learners towards those streams is done according to learner's wishes and results. The end of secondary education is marked by the Baccalaureate exam.

The role of high schools is consolidating and widening the knowledge acquired for learners in different disciplinary fields, developing analysis and synthesis methods; reasoning and taking responsibility; having openness to foreign civilizations and cultures and acceptance to coexist peacefully with others as well as preparing learners to higher education.

1.3.6 Status of English in the Algerian Educational System

Nowadays, English has become a global language and the primary language of media and technology. This fact lead to increase demand and need to

English teaching in the Algerian schools and all over the world. In the case of Algeria, English is regarded as a second foreign language, which is the same case for many countries in the world. It is taught from the first year in the middle school then in secondary schools and even in higher education for its importance. English is taught as a module at universities in different fields such as mathematics, physics and biology. It is announced in the national curriculum that: “The aim of teaching English is to help our society to integrate harmoniously into modernity by participating fully and fully in the linguistic community which uses this language for all types of interaction” (3rd year secondary school English Curriculum, June 2011). Accordingly, English has become a compulsory requirement in the Algerian schools.

1.4 ELT in the Algerian Schools

It is not clearly stated in the history when English has been introduced in Algeria. But it is clear that English was a part of the Algerian educational curriculum during the time when Algeria was colonized by France. English has been taught as a second foreign language in secondary schools and since independence until now many approaches to language teaching had been implemented. This research is concerned with English teaching/learning process in the third year of secondary school (the pre-university period) and the effect of the Baccalaureate exam on it. Yet English is taught in the Algerian schools as a subject from the first year in middle school, it is taught along with other subjects that compose the Algerian educational curriculum such as Arabic, mathematics and physics. As stated earlier, the third year of secondary education is divided into two streams that in turn are divided into two sections as follows: scientific Streams which include: experimental sciences, Math, Technical Math and Management and economy. Literary Streams include: Literature and philosophy, Literature and foreign languages.

In fact, those streams study the same syllabus but not the same units; using the same textbook. English subject's coefficient is different in each stream according to its importance, being a fundamental or secondary subject. As well as the time allocated for ELT in the literary streams differs from the scientific streams.

Table 1 : English in the 3rd year secondary school

	Literary Streams	Scientific Streams
Coefficient	5	1
Textbook	New prospects	New prospects
Time Allocated per Week	4h	3h
Time Allocated per Year	108h	81h

1.5 ELT Methods and Approaches in the Algerian Educational System

Since independence, the Algerian educational system has attempted to achieve a good quality education that fits the learning needs, that is why many educational reforms have been implemented till now. ELT in the Algerian context requires from teachers and linguists new teaching methods and approaches in order to meet the modernity and development of the 21st century society and to achieve the national curriculum objectives. *“In a communicative situation and based on oral or written support, the learner must produce a written message of about twenty lines in a chosen type of written speech (descriptive, narrative, argumentative, expository, and injunctive) correctly and legibly.”* (3rd year secondary school curriculum, 2011, p06). In this respect, the Algerian authorities have seen the necessity of the educational reform and its adjustment. Since independence (1962), many EFL teaching methods and approaches have been implemented in the Algerian schools. These methods and approach were all implemented for the aim

of using the foreign language in real context and develop the learners' communicative abilities as to meet the society modernity.

1.5.1 Grammar-Translation Method

The grammar-translation method is one of the most traditional methods in teaching English as a foreign language. It was originally implemented in the 19th century to teach dead languages such as Latin and Greek, as it was also used to teach modern languages like French and English. Algeria adopted the grammar-translation method during the period of the 1960's. Bougandoura (2012) mentions that the textbooks that time were written by P.M Richard and Windy Hall in a series of ELT books under the titles: "Anglais Seconde Langue" (1960), "Anglais Seconde Langue" (1961), "L'Anglais par la Litterature" (1962), "L'Anglais par la Litterature" (1963) and "La Vie en Amérique" (1963)

The grammar-translation method aims to:

- Develop the ability to read literary prestigious texts by knowing the language structure and grammar rules which will facilitate the understanding of sentences and texts
- Develop the reading and writing skills rather than the listening and speaking as the focus was on grammar.

EFL learners were taught through a specific procedure as follows: reading a text in the target language, translating the text or the passage into the mother tongue, the teacher explains the new vocabulary and make the learners practice about it beside giving them the grammar activities as a home work. The method used was the teacher-centered teaching. The learners were passive recipients of the knowledge. The learning process was only via memorization. Reading and writing were highlighted as primary skills and less attention was given to the other items and skills of the target language. (Rivers, 1981) stated: "*... little stress is laid on accurate pronunciation and intonation, Communication skills are neglected; there is great deal of stress On knowing rules and exceptions, but little training is in*

using the Language actively to express one's meaning." EFL teaching through grammar-translation method was dependent on translation, what led to obstacle the learners' development of the communicative abilities.

1.5.2 Direct Method

The direct method was an extension to the grammar translation method, which involves more use of the target language. Algeria implemented the direct method in the educational curriculum in the early 1970's. It was used primarily in middle schools. Learners were taught by ELT textbooks entitled as follows: "Success with English" (G. Broughton, 1975), "Andy in Algeria" (1975), "Learn English with us" and "Madjid in England" (1976). Those ELT textbooks were all published within the same period (1977). The speaking and listening skills were integrated in this new EFL teaching method regardless of the reading and writing skills. Classroom instructions were directly given in the target language and no translation has been allowed. Attention was given to the communicative skills. In this respect, (Rivers, W, 1986, p. 33) suggests that:

Learners must seek direct comprehension by inferring meaning of unknown elements from the context, rather than by seeking Equivalents in a bilingual vocabulary list. Where the meaning cannot be discovered in this way, the teacher gives explanations in the language being learned, using pictures and gestures.

This method has been criticized for its' failure to enable the learners develop communicative skills and use the language in real-life situations. Thus, the Algerian authorities has been in the sake of an appropriate teaching methodology than can fulfill the learning objective and help the learners in the development of communicative abilities.

1.5.3 Structural Approach

Algeria enforced the use of the structural approach in the national curriculum at the late of the 1970's and the 1980's. The ELT textbooks were

written by L.G Alexander under the title: “*Practice and Progress*” (1967) and the second one: “*Developing skills*” (1967) which was used for secondary education. This method gave more importance to the target language structure besides the language skills. Teaching through the structural approach kept the same principles and procedures of the direct method. Along with the previous EFL teaching method and approaches, the structural approach was criticized for giving much more importance to the language structure rather than the communicative skills (Bougandoura, 2012, p. 48).

1.5.4 Communicative Language Teaching Approach

As far as the development of the communicative ability has always been the most significant learning objective, Algeria implemented a new teaching approach which is called “Communicative Language Teaching Approach”. This approach gave the opportunity for learners to express themselves in the target language and interpret messages from the language being learned. The teacher played a role of facilitator of learners’ communication by acting as an initiator of communication. The textbook used on that era was “New Prospects”, which is the same one used for CBA. That was clearly stated by Michael p. Breen (1980, p. 99):

The teacher has two main roles: the first is to facilitate the communication Process between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it.

Due to the huge number of learners within the small number of schools that were existing in the Algerian context. The communicative language approach realized a great failure. The learning objectives could not be fulfilled and the learners could not use the language in real situations because this approach needs specific settings to make the teaching-learning process successful and enable the learner’s interaction and group work.

1.5.5 Competency Based Approach

The competency-based approach basically has been introduced in USA during the late 1960's and early 1970's. It has been originally implemented as a remedial approach to fulfill the learning objectives. CBA has been introduced in Algeria during 2002 as a teaching approach based on competencies. As a result of the educational reform CBA has been implemented in the Algerian educational curriculum and new textbooks were published. Algeria Has adopted CBA to English foreign language teaching for the purpose of making the learners able to use the language in real life situations. Therefore, the method which goes with this approach is learner-centered teaching which should be applied by teachers in EFL classrooms.

Generally speaking, this approach focuses on “what learners will be able to do” (Rodgers, 2001, p. 93) CBA has been also defined as “*defining educational goals in terms of precise measurable descriptions of the knowledge skills and behaviors learners should process at the end of a course of study*” (Rodgers, 2001, p. 151). The competency-based approach was implemented in the Algerian EFL classrooms for the aim to make the learners able to use the knowledge and skills they developed in the classroom, outside the school in real contexts. In other words, it was used to develop the learners' language skills and competencies to make them able to communicate with EFL in real context effectively and legibly. Teachers teach the learners the language skills in an integrative way since this is how they are used outside the school. Therefore, the CBE (Competency Based Education), objectives are defined in terms of learners' behavior and performance Nunan (2007). Performance and Behavioral objectives refer to what the learners are able to do rather that what teachers do. Inside the classes teachers stick to the CBLT (Competency Based Language Teaching), which involves determining the teaching objectives by what learners will be able to do rather that what they will know. Yet, the CBE (Competency Based Education) is closely related to “*what learners should know and be able to do*” Nunan (2007, p428).

1.5.5.1 Definition of Competency as a Key Concept of CBA

From the name of the approach, it is clear that the competency is a key concept of CBA. Many researchers such as (Jack C. Richards, 2011) had defined competency as:

Competencies consists of a description of the essential skills, knowledge, attitudes and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been Linked to the field of the work and to social survival in a new environment.

In the same vein (De Jack C. Richards, 2001, p. 129) as well advocates that:

An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking process, attitudes, and perceptual and physical skills.

In this respect, competency is the ability to know how to act using a set of skills and knowledge that have been acquired in the classroom, in various real-life situations. The competency is the process through the product, in other words, it is the learning process through the learning outcomes. A learner's competency can be developed through time and during the learning process, after acquiring specific language skills. In other words, the aim of CBA is to allow the learners to use the language as speakers, readers, listeners and writers. Thus, the competency allows learners to know how to use a range of language skills and knowledge in real life situation or in communicative situation. It can be concluded that if there are problems or lacks in learners' outcomes, so the teacher have to go back to their learning process and check what have been missing.

In this case, if the teachers wants a correct outcome of all his/her learners, there a range of parameters that should be took into consideration, such as the appropriate methodology to achieve the teaching objectives and the learners'

learning styles. In fact, according to what was mentioned on (Accompanying Document Of The English 3rd Year of Secondary education Program, 2011, p. 10)

From the learner's point of view, there are three learning styles: the visual (learning through looking), the auditory (learning through hearing) and the psychomotor (learning through practicing). The learner will often combine these modes according to the content elements of a learning objective.

The English teaching program is centered on the development of the learners' competencies that they will use outside the educational institution in real situations and contexts. The development of the learners' competencies makes them able to use the language effectively and appropriately. Language skills are taught in an integrated way such as they are used in real life to train learners to use the language in real context in a communicative situation. The integrative teaching of language skills is a key to develop the learners' competencies and learners' problem-solving ability. According to the national teaching program, the competencies taught in EFL classrooms are as mentioned and defined before in the guiding principles for teaching English in Algeria: interaction, interpretation and production.

1.5.5.2 Algerian Competency Based English Framework

It has been mentioned by many researchers that CBA is stressing on what learners will be able to do with the language rather than what they will know about the language. Therefore, the teaching materials, the teaching strategies and the assessment tools are organized around the competencies development rather than the knowledge about language. (Richards, 2006) suggests that the language teaching is closely related to the competency-based framework in order to teach the learners the language skills that fit their needs for the development of the communicative abilities. In this regard, Docking (1994, p16) sees CBA as:

.... Organized not around the notion of subject knowledge but around the notion of competency. The focus moves from what learners know about the language to what they can do with it. The focus on competencies or learning outcomes underpins the

curriculum Framework and syllabus specifications, teaching strategies, assessment and reporting.

Within the same regard, Auerbach (1986, pp. 411-429) provides a list of important eight key features of the competency based approach that make the theoretical framework appropriate and effective to fulfill the learning objectives. The features are as follows:

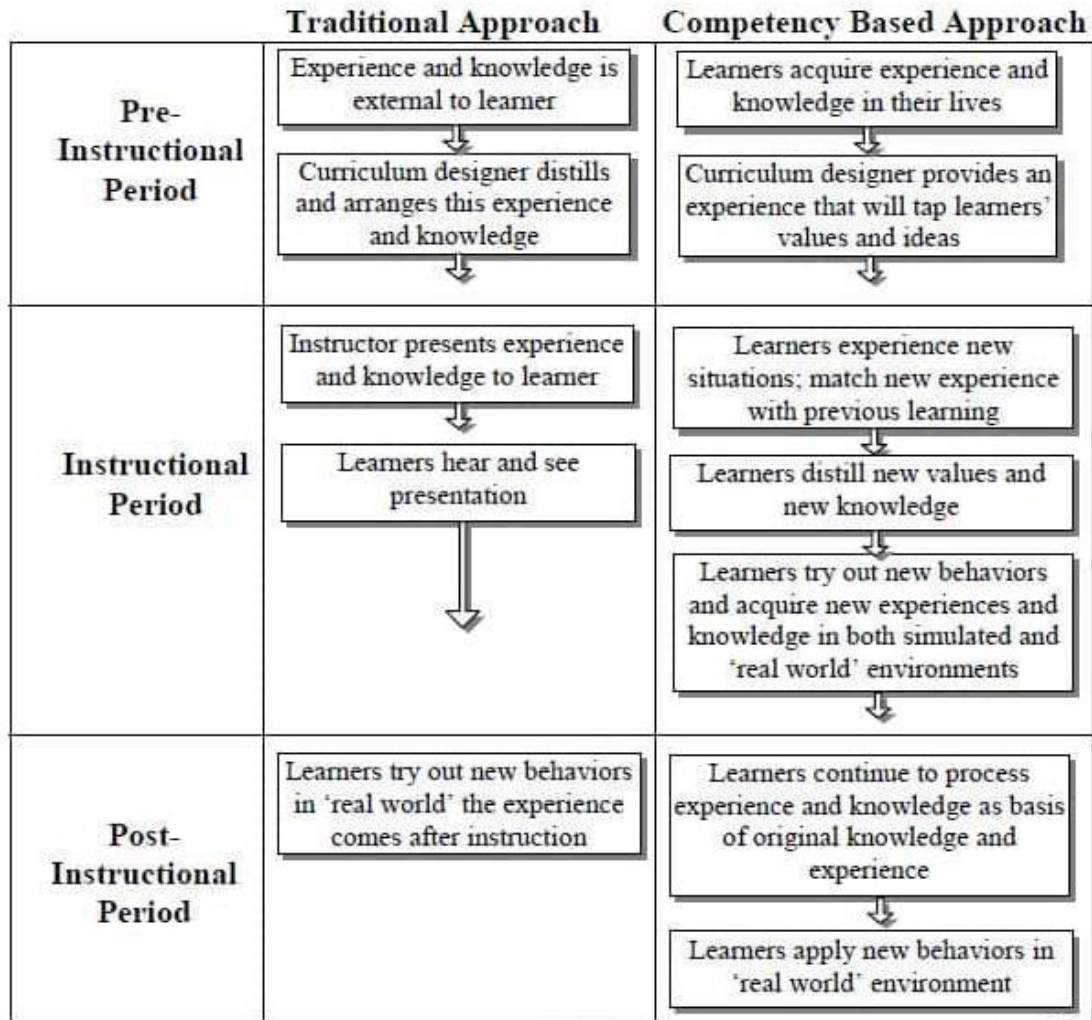
- 1- A focus on successful functioning in society: The goal is to enable learners to become autonomous individuals capable of coping with the demands of the world.
- 2- A focus on life skills: Rather than teaching language in isolation, CBA/ESL teaches language as a function of communication about concrete tasks. Learners are taught just those skills required by the situations in which they will function.
- 3- Task-or performance-centered orientation: What counts is what learners can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
- 4- Modularized instruction: Objectives are broken into narrowly focused sub objectives so that both teachers and learners can get a clear sense of progress.
- 5- Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that learners know exactly what behaviors are expected of them.
- 6- Continuous and ongoing assessment: Learners are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.

- 7- Demonstrated mastery of performance objectives: Rather than the traditional paper- -and- pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.
- 8- Individualized, learner-centered instruction: In context, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; learners' progress at their own rates and concentrate on just those areas in which they lack competence.

In the above figure, there is a clear comparison of the learning process under CBA and the traditional approach. It is clearly stated that CBA focuses more on skills and competencies development. CBA gives more importance to the learner-centered method rather than the teacher-centered method that was used in the traditional approach.

When teachers adopt the learner-centered method, they play the role of facilitators, monitors and motivators for learning, and learners are active participants in the learning process. In the teacher-centered method, teachers take the lead and play the important role, they provide information and learners are passive recipients of knowledge Emaliana,Eve (2017).

The CBA gives the freedom for the learners to take part of the learning process rather that just receiving information from the teacher. While in the traditional approach, the teacher plays a big role by doing all the teaching practices and his learners are passive and receiving information.



(Adopted from Ellerbusch et.al, 2005⁴⁷)

Figure 1.1: Learning Process in CBA Vs Traditional Approach (cited in Rambe (2013, p. 55).

The figure above represents the differences between the traditional approach and the CBA, it is clearly shown the CBA focuses on the learner-centered method and learners are more engaged in learning rather than receiving knowledge.

1.5.5.3 Role of Teachers

The role of teachers under the CBA as mentioned by (Sturgis and Patrick, 2010): teachers are no more information givers but they are facilitators of learning: they provide different types of information in different ways Paul (2008).

Teachers' competencies are significant to help learners develop the target language competencies that involve interaction, interpretation and production. The first competency refers to the ability to use the language orally to interact with others in real-life situations. The second competency is the ability to understand written or spoken language through reading or listening and interpret it appropriately. The third competency is the ability to produce coherent and appropriate written or spoken messages to express one's self. The teachers' competencies can be summarized as a focus on scaffolding efforts which foster learning.

(Griffith & Montrosse-Moorhead, 2012, p. 12) advocate that to play this difficult role of scaffold, teachers have to adopt new teaching strategies that conform to fit the learning objectives. Teachers teach learners how to use the language learning techniques in order to enhance their learning and they plan activities that develop their communicative skills. On the other hand to check the learner's progress, teachers assess regularly their learners.

1.5.5.4 Role of Learners

Under CBA learning process, learners also have a role. Sturgis (202) mentions that learners' role is to integrate, produce and extend their knowledge about the language by taking an active part of the learning process. To do so, it is required from the learners to be critical thinker and make a representation of the learning situation, they need to determine the learning objectives by doing research using various resources and assess themselves to determine their progress.

In other words, learners need to appeal cognitive, affective and motivational strategies to set balance between the previous and newly acquired knowledge about the language. According to educationalists, this method is the best to help the learners' retention of the knowledge. i.e., learners need to use their cognitive domains (check page 28). They need to use both lower and higher order critical thinking skills (Benjamin Bloom, 1956). Teachers as well during their assessment process need to take into consideration the taxonomy of Bloom.

1.6 Bloom's Taxonomy

Bloom's taxonomy is the framework of Benjamin Bloom and his team work of collaborators which is about how do learners learn. It was first published during the 1956 in their book "Taxonomy of Educational Objectives" (Benjamin Bloom, 1956). The framework introduces how to categorize the educational goals. Bloom's taxonomy helps teachers and decision makers among the educational system and institutions in designing curriculum and syllabus, planning courses and learning activities as it helps them to design formative and summative assessment tools to measure the learning outcomes.

Bloom's taxonomy makes the teaching and learning process conform to the national approach (CBA), which is Competency-Based approach; through the implementation on tasks and activities that simulate learners to think critically rather than being recipients of knowledge. It also helps educators to develop critical thinking and higher order cognitive abilities in their learners. At first Benjamin, B (1956) identifies three domains in the taxonomy of educational objectives: cognitive which refers to knowledge and mental skills, affective which refers to feelings, attitudes, and psychometric domain that refers to the physical skills and which was omitted from the taxonomy later.

1.6.1 Cognitive Domains

Which are also called Blooms' Taxonomy Levels of Learning or thinking skills (Benjamin Bloom, 1956). Bloom mentions six levels of learning. They are featured as six major categories of thinking; ordered as follows: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation

The six stages of Bloom's framework must be followed in order. For instance, the learners should master the first stage "knowledge" to move to the next stage and so on. Bloom presents the taxonomy levels in a pyramid to demonstrate that knowledge is the foundation of all the subsequent levels of learning.

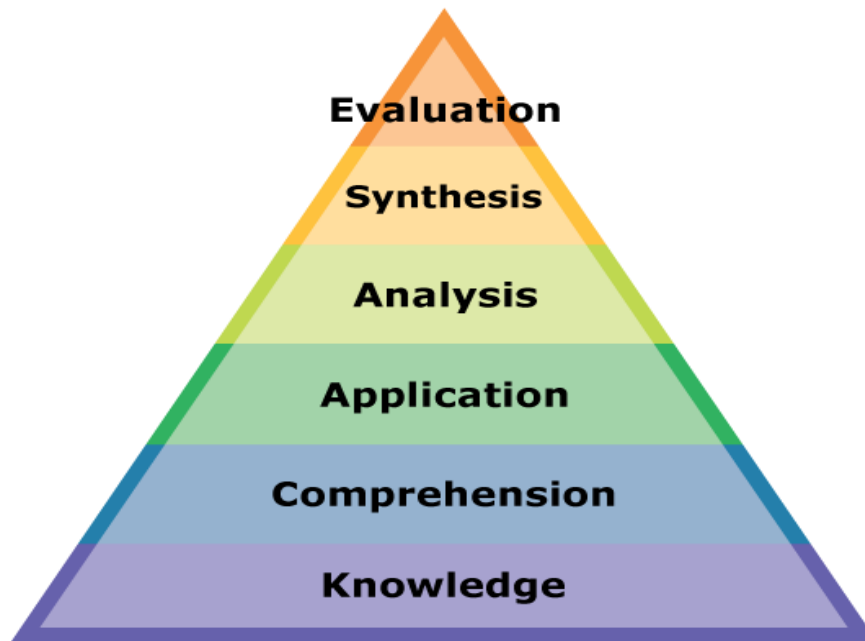


Figure 1.2: Cognitive Domains of Bloom's Taxonomy adopted from Benjamin et al (1956)

The five levels above “knowledge” are known as mental “skills and abilities”. The cognitive domains are divided into lower order thinking skills and higher order thinking skills (Benjamin et al 1956). The lower order thinking skills serve to assess the learners’ knowledge about the language. While the higher order thinking skills serve to assess the learners’ competencies. Each level of them contains sublevels, they are ordered from simple to complex tasks i.e. from less to more demanding mental process. Bloom et al (1956) explain each level separately as follows:

- **Knowledge:** is the first important level of the framework. It involves recalling basic information from memory, facts, methods or patterns and structures.
- **Comprehension:** This level refers to the learners understanding of the materials that have been presented in the first level. It has three sublevel that are: translation, interpretation and extrapolation.
- **Application:** At this level of thinking, learners should apply their knowledge and understanding in different learning situations.

- **Analysis:** At this stage, learners should be able to articulate the relationship between different ideas and to be able to breakdown their learning into elements. It has three sublevels that are: analysis of elements, analysis of relations and analysis of organizational principles.
- **Synthesis:** At this stage of thinking, learners should be able to combine different ideas or elements to create new structures. It has three sublevels that are, production of a unique communication, production of a plan or a set of operations and derivation of a set of relations.
- **Evaluation:** This stage refers to the highest level of thinking and requires the most complex mental process. Learners are expected to be able to make judgments about the value of the methods and materials presented to them. It has two sublevels judgments in terms of internal evidence and judgments in terms of external evidence.

1.6.2 Affective Domains

The affective domains had been defined by Krathwohl (1973) as the manners in which learners deal with thing emotionally like the learners' motivation and attitudes. This domain has five major categories that are listed from simple to complex behavior as follows:

- **Receiving phenomena:** It refers to the awareness of the learners towards a specific element, their willingness to listen to others with respect or to learn and remember and their selected attention towards a specific thing or element.
- **Responding to Phenomena:** it refers to the learners' motivation, satisfaction and willingness to respond, attend and react to a specific phenomenon to come up with the learners' outcomes.
- **Valuing:** It refers to a value that learners attach to a specific element or phenomena. It comes from the internal of learners and from their beliefs. It is expressed through the learners' overt behavior.

- **Organization:** It refers to the organization of values into priorities by
 - Contrasting different values
 - Resolving conflicts between values
 - Creating a unique value's systemThe focus of this category is on comparing, relating and synthesizing values.
- **Internalize Values:** this is the most complex category. It refers to the learners' value's system which controls their behavior. The instructional objectives rely on the learners' behavior that can be pervasive, consistent or predictable. The learners can revise or adjust their judgment on the light of new evidence Krathwohl (1973).

1.6.3 Psychomotor Domains

According to (Simpson, 1972), Psychomotor domains are those particular to attentive physical capacities, reflex activities and interpretive developments. Generally, these sorts of targets are worried about the genuinely encoding of data, with development as well as with exercises where the gross and fine muscles are used for communicating or deciphering data or ideas. This zone likewise alludes to regular, autonomic reactions or reflexes. In analyzing the three domains of learning it is intriguing to take note of that while the cognitive domains categorization was depicted in 1956, and the effective domains in 1964, the psychomotor domains was not completely portrayed until the 1970s.

If the movement is essentially something that is physical which underpins another territory (full of feeling or psychological) term the objective physical movement instead of psychomotor. Once more, this goes to instructional goal. Learners are using a physical movement to help a psychological or full of feeling capacity; it is referred to as something physical and maintain a strategic distance from the term psychomotor. Alternatively, maybe marking something psychomotor methods there is an exceptionally clear instructive goal for

development to happen in the psychomotor/sensation area. Learning move steps would fall under "gifted developments" in the psychomotor area. Anita Harrow (1972) stated different types of psychomotor or movement as follows:

- **Reflex Movements: objectives** at this level incorporate reflexes that include one muscle's movement or reflexes of the spine and developments that may include more than one fragmented segment of the spine as intersegment reflexes. These developments are automatic being either present during childbirth or rising through development.
- **Fundamental Movements:** Objectives in this part are skills or movements or behaviors related to walking, running, jumping, pushing, pulling and controlling movements. They are frequently parts for progressively complex activities.
- **Perceptual Abilities:** Objectives of this part are skills that are related to sensation (substantial movements), visual, sound-related, material (contact), or coordination capacities as they are identified with the capacity to learn from the earth and respond.
- **Physical Abilities:** objectives at this level ought to be identified with continuance, adaptability, deftness, quality, response reaction time or ability.
- **Skilled Movements:** Objectives at this level refer to abilities and developments that must be scholarly for games, sports, moves, exhibitions, or for human expressions.
- **Non-discursive communication:** objectives at this level refer to expressive developments through stance, motions, outward appearances, as well as inventive developments like those in emulate or artful dance. These developments allude to interpretative developments that convey significance without the guide of verbal orders or help.

1.6.4 Use of Bloom's Taxonomy

Bloom's taxonomy is very helpful to apply the CBA correctly in EFL classrooms. Bloom et al (1956) mention that it can be used first, to design a curriculum or plan a course by offering a structure about how do learners learn. Therefore, EFL teachers can adapt their teaching materials to fit the learners need and the learning objectives according to each level of learning. Second, to set the appropriate learning objectives and goals according the levels of learning in which learners are engaged. Third and last, to create worthwhile activities, evaluation and assessment tools which are appropriate for each level of learning.

1.7 Learning Process within CBA

As it has been stated earlier learners within CBA in EFL classrooms are required to develop specific competencies such as interaction, interpretation and production. To achieve these goals learners are put in different learning situations where they develop their competencies progressively following the learning levels of bloom's taxonomy. To understand how learners learn, it is necessary to explore the four learning situations that are clearly explained by the Algerian teacher trainer (Bounab, 2019). They are as follows:

1.7.1 Learning Situations

Initial problem-solving situation is the first step of the learning process under CBA. Since the competency-based approach requires that learners take part of the learning process, the lesson should be initiated with a problem-solving situation like a real-life situation to stimulate learners to think and brain storming. The teacher must use the learner-centered teaching method where learners are challenged and motivated to take part of the learning process rather than being passive recipients (Samir, 2019). Initial problem-solving situation takes place at

the beginning of a unit, sequence or a lesson. Teachers can use visual aids to present the problem-solving situation.

The Input situation is the second learning step under CBA, it is the second situation in the learning session, and it is the lesson itself. Its aim is to install resources for learners through the problem-solving situation. The type of lessons is variable as follows: speaking, listening, writing, reading, grammar, vocabulary and pronunciation. The combination of these various lessons leads the learners to develop the target competencies and achieve the syllabus objectives and the communicative abilities. Each type of lesson requires from the teachers a specific teaching modality of teaching framework. There are teaching modalities that are required from teachers to stick to the official national approach CBA. Teaching modalities are helpful for teacher to plan and deliver lessons; they are as follows:

- ✚ **P-P-P:** refers to (presentation-practice- produce) this teaching modality or framework is used to teach speaking, pronunciation, writing and grammar inductively or deductively
- ✚ **P-D-P:** refers to (Pre stage, during stage and post stage). This modality is used to teach the receptive skills (listening and reading).
- ✚ **The integration situation:** it is a writing session where learners reinvest or recall what has been learned on the input situation to produce a piece of writing. This stage enables the teacher to know if the learners have mastered the lesson been taught.

The evaluation situation is the last situation of the learning process. It is the phase where the teacher measures the achievement of the teaching objectives using tests and assessment tools.

1.8 3rd Year Secondary School Streams Syllabus and Curriculum Objectives

The third year of the secondary education is divided into literary and scientific streams as mentioned before. There is only one syllabus for all the

streams, the teaching program is different for the streams as illustrated on the table below. In addition, the scientific streams have no listening and speaking lessons while the literary streams are concerned with all types of lessons.

Table 2: Units of the English syllabus for the educational streams

Units	Scientific streams	Literary streams
Ancient civilization		+
Ethics in business	+	+
Education in the world		+
Advertising, consumers and safety	+	
Astronomy and the solar system	+	
Feelings and emotions	+	+

1.8.1 3rd Year Secondary School Foreign Languages Stream' Syllabus

This study is concerned with the 3rd year secondary school foreign languages stream in EFL classrooms because English is a fundamental subject for this stream with coefficient 5 and 4 hours per week i.e. 108 hours in the academic year. The time advocated for learning English in foreign languages streams is more than the other streams. Foreign languages stream learners are concerned with all types of English lessons including the four language skills, grammar, vocabulary and pronunciation. According to what have been mentioned in the 3rd year secondary school official curriculum (curriculum, June 2011, p. 05), the EFL instructional objectives are divided into three types:

- **Linguistic and communicative objectives:** are providing the learners with a solid linguistic base including grammar, vocabulary, syntax, pronunciation and fluency in oral and written language. This will enable

the learners to communicate fluently and interpret messages in the target language, which is English.

- **Methodological and technological Objectives:** consist of consolidating the learners' cognitive domains such as mental and intellectual skills like analysis, synthesis and evaluation. In addition to that, learners should be taught about the rationale of different types of English documentations and about the technological tools such as computers and internet to make the learning fits with the 21st century skills.
- **Socio-cultural and socio-professional objectives:** such providing the learners with different topics to integrate their learning and develop the learners' open-mindedness by exposing them to various civilizations' contexts.

These objectives help the learners to move to an active life by the end of the academic year and the school curriculum.

1.8.2 Learners Entry Profile Vs. Learners' Exit Profile

As mentioned on the 3rd year secondary school official national curriculum (curriculum, June 2011) and also in (Document D'accompagnement Du Programme D'anglais De 3ème Année Secondaire, 2011, p. 03), by the beginning of the academic year; the 3rd year secondary school learners have already been learning English as a second foreign language in middle and high schools for six years. Thus, learners are able to produce and form a meaningful oral or written coherent statement. While by the end of the academic year, the final objectives of the 3rd year secondary academic year are mentioned on the national curriculum (curriculum, June 2011, p. 06) and in the (Ministry of higher education, 2011, p. 03), as follows:

In a communicative situation, on the basis of an oral or written support, the learner must produce a written message of about twenty lines, in a type of a chosen written discourse (descriptive,

narrative, argumentative, expositive, injunctive), correctly and legibly.

Accordingly, learners should exit the academic year being able to use the target language correctly in a communicative situation, as they should be able to recognize different types of discourse.

1.9 3rd Year Secondary School Textbook “NEW PROSPECTS”

First of all, the textbook is a teaching/learning material which is used in schools. (Tomlinson, 1998, p. ix) Defines the textbook as:

A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book, which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking

Learners and teachers rely on the textbook on their teaching/learning. The textbook used in the Algerian 3rd year secondary school is entitled “New prospects” and designed by the ministry of education. “New Prospects” was first published after the application of the CBA on the Algerian schools on October 2008. It is stated in the 3rd year secondary school textbook designed by S. ARAB et al (2006, p. 04) that: “*new prospects complies with the new English syllabus for SE 3rd year secondary school laid out by the national curriculum committee of the ministry of national education in March 2006*”. The designer of the English textbook Arab. S et al (2006), who are a set of teachers and an inspector; Took into consideration that the Baccalaureate exam is in a written form. In other words, there is no assessment and measurement of the listening and speaking skills progress; these skills that are significant for the development of the communicative competency for EFL learners.

Since the Algerian textbook “New Prospects” has been first published, it was never revised. It has been used from that moment until now (2021); yet, it

should be evaluated and revised periodically to meet the current century requirements.

1.9.1 Content of the 3rd year secondary school Textbook

“New prospects” relies on the CBA which is both a learner centered and project-based approach. The textbook comprises two main parts. The first part is “*language outcomes*” and it is divided into “*listen and consider*” and “*read and consider*”. Its aim is to work around the textbook on the language dimensions to study grammar, vocabulary; pronunciation and lexis and spelling. The second part is “*skills and strategies*”; it also comprises two parts: “*listening and speaking*” and “*reading and writing*”. Its aim is to develop the language skills and social skills such as collaborative work, peer assessment responding to a problem-solving situation and so on. According the textbook authors, “New Prospects” serves to achieve the 3rd year secondary school curriculum objective. As it shown on the book map “New prospects” contains six units as follows on the table below:

**Table 3: Book map adopted from new prospects
(p11,12)**

Units	Topics	Project
1. Exploring the past	Ancient civilizations	Making the profile of an ancient civilization
2. ILL- Gotten gains ever	Ethics in business	Writing a character of ethics
3. School: Different and Alike	Education in the world	Designing an educational prospectus
4. Safety first	Advertising, consumers and safety	Conducting a survey on the impact of advertising
5. Its giant leap for mankind	Astronomy and the solar system	Designing an astronomy booklet
6. We are a family	Feeling and emotions	Writing a booklet of tips for coping with emotions

There are extra units in the 3rd year secondary school textbook besides the units mentioned above on the table. These additional units are called: **Foreword, Book Map, Listening Scripts, Grammar Reference, and Resource Portfolio.** The textbook units are on the same order as mentioned above on the table in addition to “listening scripts” p196, “grammar reference” p206, “resource portfolio” p271.

1.9.2 Role of the Textbook

Textbooks play a significant role in EFL classrooms for both teachers and learners. A textbook is a vital teaching/learning material. Henceforth, the teaching/learning process cannot be complete without the textbook. Cunningsworth (1995, p. 07) states that the ELT textbooks serves as

- a resource for presentation material (spoken/written).
- a source of activities for learner practice and communicative interaction.
- a reference source for learners on grammar, vocabulary, pronunciation, etc.
- a source of stimulation and ideas for classroom language activities.
- a syllabus (where they reflect learning objectives which have been already determined).
- a resource for self-directed learning or self-access work.
- a support for less experienced teachers who have yet to gain in confidence.

In fact, Textbooks are designed to fulfill the teaching objectives and learners' needs. Babaii (2002, p. 02) advocated that textbooks are used for:

- a textbook is a framework which regulates and times the programs.
- in the eyes of learners, no textbook means no purpose.
- without a textbook, learners think their learning is not taken seriously.
- in many situations, a textbook can serve as a syllabus.

- a textbook provides ready-made teaching texts and learning tasks.
- a textbook is a cheap way of providing learning materials.
- a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all.
- for novice teachers a textbook means security, guidance, and support.

Even though the textbook is a vital teaching/learning material, which provides many advantages for both teachers and learners, it has been criticized for many criteria. For instance, *ibid*; cited the counter arguments of using the textbook as follows:

- if every group of learners has different needs, no one textbook can be a response to all differing needs.
- topics in a textbook may not be relevant for and interesting to all.
- a textbook is confining, i.e., it inhibits teachers' creativity.
- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly.
- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps.
- Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

1.10 Evaluation in Secondary Education

Evaluation is defined in the teachers' guide (Accompanying Document of the English 3rd Year Secondary School Program, 2011, p13) as "*Evaluation is an action performed by a subject, relative to an object, located in time to determine a value using tools for a specific purpose*". It is an integral part of the

teaching/learning process. Teachers use different types of evaluation and assessment tools to assess the learning outcomes and the learners' competencies.

Testing, assessment and evaluation are ways to check the learners' progress and mastery of what they had been taught, yet; there is a difference between the three. Kizlik (2012) states that tests are used to determine the learners' ability to solve some activities, skills and knowledge, assessment is the process of gathering data about the learners' progress, in fact assessment may contain a set of tests and evaluation are procedures used to make educational decisions.

Evaluation serves to a diagnosis, to orient the regulation of learning and to plan remedial activities. In this regard, *ibid*, states different types of evaluation that teachers must use to evaluate learners outcomes. In other words, evaluation is used to evaluate learners' products rather than their learning process. The learners product permit the teachers to reflect on their teaching process to install knowledge for learners develop their competencies and adapt their teaching according their learning styles and learners' needs. The evaluation types that must be taken by the 3rd year secondary school learners are as follows:

1.10.1 Diagnostic assessment

Diagnostic assessment is a test used in the beginning of the academic year or the beginning of a unit or a sequence, to diagnose the actual level of learners and check their actual knowledge; it makes it conceivable to find the qualities and shortcomings of the understudies according to their abilities (information, approaches, procedures and learning styles). Diagnostic assessment help teachers to gauge the advancement made, to list the crucial components of the program of earlier years not yet procured, to incorporate them into your advancement. Very much focused on activities will give you the most complete data. This assessment won't be dependent upon any appraising or comprehensive remedy. It will be a conclusion which will permit teachers to know of what to start (Accompanying Document of the English 3rd Year Secondary School Program, 2011).

1.10.2 Certification Assessment

Built up by the educational system, certification assessment relates to the rationale of choice and direction, it depends on the improvement of tests and assessments. Evaluating is along these lines consistently fundamental in the truth of the school. It intercedes toward the end of a term or an academic year and reports on the learners' learning or mastery of what they learnt. Thus, toward the end of a showing period, it refers to a formerly settled norm and regularly brings about a numerical imprint. Its motivation is to record results to convey them, approve or legitimize a learner direction, set up a characterization, select (rivalry, and so on.). By the end of the learning unit or at customary spans, it will be important to check out the learners' acquisitions. The certification evaluation helps direct learning. It permits the learners to characterize their learning all the more internationally and to arrange himself according to other people and to the establishment (Accompanying Document of the English 3rd Year Secondary School Program, 2011).

1.10.3 Formative Assessment

Formative evaluation is the utilization of assessment tools to evaluate learners in order to have data about how well something has been learnt with the goal that they can choose what to do straightaway. It ordinarily happens during a course. It is practiced using tools such as criteria grids and indicators of operating objectives (learner's outcomes), developed by the teacher. Its purpose is to take into account errors, to regulate them and to adapt the teaching process to the reality of learning, to reinforce successes and maybe plan remedial activities or make up exams. Formative assessment can be contrasted to summative assessment, which assesses how well something has been learnt so as to give a learner a grade. According to what is mentioned on the (Accompanying Document Of The English 3rd Year Secondary School Program, 2011) Different assessment tools of formative evaluation can be used to evaluate the learners' development of their

competencies such as portfolios, discussion and debates and questionnaire or interviews.

1.11 Baccalaureate Examination

The Baccalaureate Exam is an achievement test taken by the 3rd year secondary school learners by the end of the academic year. It generally takes place in June, this period is very stressful for stake holders at large. The Baccalaureate is a high stake exam which give the opportunity for learners to leave high school and embark upon higher education; Pearson (1988) mentions “*the Baccalaureate is a gate for learners life change*”. As mentioned in the examiner guide, The English Baccalaureate paper is a written test divided into two parts as follows: first it contains a text as a problem-solving situation to be in accordance with the competency based approach then the first part is reading comprehension. This part consists of comprehension task that focuses on the global and detailed understanding of the reading passage, and text exploration task that consists of different types of activities that are related to the reading passage, deals with the knowledge and use of language.

It contains activities on vocabulary, morphology, grammar, sound system (transcription, phonetics, stress and intonation) and discourse. The second part of the English paper is the written expression that contains two topics and the examinee should choose one of them, either the guided topic or a free topic. The number of activities on each part of the test paper differs from a stream to another as well as the timing and scoring.

The objective of the English exam paper is to evaluate the learners’ ability to understand and interpret a reading passage, adapted or authentic, based on a topic strongly related to the syllabus. It also evaluates their ability to use the appropriate resources to express themselves in a written passage. Passing the Baccalaureate exam in Algeria is receiving a lot of attention, both at the societal and academic levels, so obtaining this certificate is an obsession for Algerian

learners, families, and some see it as the only key to the job market. It allows the Baccalaureate holders to join some jobs. Hence, the security wires at the forefront of the fields that absorb unemployment in the country. In contrast, the former Minister of Vocational Training, “El Hadi Khaldi”, considered that the Baccalaureate degree "is not a professional certificate according to Algerian law, but rather a visa towards the university, which has no value in the job market."

As for the economist and former consultant to the presidency, “Mubarak Malik Saray”, he believes that the level of the Baccalaureate degree in Algeria is "weak, which makes its holder neither scientifically nor academically qualified to enter the specialized labor market." All this fact put the 3rd year secondary school learners and all the stakeholders in a stressful situation, they wonder about their future and job’ dreams, so; passing the Baccalaureate exam is very necessary to achieve their goals. Learners give more importance to pass the Baccalaureate exam with high grades rather than thinking about the learning process under the era of measurement because they will be oriented to different specialties according to their marks rather than their desires and dreams.

1.11.1 The Baccalaureate National Examiner Guide

The fact that there is no teaching without testing and vice versa shows that assessment or the evaluation process is a significant integral part of the teaching/learning process. Thus, under the framework of the fundamental reforms carried out by the ministry of national education; the examiners’ guide was designed as a result of the changes and development of the Baccalaureate exam to enhance the quality education. The examiners’ guide is a systemic document that must be used by members of the committees who prepare the Baccalaureate exam and for teachers and practitioners as a tool to design internal test for the purpose to prepare learners for the Baccalaureate exam.

This document aims at providing teachers with recommendations and guidelines to be used to help learners be ready for the Baccalaureate English examination. This document introduces and illustrates with examples various tasks

that may occur on the Baccalaureate paper. As far as the national teaching approach is CBA, the guide supply teachers with a framework containing the disciplinary target competencies that have been mentioned before (interaction, interpretation and production). The guide shows the part of the exam paper, coefficient, the duration and how it should be built for each stream.

**Table 4 : Duration And Coefficient adopted from
(Ministry of education, the Baccalaureate examiners
guide, p02)**

Stream	Coefficient	Duration
Foreign languages	05	2h30mn
Letters and Philosophy	03	1h30mn
Sc . Exp/ Math/ TM/ GE	02	1h30mn

Teachers must build the tests and Baccalaureate exam according to the norm that are in the guide. Learners must be tested only what they have learnt during the academic year. In other words, the content of tests must be conforming to the national syllabus, official instructions and formulation of instructions. The examinees learners need to find the same wording of instructions, same activities in terms of numbers and timing in the internal tests and the Baccalaureate exam and as recommended on the examiners' guide.

In regard to the examiners' guide, the test should be prepared in secrecy; it should be original and not used before as it should be mistake-free. The text of the test which puts the examinees in the problem-solving situation according to CBA must be accepted by all, does not insult or hurt anyone. It should also be meaningful, relevant and coherent and its source should be mentioned below. The most important point to take into consideration by the test designers is that the test must have the global scoring scale as suggested in the guide; each part of the exam paper has its specific scoring and it differs from a stream to another as mentioned on the table below:

Table 5: Scale of the Baccalaureate exam, (Ministry of education, the Baccalaureate examiners guide, p02)

Streams	Part 1:	Reading	Part 2 :
	A) Comprehension	B)Text Exploration	Written Expression
Foreign languages	07 points	07 points	06 points
Letters and Philosophy	07 points	08 points	05 points
Sc . Exp/ Math/ TM/ GE	08 points	07 points	05 points

1.12 The washback effects

Tests can have positive and negative effects on the teaching learning process, Hughes, A (1989) referred to these effects as “*the washback or backwash effects*”. Positive washback alludes to expected test impacts. For instance, a test may urge learners to concentrate more or may advance an association among norms and guidance. Negative washback alludes to the unforeseen, harmful effects of a language test. For instance, guidance may concentrate too vigorously on test readiness to the detriment of different exercises. Washback from tests can include teachers and learners just as entire classes and projects. One approach to guarantee positive washback is through preparing tests that reflects the curriculum objectives. By choosing a test that mirrors your instructional and program objectives, you can all the more intently adjust testing to guidance.

1.12.1 Washback Aspects

A clear distinction have been made between the extent of intensity of the washback effect and its direction which can be beneficial or damaging, in other words being positive or negative washback effect (Alderson J. C., 1993). The significance given to a language test can be regarded as the motivation power that

drives washback. Thus, the test' design can lead the washback effect to be either beneficial or harmful Bailey K. M (1996) and Hughes A. (1989). It can be concluded that the test itself control the washback intensity.

The washback intensity is defined by (Cheng, 2005) as the degree of which learners and stakeholders adapt their behavior according the test demands for instance, if a language test is of a written form learners or teachers neglect the listening and speaking skills as they do not occur on the test and in this case the washback is harmful on the teaching/learning process. (Hughes, 1993) states that the washback can be expected when participants are motivated to succeed on the test, if they believe they know how to succeed and if they believe they have enough resources for success. Thus, washback take the beneficial or damaging direction to the extent it enhances or inhibits the teaching/learning process in relation to the test demands.

1.12.2 Washback Effect of High Stakes Exam

The washback studies had been first investigated in the 1950's and 1960's when researchers started to think about the effect of tests and examinations. According to the studies carried out by many researchers, many interesting findings had been achieved. For example, Vernon (1956) found that in contrast with the objectives of the curriculum, teachers had a tendency to neglect what is not included on the exam paper and focusing on test preparation. Similarly, Davies A. (1968) advocated that the use of test oriented materials by teachers narrows the educational experiences for learners.

Other studies had been conducted years later to investigate how tests drive the teaching process. Popham (1983, pp. 19-30) initiated the notion of "Measurement-Driven instruction" (MDI). The notion of MDI was related to the coordination of the test content and format with the curriculum objectives. It has been suggested that revisiting the test format may have a positive effect on the teaching/learning process; this has been defined as systemic validity of the test

Fredericksen (1989), consequential validity Messick S. (1989) and test impact Baker (1991).

The washback effect of tests and high stakes examinations had been defined from various vantage points. For instance, Alderson J. C. (1993), Biggs J. B (1995) and also Biggs J. B (1996) advocate that washback or backwash is the influence of testing on teaching and learning that is to say: tests could drive the teaching or the learning processes. Alderson J. C (1993, p. 117) mention that *“Tests are held to be powerful determiners of what happens in the classroom”*.

(Wall, 1997, p. 291) made a clear distinction between the test impact and the washback effect. According to him, test impact is:

...any of the effects that a test may have on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole. Whereas, test washback or the washback effect of tests is defined as. The effects of tests on teaching and learning. In the same concept, Buck (1988) defines the washback effect at the micro level as the effects of test on teachers and learners within their classrooms. While, Pierce (1992, p. 687) highlighted the washback effect at the macro level as: The impact of a test on classroom, pedagogy, curriculum development, and educational policy.

Similarly, Messick S. (1996) defines both washback and impact within the theoretical notion of consequential validity of a test in which the social consequences are a part of the test validity. In contrast, Bailey K. M. (1996) and also Bailey K. (1999) made a distinction between the washback effect of the test and the test impact, as he divided the term washback into sub-categories: washback to the learner’ and ‘washback to the program’. The former refers to the effects of tests on learners, and the latter refers to the effects of tests on other participants such as teachers, material writers, and administrators.

The term washback plays a critical role inside and outside the educational institutions in terms of positive or negative learners’ outcomes. The washback effect of the tests and examinations could be positive or negative. Pearson (1988, p. 101) mentions that if the test fails to reflect the curriculum or syllabus objectives:

its washback effect is negative. Hence, the mismatch among the test content, format, examinations and the instructional management would lead to derailing the achievement of curriculum objectives. Yet, if the test has a positive washback effect it “*encourage the whole range of desired changes*”, it tests what learners are expected to learn. According to Alderson J. C. (1993) evaluating whether the test has a positive or negative washback effect, it is important to fully understand the educational system where the test takes place. The typology of the washback effect depends on the settings of the test.

1.12.3 Positive washback effect

Positive washback is defined as the beneficial influence of tests on the teaching/learning process. If a test has positive washback effect, learners are simulated and motivated to learn and teachers devote their time to fulfill the teaching objectives rather than for the preparation to the test. In this regard, Weigle (1997, p. 205) mentions if a test has positive washback effect, “*there is no difference between teaching the curriculum and teaching to the test.*” Teachers pay more attention to the curriculum or syllabus objectives and learners’ needs and interest. Similarly, Davies A. (1985) suggests that if the test promotes the teaching/learning process, it has positive washback effect. Messick S. (1996, p. 241) as well defined the positive washback effect as: “*for optimal positive washback there should be little, if any, difference between activities involved in learning the language and activities involved in preparing for the test*” .

The coordination between the test and the teaching objectives and syllabus objectives leads to an optimal exploitation of the washback effect of the test.

Under the concept of Measurement-Driven Instruction, some researchers believe that positive washback can be brought through the changes in tests to make the teaching curriculum be the same as teaching to the test . Hughes A. (1989, p. 44) suggested seven ways to an optimal exploitation of the positive washback effect as follows:

- **Test the abilities whose development you want to encourage:** for instance, if a teacher wants to develop learners' oral ability, he must test learners' oral ability. A test must have contrast validity. Some abilities should be tested, but they also should be given enough weight in relation to other abilities.
- **Sample widely and unpredictably:** it is important that learners should be tested on what they predict, in other words, they should be tested on what they learnt. Thus, if a test is predictable, the teaching/learning process will be focused on what is predicted. In this case to avoid the negative washback effect, the test must be around all the range of specifications. For example during an academic year the learning objectives is to develop a set of competencies, than, the test must assess all these competencies.
- **Use direct testing:** direct tests imply testing learners' performance, skills and competencies with authentic texts and tasks. If the learners are tested directly on their skills and competencies, the teaching/learning practices will be focused on these skills and competencies. For example, If the learners are expected to learn how to write a composition, they must be tested on writing a composition.
- **Make testing criterion-referenced:** if tests specifications make clear what learners will be tested on and with which degree they can succeed, learners will have a clear picture about what they have to achieve.
- **Base achievement tests on objectives:** if achievement test such as the Baccalaureate exam are based on objectives rather than on textbook content and detailed teaching, the teaching/learning process will make pressure on achieving these objectives.
- **Ensure that test is known and understood by learners and teachers:** the test should meet all the learners' level, the instruction should be clear and understood by learners.

- **Providing assistance to teachers, when necessary:** if a new test is introduced to learners, and which demand a new teaching methodology. Some teacher maybe are not qualified for it, so they need assistance.

In the same regard, Prodromou (1995, p. 21) mentions that the application of the learner-centered approach in parallel with a focus on the language process rather than “preoccupation with the end-product.” Lyle F Bachman (1996, p. 32) suggest that the test could have a positive washback by: “...*involving test-takers in the design and development of the test, as well as collecting information from them about their perceptions of the test and test tasks*”. The changes among tests and examinations to make them reflect the syllabus or curriculum, using various tests’ format; including written, oral, aural, and practical, designing criterion-referenced tests (Hughes A. , 1989) providing detailed global scoring scale, and making sure that results are believable, credible, and fair to test takers and score users; are all parts of the positive washback effect (Bailey K. M., 1996).

1.12.4 Negative Washback Effect

Many researchers had defined the negative washback effect as the abandonment of instructional goals in favor of test preparation. In other words, adopting the “teach to the test” approach. Alderson J. C. (1993) also define the negative washback as the undesirable influence or effect of the test on the teaching and learning processes, and especially on the learning outcomes. According to Smith M. L. (1991, p. 08), the test has a negative washback effect if : “*testing programs substantially reduce the time available for instruction, narrow curricular offerings and modes of instruction, and potentially reduce the capacities of teachers to teach content and to use methods and materials that are incompatible with standardized testing formats.*”

The negative washback is when teachers ignore the teaching of the items that are not directly related to the test. In this case, teachers teach to the test Vernon (1956). The teaching to the test approach is a negative washback when the test is not directly related to all the curriculum objectives or textbook content. *ibid* (1956,

p. 166) also claims that teachers: “*distort the curriculum*”. Similarly, (Wiseman, 1961) believes that in coaching classes, where the learners attended for test preparation, and teachers devote more time and energy for test preparation, the time is not used properly because the learners are mainly involved in mastering test techniques rather than genuine language learning and developing the target competencies and language skills. (Davies A. (., 1968) claims as well that testing materials had been used extensively as teaching materials, hence; teaching and learning processes are directed to the test samples from previous years, which in turn made the learners’ educational experience narrowed.

Teaching to the test does not only narrow the educational experience, it narrows also the content of the curriculum and what learners learn is the technique to solve the test. In this regard, Shohamy E. (1992) and Ferman (2004, p. 191) claimed that negative washback occurs when teachers are experiencing a high level of anxiety, fear, and pressure to cover the material because they feel that their job performance is assessed by learners’ test scores.

1.12.5 Washback Effect and Test Validity

To identify the relationship between the washback effect and the test validity, first the test’ validity must be defined

1.12.5.1 Test Validity

Validity is used to define “the relationship between the evidence from test performance and the inferences about candidates’ capacity to perform in the criterion that are drawn from that evidence” McNamara T. F., (2000, p. 138). What means that the test’ takers performance on a particular language skill or behavior on the test indicates how test’ takers perform in the target language in real-life situation.

Validity refers to the degree to which a test measures what it should measure. (Hughes A. , 2003) states different types of tests’ validity: construct

validity (assessment of language ability), content validity (test content should reflect what learners learnt in the classroom), criterion related validity (the test and criterion are related), predictive validity (the degree of how much the test can be predicted), face validity (test appearance of what is supposed to measure) and consequential validity (results of the test are relative to what they are employed for).

1.12.5.2 Relation between Test Validity and Washback Effect

The test Validity is strongly related to the washback effect, especially in the field of linguistics and educational research. Messick S. (1989) developed an argument that associated the washback effect on social and educational context with test validity. On his theory, the washback effect was placed in the theoretical concept of construct validity as a consequential aspect. Messick claims that if the washback effect can be straightforwardly connected to utilizing or presenting a test, thus it could be a part of the test validity. In the same regard, (Weir, 2005) created a framework that is socio-cognitive for the test validity and put the washback effect on the consequential validity concept. Ibid states that tests and assessment should get involved with validity and evidence-based principles. This essentially includes giving information identifying with context based and theory-based validities, along with the different reliabilities or "scoring validity".

Nevertheless, (Weir, 2005) advocates that the test validity is multi-faceted and residing in its score, he contended for the need to acquire different sorts of evidences on validities to reinforce claims for a test scoring validity. These evidential bases are reciprocal viewpoints for test understanding and not other choices, in which any single validity angle may not be viewed as better to another.

In the event that there is a deficiency in any test validity, it may bring up issues with respect to the trustworthiness of the understanding of the test scores. Therefore, Weir (2005) and Messick S. (1989) were worried about the test's capacity to create exact scores that mirror a specific territory of learners' ability.

Different tests can be valid if they show the same results if used different times. Theoretical definitions of validation are so much restricted and endeavors to rearrange the idea bring about evidence that, in itself, is excessively oversimplified and overlooks the context Bachman L. F. (2015).

However, the framework of Weir (2005) gives the ability to examine the test' scores validity from tests' takers perceptions and other validities that are concerned with the teaching/learning practices and how they are managed for the test' preparation to cover Bachman L. F. (2015)' argument.

Different aspects of the tests use in context should be took into consideration as parts of the test 'validity. Shohamy (2013) mentions that the language tests' quality is measured not only by how well tests the learners' knowledge about the language by also by investigating by investigating an agenda that introduces these tests on policy, and ethics and their involvements for stakeholders at the educational, social and political levels. It would be hard to distinguish which teaching/learning practices identify with washback of relevant factors or test abuse.

Thus, researchers should look for the test validity through the test design rather than on its washback effect as a sign of the test validity Messick S. (1996). Regardless of these suggestions, no empirical research have been conducted to examine the effects and consequences of the test design rather than using the same tests. The effects of test design and test use on the teaching/learning process; if they exist they must not be similar. The adoption of Weir (2005) socio cognitive framework could fill the gap in the literature and identify the effects of the test design.

1.12.6 Washback Mechanism

The Washback effect has been already defined on the tittles above. This section serves to gain a better understanding of the nature of washback effect and how the washback works by investigating various washback mechanisms. The

washback hypotheses of Alderson & Wall (1993), Hughes (1993) trichotomy of washback, and Bailey K. M. (1996) basic model of washback. These models attempt to describe how washback works. Additionally to these models, There four recent developed washback models namely washback dimensions of Watanabe Y. (2004), model of washback direction, variability and intensity by Green A. (2007), Shih (2007) model of learners' washback in learning as well as Zhan (2009) model of washback on the learning process.

1.12.6.1 Alderson and Wall's (1993) washback hypotheses

(Alderson J. C., 1993) Sri Lankan research entitled "*Does Washback Exist?*" investigated how tests and examinations influence the teaching/learning process. This research revealed 15 hypotheses that demonstrate the areas of teaching and learning that are effected by the washback:

- 1- A test will influence teaching.
- 2- A test will influence learning.
- 3- A test will influence what teachers teach.
- 4- A test will influence how teachers teach.
- 5- A test will influence what learners learn.
- 6- A test will influence how learners learn.
- 7- A test will influence the rate and sequence of teaching.
- 8- A test will influence the rate and sequence of learning.
- 9- A test will influence the degree and depth of teaching.
- 10- A test will influence the degree and depth of learning.
- 11- A test will influence attitudes to the content, method, etc. of teaching/learning.
- 12- Tests that have important consequences will have washback.
- 13- Tests that do not have important consequences will have no washback.
- 14- Tests will have washback on all learners and teachers.

15- Tests will have washback effects for some teachers and some learners, but not for others. (Alderson J. C., 1993, pp. 120-121)

The variables in this research conducted by Alderson J. C. (1993) have been and are still used in washback studies, these variables include the content, methods, rate, sequence, degree and depth of teaching and learning. Alderson J. C. (1993) Called upon researchers to conduct more research studies taking into consideration two important areas that are: (1) “*motivation and performance*” and (2) “*innovation and change in educational settings*”. After three years of this study, Alderson J. C.-L. (1996) conducted another research attempting to explore the nature of classroom practices to prepare for the high stakes exams, they reviewed the 15 hypotheses, thus, they expanded the hypotheses, they suggested that washback vary also according to the following:

- 1- the status of the test (the level of the stakes)
- 2- the extent to which the test is counter to current practice
- 3- The extent to which teachers and textbook writers think about appropriate methods for test Preparation
- 4- The extent to which teachers and textbook writers are willing and able to innovate. (Alderson J. C.-L., 1996, p. 296)

Nevertheless, (McNamara T. , 2000) claimed that the washback 15 hypotheses did not state the factors contributing to the behavior changing among teachers and learners because of tests.

1.12.6.2 Hughes (1993) Washback Trichotomy

The washback mechanism in relation to three components that are “participants”, “process” and “product” Hughes (1993). The participants refer to stakeholders (teachers and learners), process refers to the teaching/learning process and product refers to the learners outcomes. The test influences the participants’ perceptions and attitudes and as result their behavior will be affected toward their

works. In this regard, Hughes (1993) suggests five ways that enhance positive washback effect as follows:

- 5- Success on the test must be important to the learners.
- 1- Teachers must want their learners to succeed.
- 2- Participants must be familiar with the test and understand the implications of its
its
- 3- nature and content.
- 4- Participants must have the expertise which is demanded by the test (including
- 5- teaching methods, syllabus design, and materials writing expertise).
- 6- The necessary resources for successful test preparation must be available.
(Hughes, 1993, pp. 2-3)

Nevertheless, This washback model does not states clearly the reasons why participant have various perceptions and attitudes towards the test, thus; this model focused only on the consequences that can occurs because of tests. , The washback model needed more research to be more developed in order to reveal about factors that affect the process and product.

1.12.6.3 Bailey's (1996) Washback Model

Another washback model was developed by Bailey K,M (1996) relying on the models stated above (figure ..)

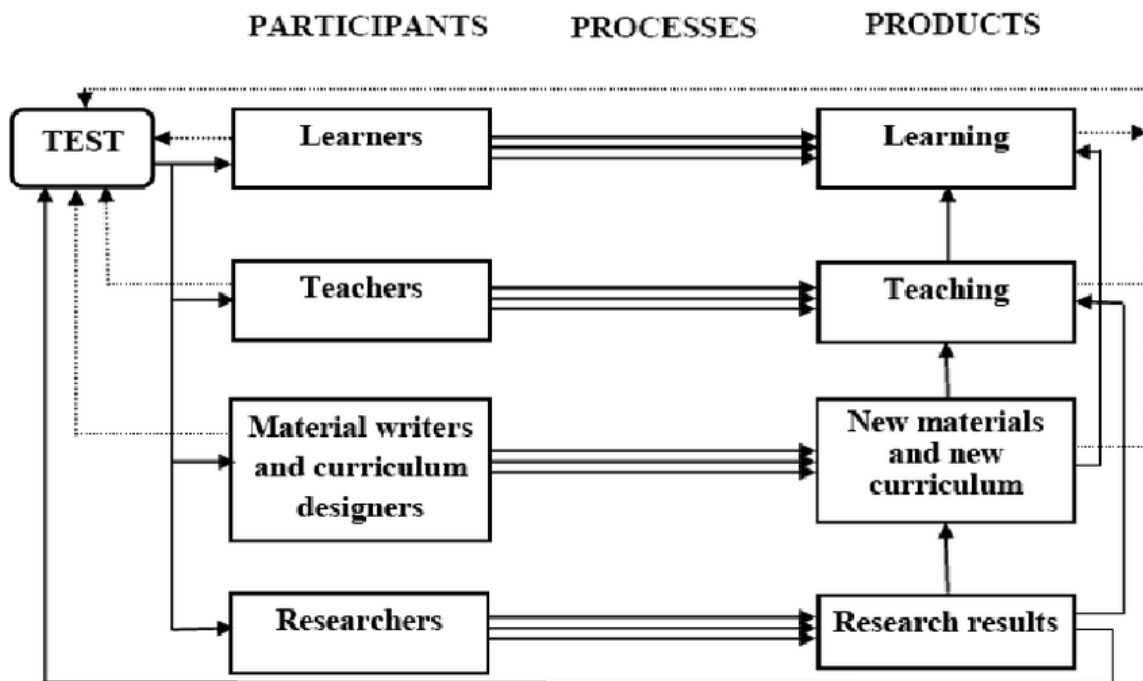


Figure 1.3: Basic Washback Model adopted from (Bailey K. M., 1996, p. 264)

This washback model of Bailey K. M. (1996, p. 264) differentiates teachers from learners and the teaching process from the learning process. The researcher's role was added in the washback process of a language test. This model demonstrates that the test is predicted to affect teacher and learners' perceptions and their teaching/learning processes. What is common between Bailey K. M. (1996)'s washback model and the models stated above is that they show how washback works. After (Bailey K. M., 1996)'s research, numerous washback studies have been led, either to test the research findings of the models above, or to contribute new revelations to the field.

1.12.6.4 Watanabe's (2004) washback dimensions

Watanabe Y. (2004)'s research investigated the extent of the washback effect. Watanabe Y. (2004) stated that the washback effect comprises five dimensions as follows:

- **Specificity:** Watanabe Y. (2004) states that washback effect is either specific or general. Watanabe Y. (2004, p. 20) mentions that general

washback is “*the effect that may be produced by any test*”. While, specific washback is the effect resulted by a certain type of test.

- **Intensity:** Cheng L. (1998) advocates that the washback intensity has a relation to its stake, in other words, a test can be high stake or low stake. Accordingly, the washback effect intensity can weak or strong in regard to the test’ stake.
- **Length:** Watanabe Y. (2004) mentions that the washback effect of a test can be either long-term or short-term effects as the test’s effect can endure even after the period of test.
- **Intentionality:** Watanabe Y. (2004) states that a test can cause intentional or unintentional washback effects.
- **Value:** Cheng (2005, p. 08) states that “largely depend on where and how it works and within which educational contexts it is situated”.

1.12.6.5 Green’s (2007A) Model of Washback Direction

Based on Green A. (2007A)’s research findings, it has been illustrated that there three washback dimensions which are direction, variability and intensity. Green A. (2007A) states that washback dimension can be positive or negative. This depend on the alignment of the test construct and curriculum, if there is no alignment between them, it is high probable that a negative washback effect will be resulted. The bigger the overlap between the test construct and the curriculum is; there is a high probability that a positive washback effect occurs and vice versa (as it is shown in the figure below). Green A. (2007A) mentions that washback variability is having different participants, learners’ values and characteristics which in turn will lead to different washback effects. The last washback dimension stated by Green A. (2007A) is intensity that was defined earlier on Watanabe Y. (2004) washback model. Green A. (2007A)’s washback model did not state all the factors contributing to the washback effect. Accordingly, Shih (2007) attempted to investigate a complementary washback research.

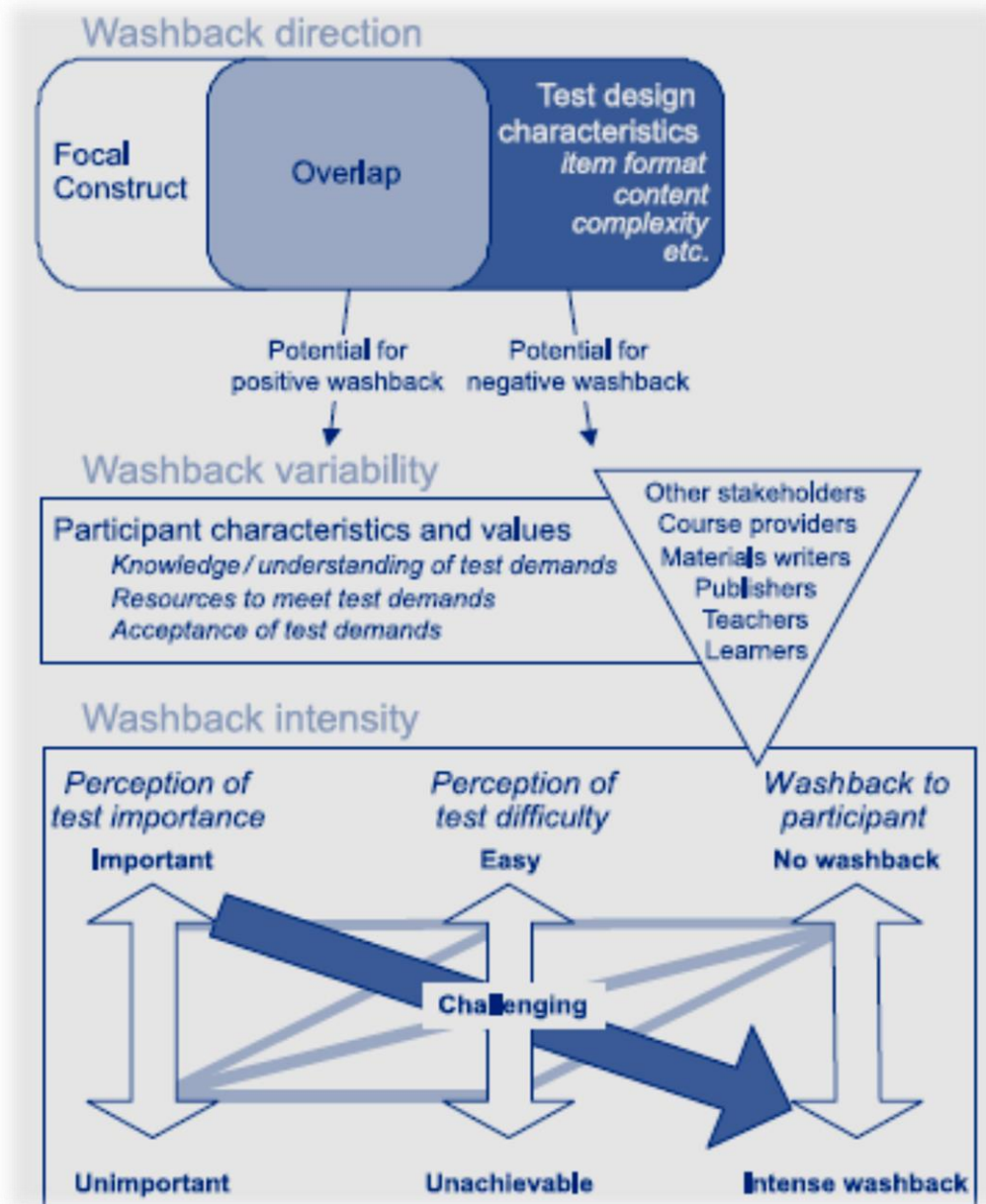


Figure 1.4: Washback Model Green A. (2007A, p. 24)

1.12.6.6 Shih's (2007) Washback Model

Shih (2007)'s research revealed that there various factors besides the test that cause washback effect including three groups as follows: extrinsic factors, intrinsic factors and test factors. Shih (2007)'s washback model includes five different categories as it is shown on the figure above. This washback model illustrates how these factors are related and how they affect each other. It included time as a factor affecting the learner's learning, the importance of investigating a

test aftermath, and the practices for the test preparation. It illustrated that intrinsic factors can be affected by test' factors and vice versa.

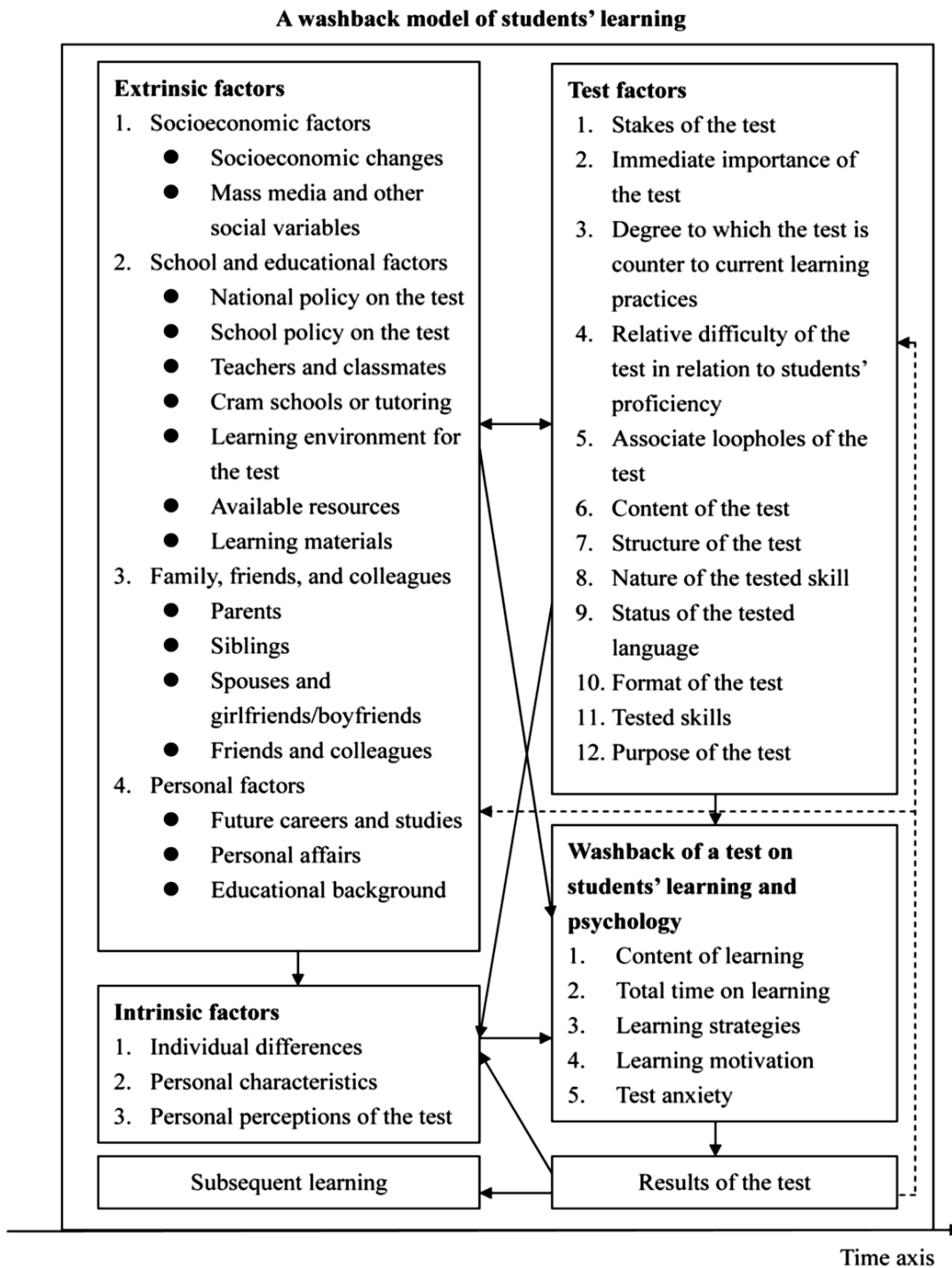


Figure 1.5: (Shih, 2007, p. 151)'s washback model of learners' learning

1.12.6.7 Zhan's (2009) Washback Model

Based on his doctoral thesis, (Zhan, 2009) conducted a washback research aiming at investigating a washback model on the learning process, this study attempted to explore the washback mechanism (figure above). (Zhan, 2009)'s research revealed that having a second language (L2) does not enhance the learners' motivation to learn L2. There certain conditions that enhance learners motivation and they are stated by (Dörnyei, 2009, pp. 18-22) including "availability of an elaborate and vivid future self-image"; "perceived plausibility"; "harmony between the ideal and ought selves"; "necessary activation/priming"; "accompanying procedural strategies"; and "the offsetting impact of a feared self".

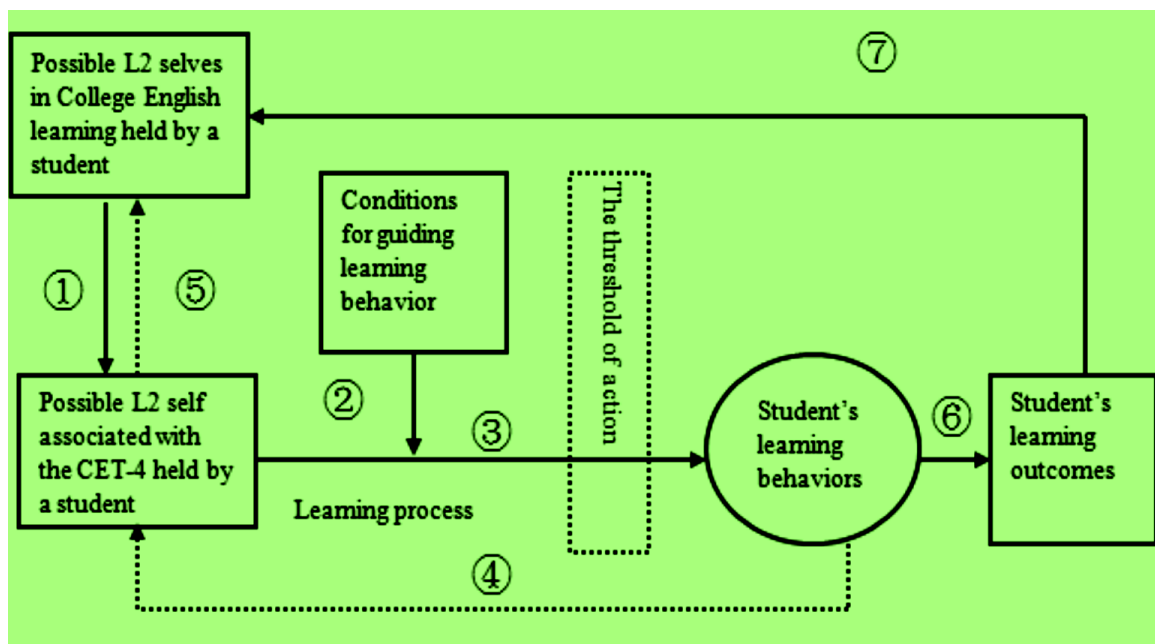


Figure 1.6: (Zhan, 2009, p. 278)'s washback model on the learning process

1.13 Teaching to the Test Approach

This study is concerned with the washback effect of the Baccalaureate exam which is an achievement test that reflects the Algerian education (as mentioned earlier). The period of the Baccalaureate exam is very stressful for stakeholders at large. Preparation for this high stake exam starts very earlier than

its date, sometimes, a few years before, Thus, many of the teachers assume that the best way to prepare learners for such a testing , is to make them practice it . This method relies basically on past papers and exam oriented materials. What means that the preparation for the Baccalaureate exams and standardized tests gear the English teachers towards a selective focusing teaching or to adopt the “*teach to the test approach*” Benmoussat (2018).

The fact that there is no teaching without testing and vice versa clarifies that testing is a vital part of the teaching/ learning process. In other words, testing is a “necessary evil” Benmoussat (2018) . This reality pushes the English teachers to adopt a teaching approach, which is more focused on tests preparation in their classrooms , For more clarification , teachers in their classrooms are restricted by the ordinary teaching methods , relying on the textbook ,but while the Baccalaureate exam approaches; they apply the teach to the test approach. According to Benmoussat (2018), this approach relies on the coaching services that are offered by teachers in their homes or even in garages sometimes in their classrooms, these extra lessons take place during learners holidays and weekends or as a part of the teaching process while teachers are neglecting courses that will be not tested on the Baccalaureate paper. Sometimes these extra lessons cost learners a deal of money.

This compensatory teaching have some advantages Benmoussat (2018). The number of learners attending to it is very limited what gives to each individual the opportunity for a better understanding of the lesson content, the teacher gives more time and effort to explain every single word using either Arabic or French languages. The teacher here relies on past exam papers and giving more activities for learners to practice. Hence, teaching to the test gives a higher chance to learners to succeed and have better grades on high stakes exams.

Therefore , teachers on the coaching services show a great interest and enthusiasm on applying new methodologies to enhance the learning process , with more innovative techniques that aim to the test preparation ; while in the regular

classrooms' hours , they stick to the old ordinary teaching methodology relying on the , textbook .

On the other hand , the fact that teachers focus on high stakes exams or standardized tests rather than the curriculum objectives can have a harmful side , willingly or unwillingly they implement the teach to the test approach where they basically follow the Underhill's preach LAM (1994) "as ye teach , shall ye test " . In this case, English teaching is more focused on a selected language items, like grammar and vocabulary rather than attempting to teach the language functions or engage learners on an integrated cynical learning process. The teaching of the listening and speaking skills is abandoned, as it is not tested on the exam. So, we can notice that the language teaching is unethical and incomplete in the learners' lack of communicative skills; even when they are having good grades, They cannot use the language effectively and appropriately in real situations, outside their classroom's door. In this case, tests could not measure all the learners' competencies and skills.

As a conclusion, "the teach to the test approach" is a coin with two sides, one is beneficial at the level of grades and scores Benmoussat (2018). The other facet is very harmful for the learners. In the way that teachers devote more of their time and energy for tests preparation, the textbook loses its basic value and becomes a test book, what makes teachers teach some language skills, neglecting others. Thus, it is undeniable that testing is a vital component of any instructional program, as it has always been regarded as a "*necessary evil*" that reinforces and assesses the learning process.

For an ethical English language teaching, and to keep the teaching/testing interrelation as it ought to be , tests should contain all the criteria of a good testing and it should test all the language skills and learners target competencies and teachers should be more innovative using a heterogeneous appropriate variety of language teaching methods that are in accordance with the competency based approach to fulfill and cover the learning of all the language

items and avoiding the negative washback effect of the Baccalaureate exam on the learning environment.

To say if the “teach to the test approach” is bad or not, e.i., to say if the test has a positive or negative washback effect; this depends on the test itself, if the test measures the learners’ four language skills and the target competencies of the national curriculum that are mentioned before. Hence, teaching to the test is good because the test tests what learners are expected to learn and it will have a positive washback effect on stakeholder. In other words, if the test has a positive washback effect on the teaching/learning process, when its format is directly related to what learners are expected to learn this had been referred to as systemic validity Fredericksen (1989), consequential validity Messick S. (1989) and test impact Baker (1991). The Baccalaureate exam is a written exam paper that is not directly related to what learners are expect to learn and develop in their classrooms from the language skills and competencies, This research intend to examine if it is not a good testing, Because learners are focusing on getting good grades rather than developing the target competencies. Therefore, if teaching to the test is same as teaching the curriculum, the test has a positive washback effect and the “teach to the test” approach is the same as measurement driven instruction. But, if teaching to the test does not reflect the curriculum and syllabus, teaching to the test is a negative washback effect of the test that narrows the educational experience.

1.14 Measurement Driven instruction

“Measurement driven instruction occurs when an achievement test has such serious consequences for teachers or learners that the test determines what is taught” Lorie A (1988, p. 01). (Poham W, 1987) stated that the traditional concept of measurement-driven instruction (MDI) direct teachers’ attention to the test’ content, what makes assessments acting as powerful “curricular magnets”. (Thomas Kellaghan, 2004, p. 15) defines Measurement Driven Instruction as an approach that was made in the United Stated during the (1983,1987) by Poham.

(Poham W, 1987) states that changes among tests do not have to cause changes in the curriculum. In this regard, assessment were planned to evaluate the learners' performance and competencies rather than assessing knowledge what makes the test reflects the curriculum. Thus, instruction were directed to preparation for performance-based-assessments (Smith A. J., 1994). It can be concluded that if the test reflects the curriculum objectives, the test has a positive washback effect.

1.15 Conclusion

This is a concluding paragraph that represents what has been dealt with in the first chapter. The chapter one presents the position of English in Algeria and within the Algerian educational system, as well as how things should be done in the classroom, including teaching, learning, and assessment. It introduces the different ELT methods and approaches which have been implemented in the Algerian educational institutions since independence. It presents as well, the assessment procedures that should be used in secondary high school and a presentation of the 3rd year secondary school textbook. Additionally, this chapter defines the washback effect and the impact that test can have on the learning process.

2 .Chapter Two: Research Design and Procedures

2	Chapter Two: Research Design and Procedures	Erreur ! Signet non défini.
2.1	Introduction	Erreur ! Signet non défini.
2.2	Research Design	Erreur ! Signet non défini.
2.2.1	Case Study	Erreur ! Signet non défini.
2.2.1.1	Case Study Categories	Erreur ! Signet non défini.
2.2.1.2	Exploratory Case Study	Erreur ! Signet non défini.
2.2.1.3	Explanatory Case Study	Erreur ! Signet non défini.
2.2.1.4	Descriptive Case Study	Erreur ! Signet non défini.
2.2.1.5	Case Studies Pros and Cons	Erreur ! Signet non défini.
2.3	Setting of the study	Erreur ! Signet non défini.
2.4	Participants Profile	Erreur ! Signet non défini.
2.4.1	Learners Profile	Erreur ! Signet non défini.
2.4.2	Teachers Profile	Erreur ! Signet non défini.
2.5	Data Collection	Erreur ! Signet non défini.
2.5.1	Quantitative Data Collection	Erreur ! Signet non défini.
2.5.2	Qualitative Data Collection	Erreur ! Signet non défini.
2.5.3	Mixed Methods Approach	Erreur ! Signet non défini.
2.6	Data collection	Erreur ! Signet non défini.
2.6.1	Learner's Questionnaire	Erreur ! Signet non défini.
2.6.1.1	Types of questionnaires	Erreur ! Signet non défini.
2.6.1.2	Learners' Questionnaire Design	Erreur ! Signet non défini.
2.6.2	Teachers' Interview	Erreur ! Signet non défini.
2.6.3	Classroom Observation	Erreur ! Signet non défini.
2.6.3.1	Types of Observation	Erreur ! Signet non défini.
2.6.1.1	Classroom Observation Design	Erreur ! Signet non défini.
	Documentation Analysis	Erreur ! Signet non défini.
2.6.4	The EFL Baccalaureate Exam Analysis	Erreur ! Signet non défini.
2.6.5	Analysis of "New Prospects" 3rd Year Secondary School Textbook	Erreur ! Signet non défini.
2.6.6	Presentation of the Textbook Unit	Erreur ! Signet non défini.
2.6.7	Analysis of the Textbook "Tasks & Strategies Outcomes"	Erreur ! Signet non défini.
2.6.7.1	Analysis of Language Skills and Competencies	Erreur ! Signet non défini.
2.6.7.2	Analysis of the Reading Ease of Texts	Erreur ! Signet non défini.
2.6.7.3	Flesch Reading ease Formula	Erreur ! Signet non défini.
2.7	Data Analysis	Erreur ! Signet non défini.
2.7.1	Quantitative Data Analysis	Erreur ! Signet non défini.
2.7.2	Qualitative Data Analysis	Erreur ! Signet non défini.
2.8	Triangulation of Data	Erreur ! Signet non défini.
2.9	Piloting the Study	Erreur ! Signet non défini.
2.10	Conclusion	Erreur ! Signet non défini.

2.1 Introduction

This chapter serves basically to introduce the methodology used for this study, the research design and the reason behind choosing case study approach, it states the different data collection procedures used to collect the necessary data that will enable the researcher to triangulate it and to generalize the results. The data analysis procedures and research instruments were also described in this chapter. It introduces also the data analysis procedures.

2.2 Research Design

This research was conducted in order to investigate the washback effects of the Baccalaureate exam, to investigate factors other than the test contributing in the washback effects, and to find out the differences between the Baccalaureate exam, the textbook and curriculum objectives and the degree of compatibility between them; as well as examining how to optimally exploit the teach to the test approach for a positive washback effect of the Baccalaureate exam. This study was conducted to involve an up-close, in-depth, and detailed examination of the washback phenomenon in 3rd year secondary school learning in the selected institutions; it investigates the phenomenon within its real-life context.

In conjunction with the study goals, this study involves both qualitative and quantitative research methods for data collection. In quantitative part of the study, classroom observation was done and a questionnaire was addresses to 3rd year secondary school learners of foreign languages stream. The results obtained through quantitative approaches have higher degree of generalization to other populations and contexts, but are often charged with being oversimplified and having poor ecological validity. In the other hand, the qualitative approach where an interview addressed to teachers, which is able of presenting a more accurate picture of what is really happening in the EFL teaching/learning context and bringing more complexities to light, even though it is time-consuming and the findings are not meant to be readily generalized to other contexts (Cohen L. ,

1976), (Cohen L. &, 1989). (Brannen, 1992) argues that neither of the single approaches (quantitative vs. qualitative) would be sufficient to answer the research questions of washback phenomenon and recommends mixed methods be used.

What is more, washback studies usually require an analysis of classroom dynamics (reality of classroom practices). According to (Hammersley, 1983), using multiple sources of data and methods provides a cross-examination mechanism which is generally known as triangulation. In addition to the research instruments stated, the Baccalaureate exam, the textbook and curriculum were analyzed to find out the degree of compatibility between them and to answer the 3rd research question.

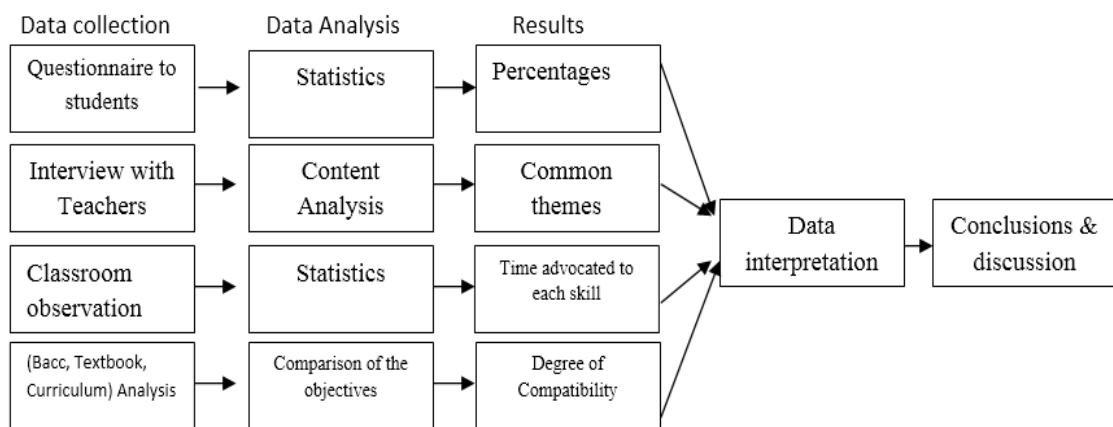


Figure 2.1: Research Design of the study

The figure above illustrates the research process; it shows the data collection and data analysis procedures. The choice of the research design is of paramount importance in achieving the research objectives; thus, it was determined by the nature of the study. As far as the study of washback phenomenon is concerned, the research was conducted under the umbrella of case study.

2.2.1 Case Study

Case studies have been used increasingly in educational studies and they are supposed to have strengths and limitations. Case studies play a crucial role in applied linguistic research. This case study research attempts to answer the stated

research questions that are “how” and “what”, and this is one of the reason that case study paradigm is appropriate to conduct this study for an in-depth, close investigation. In fact, case study is not only a data collection method, but a research method which includes many data collection methods such as documentation, archival records, interviews, observation and physical artefacts (K.Yin, 2003). (Yin R. , 1984, p. 23) Defines case study

as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Case studies are generally conducted in real situations like this study that is conducted in ELT classes (in real situation). Since this research is concerned with the washback effect of the Baccalaureate exam, it was better to conduct it in a natural context because the context is a strong determinant of causes and results of the studied phenomenon. Therefore, conducting the research in real context is another reason why case study is chosen as a research method. Case study helps the research to understand and explore the complexity of the problematic issue especially when an is-depth investigation is required; case study can be considered as a strong research method.

In their nature, case studies explore and investigate reason and difficulties behind issues and real-life phenomenon. Stake (1995) States that case studies are a robust research method for several reasons, they help the researcher to:

- To determine and define the research questions
- Select the cases and the data collection and analysis procedures
- Get ready to gather data
- Gather data in the field
- Analyze the collected data
- Make a report

In addition to the reasons that make case study the perfect method for this research, case studies enable the researcher to collect both quantitative and qualitative data and interpret data within a specific context. In their essence, case studies explore and investigate immediate issues and phenomenon; in fact, Gall et al (2003, 436) defined case study as *“the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”*. The researcher also has chosen it to have a deeper understanding of the studies phenomenon (washback). After planning the research design, the research followed (Yin R. , 2009)’S steps of conducting a case study research which are illustrated in the figure above.

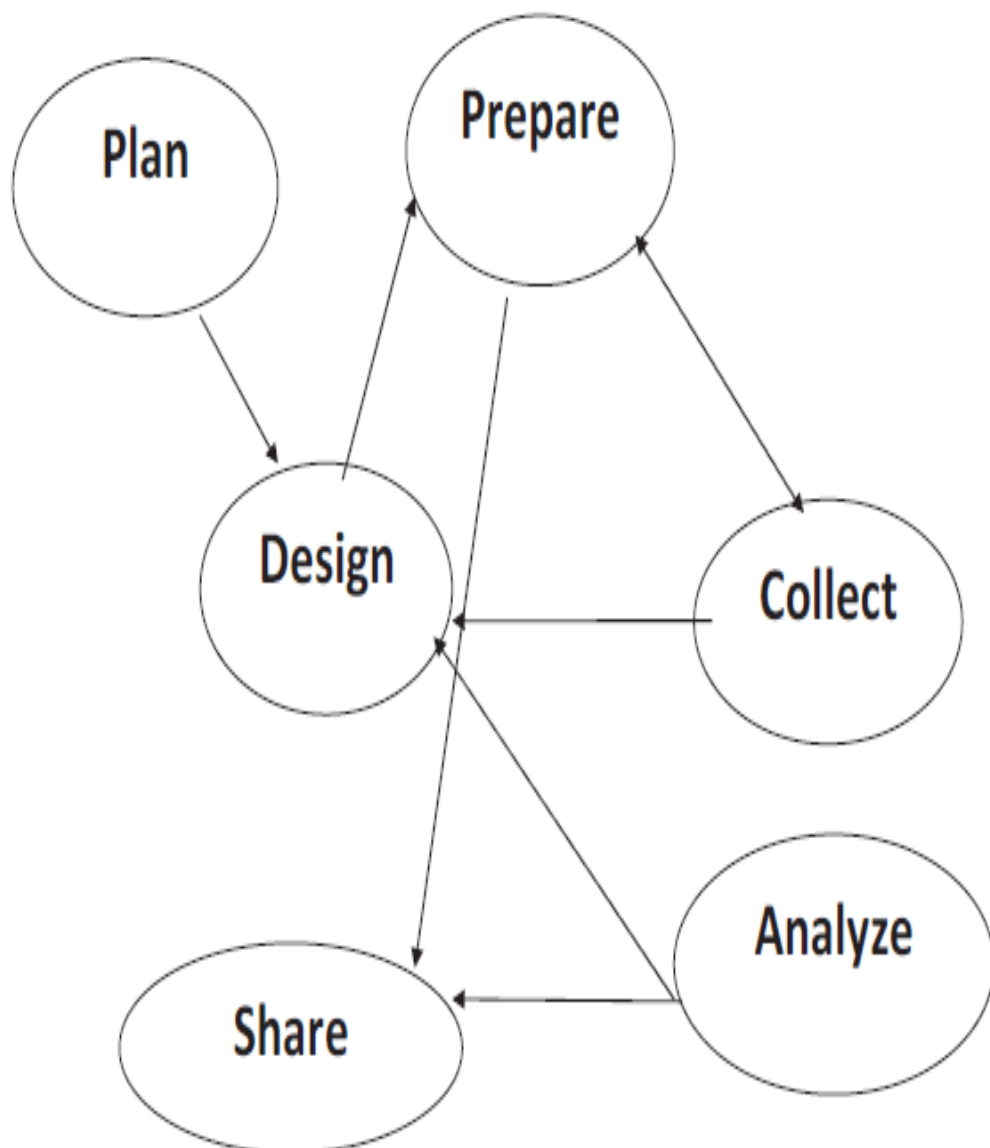


Figure 2.2: adopted from Steps in a Case Study Research Yin (2009, 23)

The researcher followed these steps in order to investigate deeply the problematic issue of the concerned study.

2.2.1.1 Case Study Categories

There are different types of case study. Yin R. (1984) stated three different case study categories, each one according to its objectives.

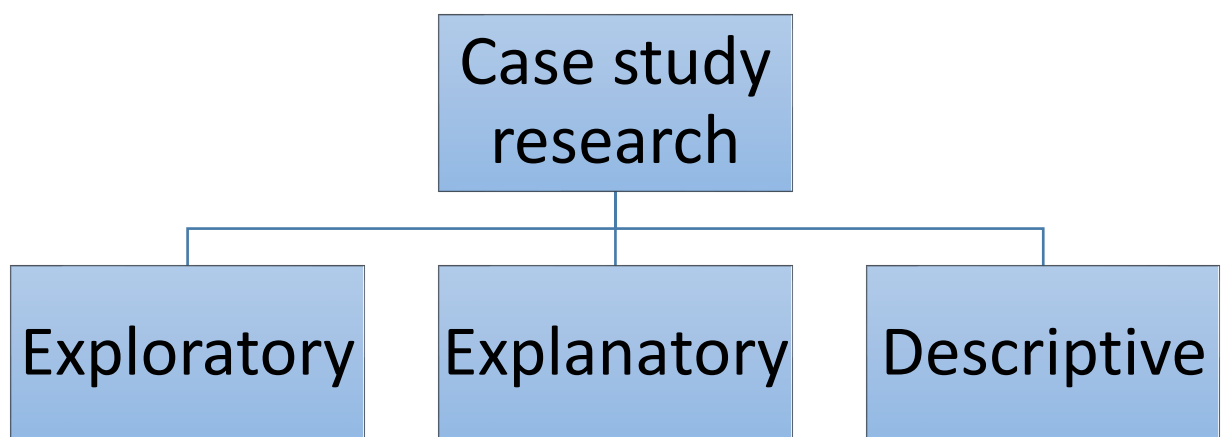


Figure 2.3 : Types of Case Study Research Yin (1984)

The figure above represents the three types of case study approach which are as follows;

2.2.1.2 Exploratory Case Study

This type of case research study attempts to give a clear understanding of the reasons behind a research problem. It helps to explore and investigate a problematic issue. Yin (1984) notes that exploratory case studies can be conducted even before the research questions and hypothesis are set, it is such an initial work that prepares for the research framework.

2.2.1.3 Explanatory Case Study

By using an explanatory case study research, the researcher attempts to explain a phenomenon, after interpreting the gathered data. Yin R. K. (1994, 5) states that “*Explanatory case study presents data bearing on cause-effect relationships-explaining which causes produced which effect*”. In this quotation, it is clearly stated that explanatory case study gives a clear explanation of the reasons behind a research problem and how the results are caused. Explanatory case study analyze the collected data from both surface and deep levels to explain to phenomenon under research. Yin & Moore (1987) note that explanatory case study research can be employed for the most complex and multivariate issues, multivariate cases are explained through three theories: Knowledge-driven theory, problem-solving theory and social interaction theory.

2.2.1.4 Descriptive Case Study

In addition to the categories stated above, there is also another category, which is descriptive case study. As its name shows, it attempts to describe a research problem. Zainal (2007) mentions that descriptive case studies set to describe a phenomenon. Descriptive case study is very challenging for the researcher as he starts his work by a descriptive theory of a story or phenomenon, thus, there is a probability that the description may fail.

Other researchers stated other categories of case study research.

2.2.1.5 Case Studies Pros and Cons

Case study as a research method has advantages and disadvantages. Among the advantages of case study research method according to (Yin R. , 1984, p. 25) “*case studies can be based ...entirely on quantitative evidence*” what means that case studies can be either based on qualitative or quantitative research on both together. In the same vein, Zainal (2007, p. 04) mentions:

The detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexities of real-life situations which may not be captured through experimental survey research.

Regardless of the advantages, case studies also have disadvantages. Yin (1984, p. 21) debates against case studies with three arguments, mentions “*too many times, the case study investigator has been sloppy and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions*”, he also asks on the same page about “How can you generalize from a single case?”. He also considers case study research method as “microscopic” types of research for the fact that the sampling cases are limited.

2.3 Setting of the study

This research was conducted in three different secondary schools in Tlemcen city of Algeria: “Maliha hamidou”, “Boumechera Miloud” and “Benmansour brother” secondary schools. Those schools were chosen for some reasons. The reason behind choosing these secondary schools is the willingness of the teachers and learners to participate in this research. In addition to that, these schools are classified among the best secondary schools in Tlemcen city in term of the Baccalaureate exam results. Among these schools, three 3rd year classes of foreign languages stream were selected because in this stream, the English subject is of a high coefficient for being a fundamental subject. In addition, it is not possible to investigate the washback effects in other levels because they do not sit for a high stake exam such as the Baccalaureate exam.

2.4 Participants Profile

It is important to choose the right sample population to achieve the research objectives. This study is dealing with an educational phenomenon,

which is the washback effect of the Baccalaureate exam. Thus, the present study included five 3rd year secondary school English teachers from three different schools, and 3rd year secondary school learners of three classes, each class from a secondary school. The information about the participants is detailed above. The researcher was convinced that the number of the research participants was sufficient to generalize the results because in Algeria, they all study under the same educational system with the same learning/teaching programs as well, using the same approach (CBA).

2.4.1 Learners Profile

The learners participating in this study are 126 males and females. They are between 17-19 years old. Those learners were chosen with the agreement of the educational department of Tlemcen city. Even though the learners are young but they are aware of the importance of English as a subject with higher coefficient than other subjects.

Table 2.1: Number of learners participating in the study

Classes	Class 1	Class 2	Class 3
Number of learners	40	44	42

2.4.2 Teachers Profile

Five 3rd year secondary school teachers involved in this study in order to respond to the researcher and give data about the teaching/learning situation on their classes. These teachers were selected randomly. They differs in terms of teaching experience. As reported by teachers, they all didn't have any training. Some of them are experienced and others have less experience as the table below shows.

Table 2.2: Teachers participants in the study

Name	Secondary school	Teaching Experience
A	Maliha Hamidou	29 years
B	Boumechera Miloud	29 years
C	Deux frères Benmansour	29 years
D	Maliha Hamidou	7 years
E	Deux frères Benmansour	2 years

2.5 Data Collection

The data collection of this study was processed quantitatively and qualitatively i.e.: a mixed method approach was adopted. An introduction of quantitative, qualitative and mixed approaches is above.

2.5.1 Quantitative Data Collection

Quantitative data collection is defined as *"an approach for testing objective theories by examining the relationship among variables"* Creswell J. W. (2018, p. 41). The use of quantitative approach allows the researcher to test theories deductively, avoid biases in the data interpretation, and control the complexity of the studied phenomenon Creswell J. W. (2014). Quantitative research is an approach to collect numerical data which will be analyzed and explained through statistics (Welman, 2001). This method of data collection focuses on finding the relationship between variables, it is used to seek at the overall tendency of individuals responses and notice how their responses vary among them (Creswell J. W., 2007).

Previous washback studies of (Kadriye Dilek Akpınar, 2013), (Green A., 2006), (Green A., 2007); (Y P., 2011); (Y R., 2011) and (Xie Q, 2013) shows

that the findings of the washback effects of the learners' outcomes have been mainly driven from quantitative research approach. (Zhao, 2006) suggests that it is better to use a qualitative approach such as interviews to allow the learners express their ideas with more details.

2.5.2 Qualitative Data Collection

As far as this study is concerned with a complex washback phenomenon which requires a detailed understanding of the teacher and learners attitudes, perceptions and experience. Zhao (2006) suggests the use of semi-structured interviews to investigate systematically how 3rd year secondary school EFL learners experience the washback effect of the Baccalaureate exam and collect in-depth data and inside teachers and learners perspective. Although collecting qualitative data is time consuming, yet the collected data is valuable and rich. Lincoln (2003, p. 03) states that qualitative approach includes an interpretive and naturalistic approach:

This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Qualitative approach helps the researcher to reveal the complexities and realistic picture of the studies issue (Erickson 1986). According to this, qualitative data collection is deemed significant to study the complex phenomenon: the washback effect. In contrast, previous washback studies such as (M Damankesh, 2015) and (Xie Q, 2013) argue that the use of mixed methods approaches is more feasible to collect data. Above there is a brief explanation of the mixed methods approach.

2.5.3 Mixed Methods Approach

The fundamental aim of this research is to investigate how the washback effect of the Baccalaureate exam is manifested among 3rd year secondary school EFL learners and to investigate the other factors beside the test itself, also to check

the classroom practices. To answer all the research questions stated before, it was better to use a mixed methods approach. Creswell J.W (2018, p. 41) defined mixed methods as

An approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data [to provide] a more complete understanding of a research problem than either approach alone.

This method helps the researcher to get valid and reliable finding.

In addition, (Tzagari, 2006) states that: it is preferable to employ more than a method to enhance the washback validity. A mixed method approach helps the researcher to get a realistic picture of the washback effect of the test and a more rigorous data than the data found only by using one the quantitative or qualitative method. According to this, several washback studies employed a mixed methods approach.

The use of mixed methods approach enables the triangulation of data to avoid biases and drawbacks inherent in the data collection instruments. In this regards, the collected data complement each other to provide a complete picture of the washback phenomenon. Creswell J.W (2014) agrees that since all methods have limitations, the use of a mixed methods approach inhibits the biases inherent of using one method: one method will cancel the biases of another method. Therefore, the combination of qualitative and quantitative methods allows the quantitative data to be validated or proven by the qualitative one and vice versa. For instance, in this research the use of interviews with teachers and classroom observation, in addition to the questionnaire that was addressed to learners. Furthermore, (Denscombe, 2014) states that the use of this approach enables the researcher to look at the studied phenomenon from different angles and strong conclusions can be found if different data collection methods are employed.

The washback effect is a coin of two facets (Benmoussat, 2018), it can be positive or negative in terms of learning outcomes and it involves other factors beside the test itself such as stakeholders, teaching/learning context, conditions in

which the test takes place, curriculum objectives and classroom practices (Tzagari, 2006).

In this regard, (Alderson J. C., 1993) stated the significance of using mixed methods approach for data collection as it allows the researcher to gain a complete picture of the washback effect. Similarly, Cheng (2005, p. 67) argues “*survey data alone are useful but insufficient for understanding washback*”. The data gathered through observation can validate the data gathered from other research instruments; this process is referred to as triangulation of data.

The research methods are divided into categories: direct methods such as interviews, observation and documentations analysis that are used in this study; indirect methods such as questionnaires in this study (Alderson J.C, 1993). The findings of the previous washback studies which employed only indirect methods such as ((Gebril, 2014) , (Jäger, 2012); (Pan Y.-C. , 2014) (Y R. , 2011)) are considered questionable for the drawbacks of self-reported data. So, it is preferable to employ a mixed method approach to get a clear picture of the washback phenomenon such as the recent washback studies which employed both direct and indirect methods such as ((Allen, 2016) (Fan, 2014) ; (Khodabakhshzadeh, 2017) and (Luong-Phan, 2015)).

Based on all what was mentioned, this study employed both quantitative and qualitative approaches. The data were collected over a period of three months (from November 2019, January, February 2020).

2.6 Data collection

The use of a mixed method approach for data collection helps the researchers to get a complete picture of the studied issue and shed light of different aspects of the same issue (Denscombe, 2014). In addition, triangulation of the gathered data ensures reliability of the findings. This study aims to answer the research questions mentioned earlier. Thus, the data from learners was gathered through a questionnaire and from teachers through an interview, it should be

mentioned that both teachers' interview and learners' questionnaire were divided into rubrics and have got common themes. Classroom observation was also used to validate the findings of the interview and the questionnaire. In addition, the 3rd year secondary school textbook 'new prospects', the curriculum and the EFL Baccalaureate exam were analyzed to find the degree of compatibility between them in terms of objectives and content.

2.6.1 Learner's Questionnaire

The learners' questionnaire was used to collect more data about the studied problematic issue. (Richards J. a., 2001, p. 60) states that "*questionnaires are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze.*" Questionnaire help to gather reliable data and are not time consuming, as they can be used with a large sample of population.

2.6.1.1 Types of questionnaires

The questionnaire is the appropriate research instrument when a researcher needs to collect data from a large number of population. But choosing the appropriate type of questions may confuse some researchers. There are different types of questionnaires that can be addressed to any research participants. The selection of the questionnaire type depends strongly on what information the researcher needs to gather from the participants. There are two important types of the questionnaire that can be stated which are also used in this study.

First, the open-ended questionnaire which contains a set a questions with no-determined answers. It is generally used to seek participants' opinions and ideas, perspectives, beliefs or attitudes towards a studied phenomenon. This type of questionnaire gives the freedom for the participants to express themselves. Therefore, this type of questionnaire gives to the researchers an insight and deep understanding of the respondents' answers and it gives visible and reliable data.

Second, the close-ended questionnaire that contains generally multiple-choice questions; in other words, pre-determined answers. This type of questionnaire also ensures validity and reliability.

2.6.1.2 Learners' Questionnaire Design

The questionnaire addressed to learners in this study was divided into five rubrics. The questionnaire was developed by the researcher, it was used in this study for being the most relevant to answer the research questions. It contains different types of questions: open-ended questions, yes/no questions and multiple-choice question (see Appendix II). The researcher employed open-ended questions to get more data. (Dornyei, 2007) Mentions: “open-format items can provide a far greater richness than fully quantitative data”, in other words, the open-ended questions may lead the researcher to new ideas and points that could not come on mind before. ”. (ibid) classified the open-ended questions into four different types: Specific open questions, clarification questions, sentence completion and short-answer questions. In this study, the researcher employed the second type of open-ended questions (clarification questions). Some questions were addressed to learners where they have to justify their answer such as “justify..., give reasons.”

The questions are suitable to investigate the learners to explore the learners' attitudes, perceptions and their learning process which are essential components of the washback effects according to (Hughes, 1993) and (Bailey K. M., 1996). Each question in the questionnaire was followed by an empty space where the learners put their answers. Some questions were put to investigate factors other than the Baccalaureate exam itself which contribute to the washback effects and affect the learning process. Others questions were addressed to check the compatibility between the “textbook, the curriculum and the Baccalaureate exam”. The learners' questionnaire included the following rubrics:

- 1- **Personal information:** learners were asked personal questions and if they sit for extra English courses besides their regular courses, if yes; they were asked

if they find them helpful to prepare for the Bacculaureate exam and develop their communicative competencies.

- 2- **Awareness of the Bacculaureate exam:** the questions of this part were used to shed light on the learner's familiarity with the Bacculaureate exam content, questions and objectives.
- 3- **Attitude towards the Bacculaureate exam:** this section aims at collecting data about to learners' attitudes, feelings and perceptions towards the Bacculaureate exam.
- 4- **Attitude towards the textbook:** in this section, the learners were asked about the usefulness of the textbook (new prospect) to help them in the preparation for the Bacculaureate exam and the development of their competencies.
- 5- **Learning process:** this section aims to check their EFL learning process, they were asked if their teacher skips lessons that are not included the Bacculaureate exam. As they were asked whether they learn English to pass the exam or to develop skills and competencies.

2.6.2 Teachers' Interview

A semi-structured interview was conducted with teachers. The interview is seen as the best research instrument to collect informative data, the researcher gives details about the questions. Richards (2006, p.61) mentions that:

Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups. (2006, 61)

The quotation shows the strengths of interview in general in collecting data, it gives a deep understanding about the studied phenomenon. In fact, the investigator conducted a semi-structured interview with the research participants. (Dornyei, 2007, p. 136) defines the semi-structured interview as

...suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not

want to use ready-made response categories that would limit the depth and breadth of the respondent's story.

The interview was developed by the researcher; it contains also five rubrics like the ones in the learners' questionnaire. Below are the sections of the teachers' interview:

- 1- **Personal information:** in this section the 3rd year secondary school teachers were asked about their teaching background and experience.
- 2- **Awareness of the national curriculum:** in this section, the teachers were asked about the national curriculum objectives and its compatibility with their teaching.
- 3- **Attitude towards the Baccalaureate exam:** this section aims at exploring the teachers' attitudes, feeling and perceptions towards the EFL Baccalaureate exam. They were asked about the Baccalaureate exam objectives and whether in helps to develop the learners' competencies.
- 4- **Attitude toward the 3rd year secondary school textbook (new prospect):** This section shed light on the teachers' attitudes towards the textbook and the effectiveness of the textbook in the Baccalaureate exam preparation and for the development of the learners' competencies.
- 5- **Teaching Process:** in this section, the teachers were asked about the content of their teaching, whether they focus on the Baccalaureate exam preparation, and the development of learners' competencies or both. In other words, to check if they stick to the competency based approach or they adopt a teaching to the test approach. It aims also to check how they plan their lesson, if they follow the national framework or they are slave to the textbook.
- 6- **Ways of assessment:** this last section serves basically to check how the teachers assess their learners, if they bring past Baccalaureate exam or they assess the learners' competencies to fit the curriculum objectives. They were also asked if they rely on bloom taxonomy in building and scaling their test.

2.6.3 Classroom Observation

Washback researchers highlighted to importance of data triangulation (Alderson J. C., 1993) and (Watanabe Y. , 2004, pp. 19-36) .To ensure triangulation of data, validate the results and cancel the drawbacks inherent of the questionnaire and the interview; classroom observation was conducted in this study. (Cohen L. M., 2011, p. 456) mention that observation “*offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations*”. (Y R. , 2011) mentions that observation helps the researcher to capture the washback effect in its real context. Similarly, (Alderson J. C., 1993, p. 65) stated that “*We would not have known that the exam had virtually no impact on methodology if we had not observed classes*” . Also (Bailey K. , 1999) claims that without observational data it is not possible to understand the test pressure and how it affects the teaching/learning process.

2.6.3.1 Types of Observation

There are different types of observation that can be used in research. Fraenkel& Wallen (2006, 450) states four types of observation as follows:

- **Complete Participant observation:** in this type of observation the researcher interact with the respondents naturally concealing his/her role as a researcher.
- **Participant as Observer:** in this type the researcher participate with the respondents ang get involved with them in the observed classroom activities, his/her role as a researcher can be either overt or covert.
- **Observer as Participant:** in this type the researcher may interact with the participants through interviews, making clear to them that he is undertaking the study.
- **Complete Observer:** in this type the researcher observed the studied phenomenon from distance without any involvement.

2.6.1.1 Classroom Observation Design

In this study, the researcher employed structured observation. The researcher observed the teaching/learning process of the three classes during 18 sessions for each class, each session is of 60minutes. In all, the researchers observed the teaching/learning process of all the classes during 3240minutes divided into different times of the academic year. The observation allowed the researcher to examine the classroom practices of 3rd year secondary school classes, to examine on which areas (language skills, the Baccalaureate exam practices) was the most focus and to examine the time advocated for each teaching/learning practice. The researcher did not make any inference while collecting the observational data. As this study aims at investigating the washback effect of the Baccalaureate exam, the researcher developed an observation table to check the teaching content and the time advocated to each skills (Appendix III). Below is the observation table used for each class, a space under the table was empty where the researcher wrote notes about the teaching framework, methodology and other observations:

Table 2.3: Classe (...): Activities during 1080 minutes

Class.Obs	L	S	R	W	Pro	Gr	Voc	Pst Exm	Use Of Eng	Use Of mn eng
Session1										
Session2										
Session3										
Session4										
Session5										
Session6										
Session7										
Session8										
Session9										
Session10										
Session11										
Session12										
Session13										
Session14										
Session15										
Session16										
Session17										
Session18										

During the observation process, the researcher was sitting in the back of the classroom and taking notes of the classroom dynamics.

2.6.4 Documentation Analysis

In order to answer the third research question: (RQ3) which basically aims at taking a deep look on the differences between the 3rd year secondary school

English national curriculum, the 3rd year secondary school textbook (new prospect) and the Baccalaureate exam in terms of their content, objectives and format and finding the degree of compatibility. The textbook is expected to reflect the curriculum objectives which are focusing on the learners' development of their English foreign language skills and competencies. As the textbook is considered as teaching material and a medium to implement the curriculum, it should be adequate to achieve the teaching objectives. While the Baccalaureate exam must assess whether the learners achieved the curriculum objectives (that are stated in the first chapter). In this regard, each document was analyzed solely through various analysis methods. The Baccalaureate exam paper was analyzed and evaluated in relation to the cognitive domains of (Benjamin Bloom, 1956)'s taxonomy that was already defined in the first chapter, the language, the activities and the scoring scales was verified. The 3rd year secondary school textbook will also be analyzed and evaluated through various methods in terms of different criteria. The analysis of each document will be explained below.

2.6.4.1 The EFL Baccalaureate Exam Analysis

The Baccalaureate exam was analyzed in this study in relation the the cognitive domains of (Benjamin Bloom, 1956)'s taxonomy of educational objectives that have been introduced in the first chapter. Each question was analyzed to check to which level of the cognitive domains it belongs either to the lower order thinking skills or higher order thinking skills. The scoring scale of the questions belonging to higher order thinking skills must higher than the scoring of the questions belonging to lower order thinking skills. Thus, the scoring scale of each questions was analyzed. In addition to that, the text provided in the Baccalaureate exam were analyzed in terms of readability ease using (Flesch, 1948)'s "Reading Ease Formula" which was used also to analyze text in the 3rd year secondary school textbook and will be defined on this chapter.

2.6.4.2 Analysis of “New Prospects” 3rd Year Secondary School Textbook

To define the textbook evaluation, the term evaluation should be first defined. According to (Brown, 2002, p. 289) Evaluation refers to “the process of seeking to establish the value of something for some purpose”. On this Basis, evaluation refers to the act of finding the value of something. Thus, textbook evaluation can be the act of seeking its value in relation to the curriculum. As the textbook is considered as a curriculum material, (Genesee, 2001, p. 150) suggests that “evaluation is essential to successful education because it forms the basis for appropriate and effective decision-making. Evaluation in TESOL is the purposeful collection of information to assist decision-making about teaching and learning in ESL/EFL classrooms and programmes”. The ongoing evaluation of the teaching/learning materials helps stakeholders for making the right decision about the material. As this research is concerned with the washback effect of the Baccalaureate exam, the textbook was analyzed to check if it focuses on the exam preparation or it serves to achieve the curriculum objectives that emphasis on developing the learners’ languages competencies and make them able to use the language in a communicative situation. Thus, the content of textbook was analyzed in terms of various criteria including the readability ease of texts in units, the language tasks and strategies and the language skills and competencies. For this below the structure of the textbook units will be presented first than the method of analysis.

2.6.4.3 Presentation of the Textbook Unit

This part provides the presentation of the 3rd year secondary school textbook (S.A.ARAB et al, 2006) units structure. It has been mentioned in the first chapter that the textbook contains six units. These units are under the same structure in term of content and activities. For this reason, the researcher will

present the structure of one unit, which is alike to the others. The design of each unit is as follows:

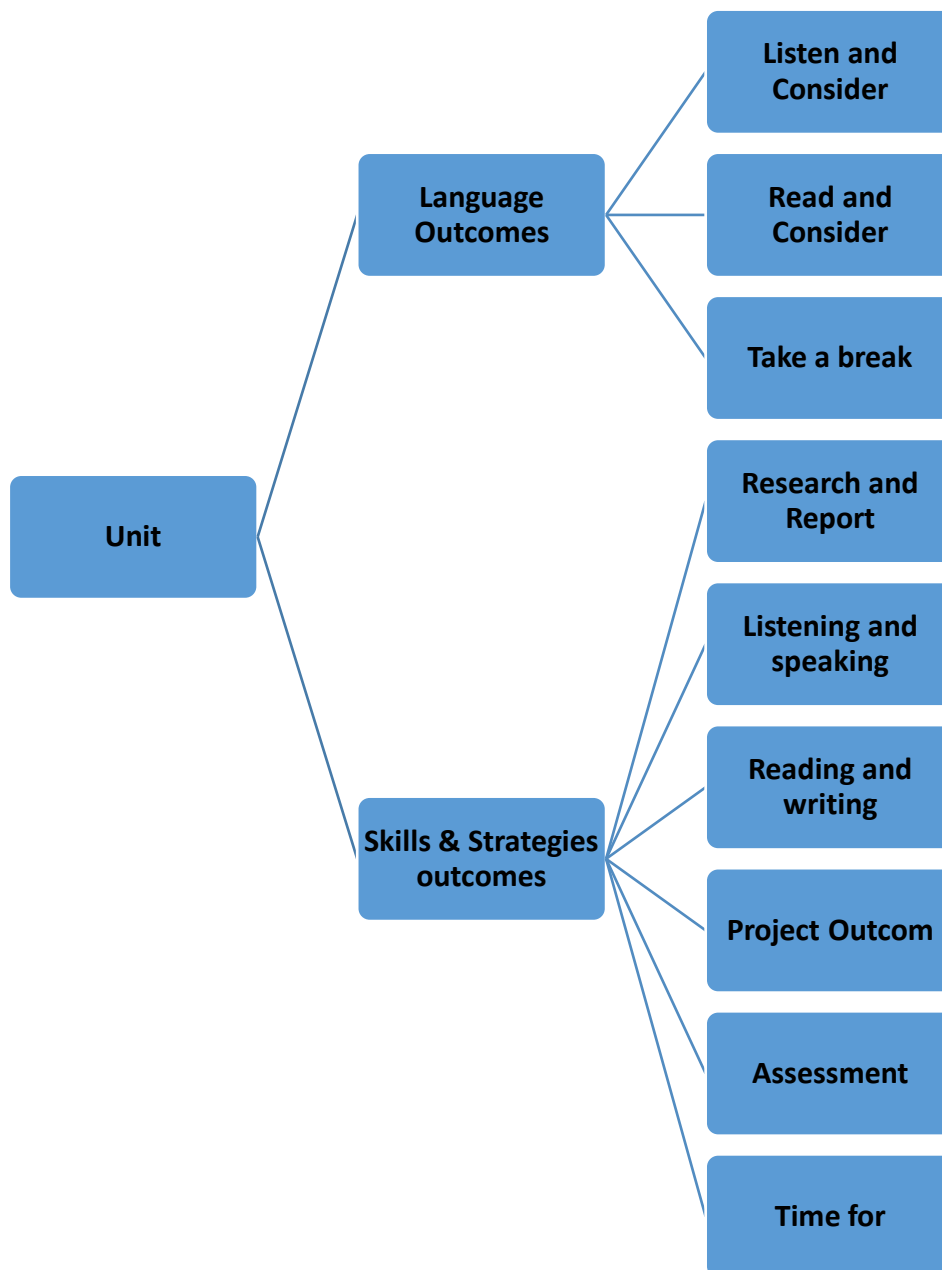


Figure 7 : A sample of a unit of the 3rd year secondary school textbook “New Prospect” (S.A.ARAB et al, 2006).

As presented on the figure above, each unit is divided into two parts that are “Language Outcomes” and “Skills and strategies outcomes”. According to (S.A.ARAB et al, 2006), the Part “language outcomes” which in turn is divided into two sequences “Listen and consider” and “Read and consider” serves to

develop the learners' language items such as grammar, vocabulary, pronunciation, spellings and practice around the text. While the "Skills and strategies outcomes" part serves to develop the learners' language skills and competencies to make them able to use English foreign language in a communicative situation.

2.6.5 Analysis of the Textbook "Tasks & Strategies Outcomes"

According to the (curriculum, June 2011) objectives, the 3rd year secondary school textbook is both a teaching and learning material that is intended to help learners get the knowledge about the language and develop the language competencies "interaction, interpretation and production", in other words developing their language skills "listening, speaking, reading, and writing". The textbook "New Prospects" (S.A.A.RAB et al, 2006) must also get the learners ready to sit for the Baccalaureate exam, but before it must develop their language items such as grammar, vocabulary, pronunciation, etc. In other words, "New Prospects" must contain activities for the test preparation in order not to make the learners face the Baccalaureate exam types of question for the first time. Besides, the textbook must provide tasks and activities to practice the language skills and strategies. In this regard, the researcher adapted (Sheldon, 1988, p. 242)'s checklist to verify the adequacy of the textbook to fulfill the teaching/learning of English for communication and different purposes. Thus, the researcher checked the following criteria (Sheldon, 1988, p. 244):

The course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?

Is allowance made for revision, testing, and on-going evaluation/marking of exercises and activities, especially in large-group situations; are ready-made achievement tests provided for the course book, or is test development left for the hard-pressed teacher? Are 'self-checks' provided?

Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical ‘progression’? (Sheldon, 1988, p. 243)

Do the tasks exploit language in a communicative or ‘real-world’ way? - If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?

To answer to what is stated above and check whether the textbook goes with the competency-based approach or with the “teach-to- the test” approach, the researcher made up the following table:

Table 2.4: Number of tasks in a unit

Units Lg Items	Listen and Consi der	Read and consi der	Listening and speaking	Readin g and writing	Project outcomes	Total Of tasks
Grammar						
Vocabulary						
pronunciation						
Lg Skills						
Lg function						

2.6.5.1 Analysis of Language Skills and Competencies

As mentioned earlier, the purpose of learning English as a foreign language, is to develop the language skills and competencies so the learners will be able to use English in a communicative situation in real context. According to the (curriculum, June 2011) the textbook must fit the learning needs and goes with the CBA. Thus, the textbook must help learners to develop both receptive and productive skills. From this point, the researcher analyzed the textbook to check the distribution of each skills and, how many activities for each skills are there on “New Prospects”. The researcher will represent the number of skills activities on a diagram to see on which skills the textbook stresses.

2.6.5.2 Analysis of the Reading Ease of Texts

Each unit on “New Prospects” contains a range of texts about different topics. These texts help learners to expand their knowledge. The researcher took a text from each unit in order to analyze it with “Flesch Reading ease” formula to check if the texts are suitable for the learners’ level and grade. The researcher analyzed also the Baccalaureate exam text with the same formula. The analyzed texts are presented below on the table:

Table 6: The analyzed texts from “New Prospects”

Texts	Unit	Tittle	source	Page
Text1	Unit1	<i>Algeria at the Crossroads of Civilizations</i>	The Encyclopedia of Africana,p69	22
Text2	Unit2	Imitating property is theft	The Economist, May, 17th 2003.	54
Text3	Unit3	Education in America	D.K. Stevenson, American life And Institution,USIA, 1992.	98
Text4	Unit4	How is your Energy Balance	Written by the authors.	114
Text5	Unit5	The Solar System	The Book of Popular Science, Grolier and Alan. E. Nourse, The Giant Planets.	143
Text6	Unit6	What I have lived for	Bertrand Russell, 1872-1970.	186

2.6.5.3 Flesch Reading ease Formula

Flesch Reading Ease formula is the ancient formula used to define the reading ease of texts. Rudolph Flesch was an author and a supporter of the “PLAIN ENGLISH MOVEMENT”, he developed this formula on the 1948. Flesch,R (1948) states that this formula is an approach to assess the ease of a text. It is

generally used by textbooks and material designers in order to choose texts accurate to the learners' level.

according to (Farr, 1951) "To simplify the Flesch reading ease formula, the number of one syllable words per 100 words were counted, as a substitute for counting the number of syllables per 100 words." The formula is as follows:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

- **RE:** refers to "Reading Ease"
- **ASL:** refers to the " Average Sentence Length", it is the number of words divided on the number of sentences
- **ASW:** is the average number of syllables per word (the number of syllables divided by the number of words)

Thus, the results of the formula decides the ease of the text according to the table below

Table2.6: Reading ease

Formula results	90-100	80-89	70-79	60-69	50-59	30-49	0-29
Text Ease	Very easy	easy	Fairly easy	Standard	Fairly difficult	Difficult	Very confusing

2.7 Data Analysis

Data analysis refers to the interpretation and explanation of the collected data of this research. The gathered data was analyzed through a mixed data analysis procedures. According to (Creswell J. W., 2009)

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data.....Data analysis involves collecting

open-ended data, based on asking general questions and developing an analysis from the information supplied by participants.

2.7.4 Quantitative Data Analysis

The quantitative data of this research that was collected by a questionnaire and classroom observation was analyzed using SPSS program. The learners' responses to the questionnaire were examined through percentages. While areas of focus observed in the classroom observation were transformed to diagrams to show the statistics. (John W. Creswell, 2018, p. 220) mentions that "An interpretation in quantitative research means that the researcher draws conclusions from the results for the research questions, hypotheses, and the larger meaning of the results. This interpretation involves several steps:

Report how the results addressed the research question or hypothesis. The *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2010) suggests that the most complete meaning of the results come from reporting extensive description, statistical significance testing, confidence intervals, and effect sizes. Thus, it is important to clarify the meaning of these last three reports of the results.

Two forms of practical evidence of the results should also be reported: (a) the effect size and (b) the confidence interval. A confidence interval is a range of values (an interval) that describes a level of uncertainty around an estimated observed score. A confidence interval shows how good an estimated score might be. A confidence interval of 95%, for example, indicates that 95 out of 100 times the observed score will fall in the range of values. An effect size identifies the strength of the conclusions about group differences or the relationships among variables in quantitative studies. It is a descriptive statistic that is not dependent on whether the relationship in the data represents the true population.

The final step is to draft a discussion section where you discuss the implications of the results in terms of how they are consistent with, refute, or

extend previous related studies in the scientific literature. How do your research findings address gaps in our knowledge base on the topic? It is also important to acknowledge the implications of the findings for practice and for future research in the area. It may also involve discussing theoretical and practical consequences of the results. It is also helpful to briefly acknowledge potential limitations of the study, and potential alternative explanations for the study findings.”

2.7.5 Qualitative Data Analysis

Qualitative data analysis involves the interpretation of the gathered data into common themes. The qualitative data in this study was collected through a semi-structured interview addressed to secondary school EFL teachers. The aim of addressing the interview to teachers is to check their teaching methodology, their attitudes towards the EFL Baccalaureate exam and their alignment between teaching and testing.



Figure 2.5: (Creswell J. W., 2009, p. 172) data analysis in qualitative research

The figure above represents the process of qualitative data analysis, (Creswell J. W., 2009, p. 172) mentions:

Qualitative data analysis reported in journal articles and books that is a generic form of analysis. In this approach, the researcher collects qualitative data, analyzes it for themes or perspectives, and reports 4-5 themes. I consider this approach to be basic qualitative analysis; today many qualitative researchers go beyond this generic analysis to add a procedure within one of the qualitative strategies of inquiry.

2.8 Triangulation of Data

In order to verify the consistency of the used research instruments mentioned on this chapter, and to avoid any systematic bias, triangulation is used on this research. To validate the findings of the data collection instruments (learners' questionnaire, teachers' interview, classroom' observation) and to cancel the biases, are reasons why triangulation was used in the current study. For example, to check the responses of the teachers and learners, classroom observation was used to check their behavior in the classroom, in the real context to observe how they are affected by the washback effects of the Baccalaureate exam. The researcher observed the three classes for 18 session each class. The researcher observed the differences between the teaching objectives Vs the classroom practices. In this regard, (Dornyei, 2007, p. 61) mentions that

If we come to the same conclusion about a phenomenon using a different data collection/ analysis method or a different participant sample, the convergence offers strong validity evidence.

2.9 Piloting the Study

(Polit, 2001) defines pilot study as “The term pilot study is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale version[s], or trial run[s], done in preparation for the major study”. In the same regard, (Baker T. , 1994) adds “A *pilot study can also be the pre-testing or 'trying out' of a particular research instrument*”. Piloting the study means using a precise and valid questionnaire that motivates the participants to answer.

2.10 Conclusion

This chapter discussed the researcher methodology and the reason behind choosing the case study as a research design for this study. As this chapter also described the process used on this study and which research instruments are used. It describes the data collection procedures used in this study, such as the interview with teachers, the questionnaire to learners and the classroom observation. It also gives details about the documents' analysis method used to investigate the effectiveness of the Baccalaureate exam and the 3rd year secondary school textbook to reflect to curriculum. This chapter describes the overall methodology conducted in this research.

3 . Chapter Three: Discussion and Interpretation of the Main Results

3	<u>Chapter Three: Discussion and Interpretation of the Main Results</u>	Erreur ! Signet non défini.
3.1	<u>Introduction</u>	Erreur ! Signet non défini.
3.2	<u>Teachers' Interview Results</u>	Erreur ! Signet non défini.
3.2.1	<u>Teachers' Awareness of the English Curriculum</u> ...	Erreur ! Signet non défini.
3.2.2	<u>Teachers' Attitudes towards the Baccalaureate examination</u>	Erreur ! Signet non défini.
3.2.3	<u>Teachers' Attitudes towards the Textbook</u> .	Erreur ! Signet non défini.
3.2.4	<u>Teaching Process</u>	Erreur ! Signet non défini.
3.2.5	<u>Ways of Assessment</u>	Erreur ! Signet non défini.
3.2.6	<u>Other Variables Contributing on the Washback Effect on Teaching</u>	Erreur ! Signet non défini.
3.2.7	<u>Summary of the Interview Results</u>	Erreur ! Signet non défini.
3.3	<u>Learner's Questionnaire Results</u>	Erreur ! Signet non défini.
3.3.1	<u>Learners' Awareness of the Baccalaureate exam</u> ...	Erreur ! Signet non défini.
3.3.2	<u>Learners' Attitude towards the Baccalaureate exam</u>	Erreur ! Signet non défini.
3.3.3	<u>Learners' Attitude towards the Textbook</u> ...	Erreur ! Signet non défini.
3.3.4	<u>Learners' Learning Process</u>	Erreur ! Signet non défini.
3.3.5	<u>Other Variables Contributing on the Washback effect on Learners</u>	Erreur ! Signet non défini.
3.3.6	<u>Summary of the Questionnaire Results</u>	Erreur ! Signet non défini.
3.4	<u>Results of the Observation</u>	Erreur ! Signet non défini.
3.5	<u>Documents Analysis</u>	Erreur ! Signet non défini.
3.5.1	<u>The Baccalaureate Exam</u>	Erreur ! Signet non défini.
3.5.1.1	<u>Part one: Analysis of the Baccalaureate Exam Text</u>	Erreur ! Signet non défini.
3.5.1.2	<u>Part two: Analysis of the Baccalaureate exam questions</u> ...	Erreur ! Signet non défini.
3.5.1.3	<u>Summary of the Baccalaureate exam Analysis</u>	Erreur ! Signet non défini.
3.5.2	<u>3rd Year Secondary School Textbook Analysis</u>	Erreur ! Signet non défini.
3.5.2.1	<u>Analysis of the Textbook Texts</u>	Erreur ! Signet non défini.
3.5.2.2	<u>Analysis of the Textbook Language "Skills and Competencies" and "Tasks & Strategies Outcomes"</u>	Erreur ! Signet non défini.
3.5.3	<u>Summary of Documents Analysis</u>	Erreur ! Signet non défini.
3.6	<u>Discussion and Interpretation of the Main Findings</u>	Erreur ! Signet non défini.
3.7	<u>Conclusion</u>	Erreur ! Signet non défini.

3.1 Introduction

This chapter presents the findings and reports collected from the research instruments used that are the classroom observation, the learners' questionnaire and the teachers' interview besides the documents analysis. In this chapter the findings of the various research instruments; both qualitative and quantitative; will be triangulated in order to confirm or disconfirm the research hypotheses

3.2 Teachers' Interview Results

The interview (Appendix I) had been conducted with five secondary school teachers from Tlemcen city. They do not all have the same experience; their experience vary from 7 years to 29 years (novice Vs experienced teachers), some of them are novice teachers and others are almost being retired. As reported by the teachers, they did not have any pre-service training; they have their master degree.

3.2.1 Teachers' Awareness of the English Curriculum

From the belief that teachers' awareness of the curriculum objectives is necessary in this washback study, the researcher conducted a semi-structured interview with teachers in order to generate in-depth data to answer the research questions. To ensure the anonymity, the teachers participating on this study were referred to as (A), (B), (C), (D), (E). For the sake to know their awareness about the curriculum, teachers were asked two questions:

- 1- Do you know what you are required to teach based on the national curriculum?

Responding to the question above, teachers (D) and (E) admitted that they are not informed about the curriculum objectives, but they follow the textbook. Teachers (A), (B) and (C) admitted that they know that they are required to teach EFL to be used in real life situation.

2- What do you think about the objectives of the national curriculum?

Answering to this question, the respondents (D) and (E) confessed that they do not take the curriculum objectives into consideration, while the respondents (A), (B) and (C), acknowledged that the English curriculum objectives are the objectives of learning any foreign language. They reported that the objectives are set to help the learners to develop their language skills and competencies in order to use the language in real context.

3.2.2 Teachers' Attitudes towards the Baccalaureate examination

In this part of the interview, the teachers were asked about their attitude towards the Baccalaureate exam. They were asked five questions to reveal their attitude towards the Baccalaureate examination. The questions are as follows:

- Q1: While teaching, do you feel stress and pressure about the Baccalaureate exam?

All the respondents had the same answer for this question; they seemed all to feel stress and pressure of the Baccalaureate exam when they are in practice, as reported by teachers, they said what counts is to prepare the learners to pass the Baccalaureate exam.

- Q2: According to you does the Baccalaureate exam reflect the national curriculum?

All the respondents agreed that the Baccalaureate examination does not really reflect the curriculum because it is not a competency based assessment.

- Q3: What are the purposes of the Baccalaureate exam? Are they conform with the objectives of the national curriculum objectives?

The respondents (D) and (E), who are novice teachers admitted that they are not aware of the curriculum objective, but they teach to prepare learners for the Baccalaureate exam. The respondents (A) (B) and (C), experienced teachers expressed their awareness of the curriculum objectives and they admitted that the

Baccalaureate exam miss many objectives that are set in the curriculum as it does not assess some of learners' competences and skills, such as "speaking and listening" skills that are not assessed in the Baccalaureate exam.

- Q4: What are the purposes of the Baccalaureate exam? Are they conform to the objectives of the national curriculum objectives?

The respondents (D) and (E) confessed that on their teaching, they focus mainly on the Baccalaureate exam preparation and they are not aware of the curriculum objectives. Respondents (A) (B) and (C) agreed that the objectives set in the curriculum are not all assessed in the Baccalaureate exam.

- Q5: Do you think that the Baccalaureate exam should change in some ways?

All the respondents admitted that the Baccalaureate examination should change in some way in order to fit the "competency based teaching approach", thus it should assess competencies rather than language items and knowledge.

3.2.3 Teachers' Attitudes towards the Textbook

The respondents were asked two questions in order to examine their attitude towards the textbook.

- Q1: According to your experience, does the 3rd year secondary school English textbook alone can help learners cope with the Baccalaureate exam questions?

As reported by the whole respondents, the textbook alone can not prepare the learners to cope with the Baccalaureate exam question, some questions' formulation occurring in the Baccalaureate are not found in the textbook such as "true-false" question.

- Q2: In your opinion, does the 3rd year secondary school English textbook helps learners to develop the target competencies and the communicative abilities?

The five respondents reported that the textbook alone is not able to develop the learners' communicative abilities and language skills as it focuses more on grammar and languages items rather than language competencies.

3.2.4 Teaching Process

In order to investigate how the teaching process is conducted in the 3rd year secondary school classes, teachers were asked a set of questions.

- Q1: Do you make use of the Baccalaureate test-based activities? Why?

Answering this question, all the respondents said “yes”, they use previous Baccalaureate exams activities with their learners to make them familiar with these questions formulation and get them ready to pass the Baccalaureate.

- Q2: Does your way of teaching in your 3rd year secondary school EFL classes reflect your teaching experiences and beliefs? How?

All the respondents showed through their answers that they rely on their experience and beliefs on their teaching, they admitted that they believe 3rd year secondary school learners need to pass the Baccalaureate exam, so it is their area of focus on their teaching process; as well they confessed that they are limited in term of time to make their learners practice all the language skills and competencies and they said “learners’ need extra hours to get ready to the Baccalaureate exam”.

- Q3: Which language teaching methodology do you use in your classes (CBA or Learner-centered-method, teacher-centered method or you focus on the Baccalaureate preparation? Does your methodology fulfill the learning of English for different purposes, or only the BAC preparation?

Respondents admitted that the teaching methodology they adopt in their classes vary depending on the lesson itself, and the time of the academic year. They confess that during the 3rd term they focus on the Baccalaureate preparation i.e. they adopt a “teaching to the test approach”.

- Q4: While teaching, do you take into consideration the four learning situations? (Initial problem-solving situation, input, integration, evaluation)

Answering this question, all the teachers confessed they generally teach from the textbook. In other words, they are slaves of the textbook.

3.2.5 Ways of Assessment

For the sake of investigating the ways of assessment of the 3rd year secondary school teachers, they were asked some question about the assessment procedures and tools they use to assess the 3rd year secondary school learners.

- Q1: Do you practice the Baccalaureate past exam papers along with the teaching of the textbook?

The whole respondents avowed that they use look-like the Baccalaureate exam activities for their learners in addition to the textbook activities

- Q2: Do you practice the Baccalaureate past exam papers along with the teaching of the textbook?

The respondent teachers declared that they all use the traditional way of assessing, i.e. they use written text. It is concluded that speaking and listening skills are not assessed. They said that the tests focus and grammar, vocabulary, paragraph writing and some comprehension activities.

- Q3: Is your assessment a skill based process? How?

The teachers admitted that they do not assess 3rd year secondary school learners' language skills because they are limited by time and they need to prepare them with activities that occur on the Baccalaureate exam.

- Q4: When you build tests for your learners, do you take into consideration the critical thinking skills (cognitive domains) of bloom's taxonomy? How?

Respondents (C) and (D) showed a lack of knowledge of Bloom's taxonomy and respondents (A) (B) and (C) confessed that they are aware of Bloom's taxonomy but they rarely apply it on their assessment as they use the textbook activities or previous Baccalaureate exam papers.

3.2.6 Other Variables Contributing on the Washback Effect on Teaching

In order to check variables that are likely to lead to the washback effect, teachers participating on this study were asked about what can drive or affect their teaching.

Q1: Is there variables that affect your teaching? If yes, what are these variables?

Answering this question, the teachers admitted that there are different variables that may affect their teaching. For instance, teachers reported that:

Teacher A: « The Baccalaureate exam strongly affect my teaching because my first duty is to prepare the learners to pass the exam with good grades, besides; my reputation between my colleagues is important, my learners' scores and grades reflect my teaching»

Teacher B: "I believe that the preparation of the learners to pass the Baccalaureate exam plays an important role on my teaching, as well, the pressure of the learners' parents, they insist that their sons and daughters will get good grades on the Baccalaureate exam, other parents wish also that their children learn English to develop their communicative abilities"

Teacher C: "Sometimes my teaching is derived when the content of the textbook does not meet the learners' need that is the preparation for the preparation for the Baccalaureate exam, so I adapt my lessons in relation to that. Additionally, I am not the only English teacher on this high school, what makes me feel the concurrence, so; I like that my learners have the highest scores"

Teacher D: “I adapt my lessons to prepare my learners to pass the Baccalaureate exam”

Teacher D: “I emphasis in my teaching on the preparation for the Baccalaureate exam to make the learners familiar with that type of tests, and when time is enough I try to teach the language skills”

As reported by teachers, there different variables contributing in the washback effect of the Baccalaureate exam, among them, the test itself, the parents pressure, the concurrence of colleagues, the textbook content and the reputation of teachers.

3.2.7 Summary of the Interview Results

The answers collected from the teachers’ interviews revealed that novice teachers are not aware of the English curriculum objectives and this maybe because of the lack of pre-service training. Even the experienced teachers did not have any pre-service training but they are aware of the English curriculum objectives, and this is due to their years of practice. Teachers who reported that they are aware of the curriculum objectives admitted that these objectives are not conform to the ones of the Baccalaureate exam.

In the second rubric, the respondents’ answers revealed about teachers’ attitude towards the Baccalaureate exam. The Baccalaureate exam put stress and pressure on the teachers. Experienced teachers agreed that the Baccalaureate exam objectives are not conform to the curriculum objectives. They all agreed that the Baccalaureate is not a competency based assessment and it should change in some ways to fit the curriculum objectives.

The third rubric revealed the teachers’ attitude towards the textbook. The teachers’ answers indicated that teachers are slaves of the textbook, but also the

textbook alone is not enough to prepare the learners to pass the Baccalaureate neither to develop their communicative abilities.

The fourth rubric attempted to investigate the 3rd year secondary school teachers teaching process, therefore, their answers revealed that teachers methods and approaches vary depending on the lesson, the time of the academic year, but most of their practice is focused on the Baccalaureate exam preparation as well as they rely on the textbook when doing activities. They confessed that they are not aware of the use of “learning situation” to achieve the learning objectives.

The fifth rubric questions attempted to examine the 3rd year secondary school teachers’ assessment ways. The teachers’ answers revealed that all teachers use the traditional way to assess their learners, which through exam papers, half of the language skills and competencies are not assessed. What is more, they use past exam papers to make learners familiar with the Baccalaureate exam. In addition, none of the teachers implement Bloom’s taxonomy which is very important for the development of the learners’ cognitive domains, while building their assessment tools.

The last rubric answers revealed that the Baccalaureate exam is not the only variables contributing to the washback effect but there are other variables.

3.3 Learner’s Questionnaire Results

This part reports the findings of the learners’ questionnaire. The questionnaire contained five rubrics. The 126 learners to whom the questionnaire was addressed are 3rd year secondary school learners, their age vary between 17 and 18 years old. The purpose of the questionnaire was to investigate how the Baccalaureate exam affects the learners’ attitudes and their learning process. According to the questionnaire’s answers, 74 learners reported that they sit for extra English hours in order to prepare for the Baccalaureate exam and practice more on activities of past exam papers. All the learners who said are sitting for extra hours, reported that these extra courses are very helpful to get good grades on the

Baccalaureate exam, but they are not sufficient to help them develop their English communicative abilities.

3.3.1 Learners' Awareness of the Baccalaureate exam

In this rubric of the questionnaire served to examine the learners' awareness of the Baccalaureate exam, the learners answered to two questions.

- Q1: Do you know what language skills are tested on the Baccalaureate exam? Yes No

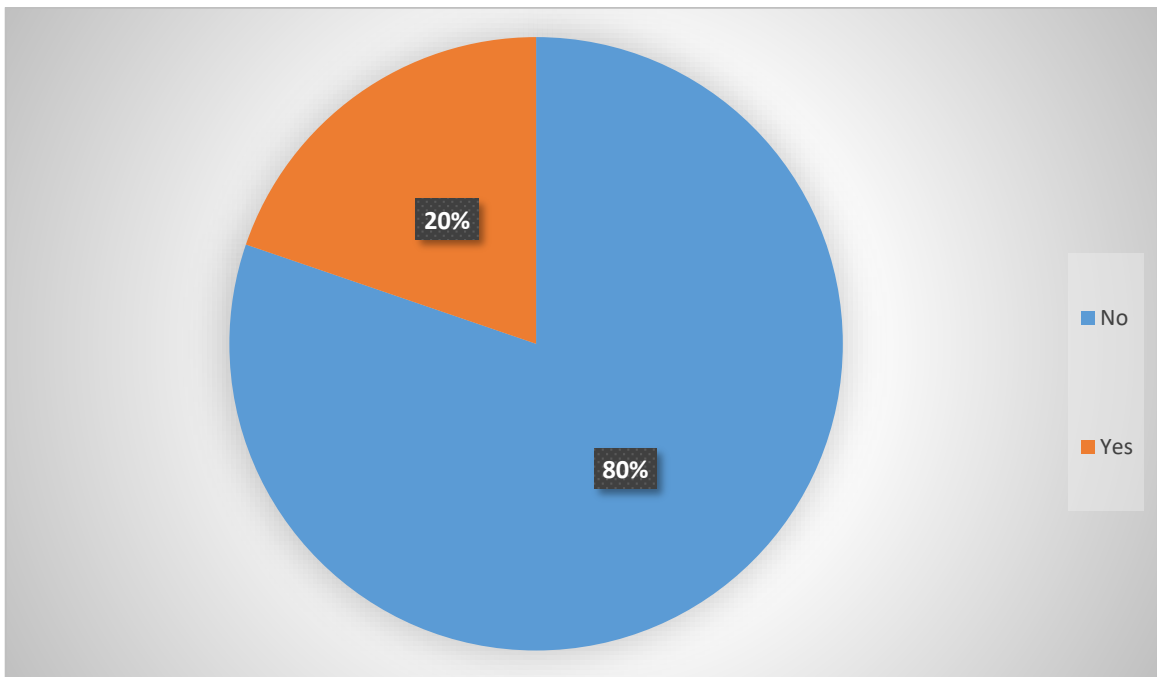


Figure 3.1: learners' awareness of the skills tested in the Baccalaureate exam.

The figure above shows that 20% of the learners are not aware about what skills are tested in the Baccalaureate, while the 80% of the learners are aware about what is tested in the Baccalaureate exam activities due to their practice on past exam papers.

- Q2: what you think the aim (s) of the Baccalaureate exam is/are?
 - a) to choose future learners' studies/career-----
 - b) to evaluate learners' academic competence-----

c) to test learners' rote-memorization skill-----

d) others, specify-----

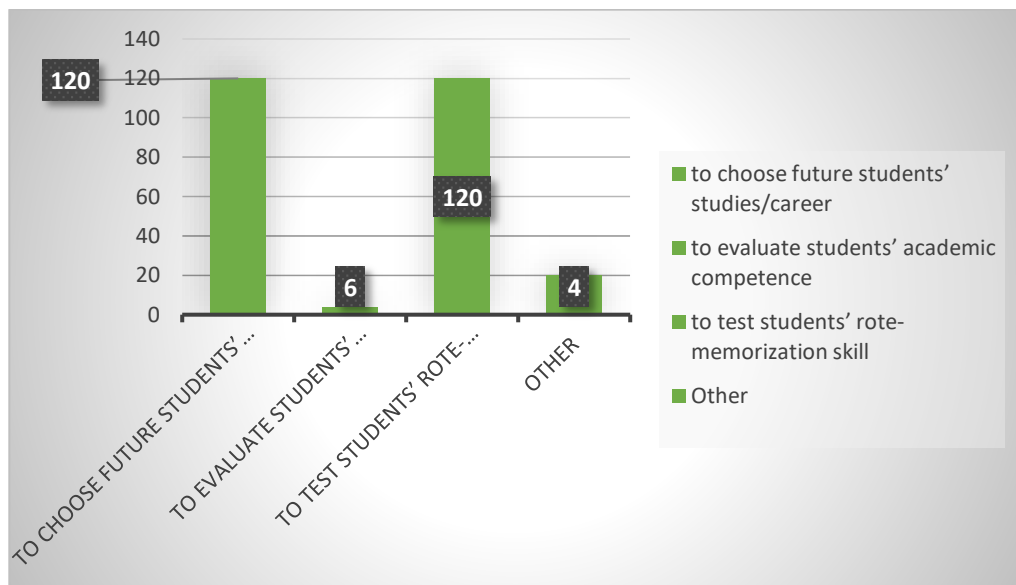


Figure 3.2: Learners' awareness about objectives of the Baccalaureate exam

The figure above shows the learners' answers about their awareness of the Baccalaureate exam objectives. 100% of the learners reported that the Baccalaureate exam objective is to decide the learners' future university studies and career, so it plays an important role to decide their future. As well, six learners reported that a few competencies are assessed in the Baccalaureate exam but not the whole foreign language competencies as it is a written exam. 100% of the learners agreed that the Baccalaureate exam tests their rote of memorization of language rules and items, even in the written expression part of the Baccalaureate exam, the topics proposed are not new for the learners, thus; they reported sometimes they memorize some paragraphs that may occur on the written expression part of the Baccalaureate exam. While four learners admitted that the Baccalaureate exam objective is other, it may be to test the learners' ability to use the language.

3.3.2 Learners' Attitude towards the Bacculaureate exam

In this part, learners answered to eight questions in order to examine their attitude towards the Bacculaureate exam.

- Q1: The Bacculaureate exam is valid for evaluating my communicative competence. Yes No

Give reasons:-----

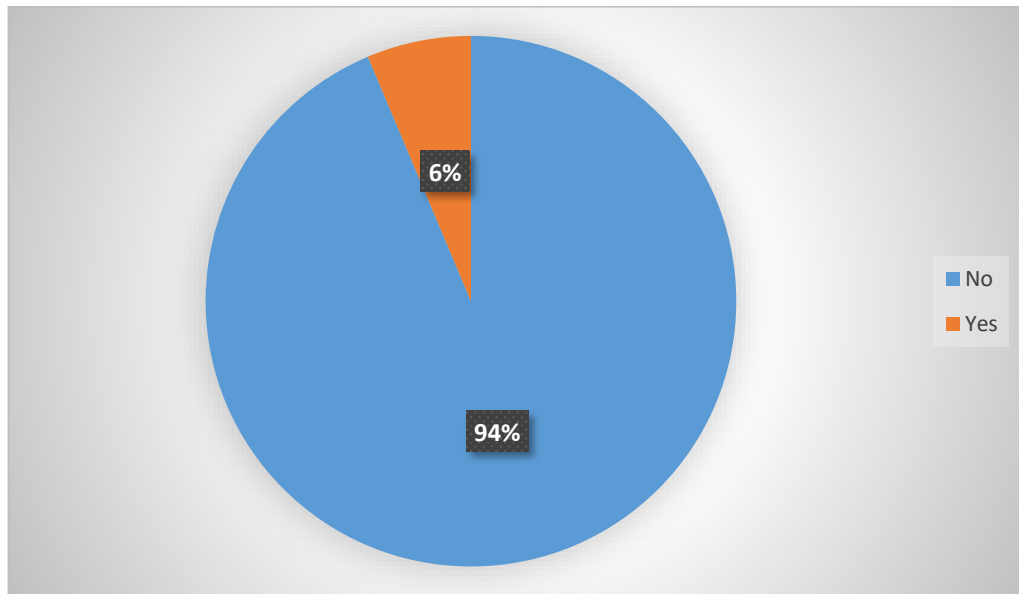


Figure 3.3: The Bacculaureate exam ability to test the learners' communicative abilities

The findings of the question above revealed that 94% of the learners admit that the Bacculaureate exam does not assess their communicative abilities, they reported that there are no communicative tests in the Bacculaureate exam. 6% of the learners reported that they express their ideas in the written expression, therefore, they see it as a communicative task.

- Q3: The Bacculaureate exam improves my oral and written proficiency in English. Yes No

Justify: -----

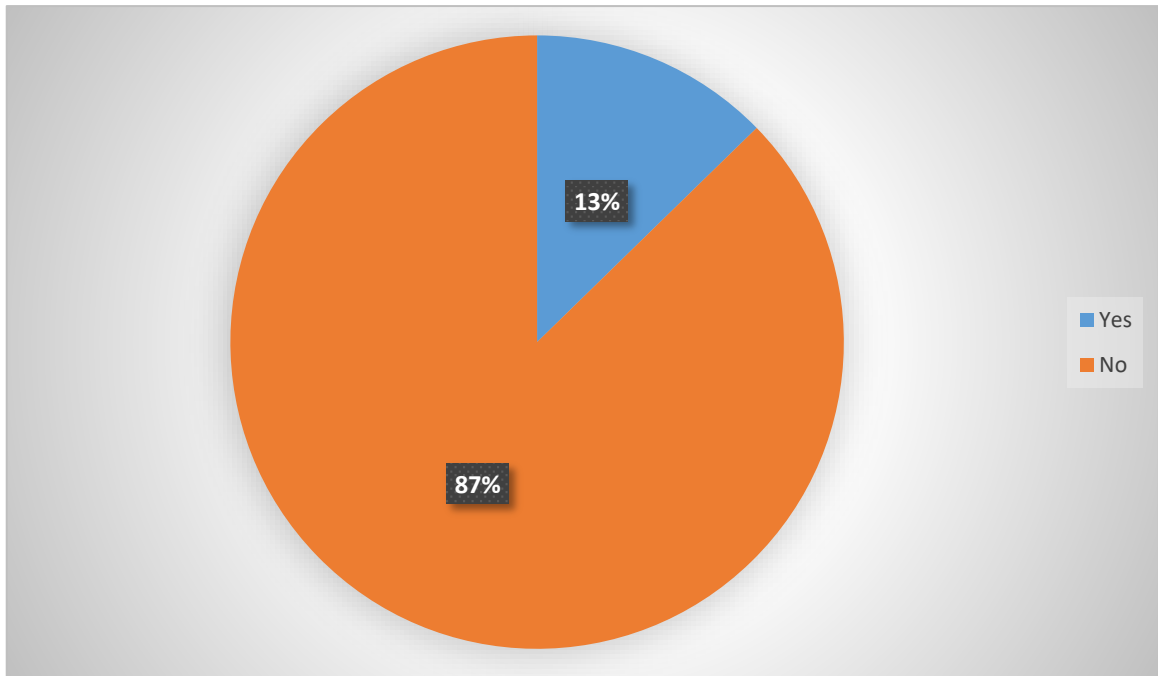


Figure 3.4: The Baccalaureate exam ability to test the learners' oral and written proficiency.

Answers of the question above revealed that 87% of learners admit that the Baccalaureate exam does not assess their oral and written proficiency, they reported that the Baccalaureate exam is a written test, and there is only one writing activity and the topics on that activity are generally related to the units they studied on the textbook, thus, it does not give them the opportunity to express their opinion, ideas, beliefs, ... etc.

- Q4: I study English to pass the Baccalaureate exam. Yes No

Give reasons: -----

The results of the questions above revealed that 100% of the learners study English to pass the exam. Learners' main reason to study English is to pass the Baccalaureate exam. According to their justification, English is a fundamental subject with high coefficient and getting good grades on the English subject plays an important role on their overall average.

- Q5: I like being tested on my knowledge about language items (grammar vocabulary) Yes No

Give reasons: -----

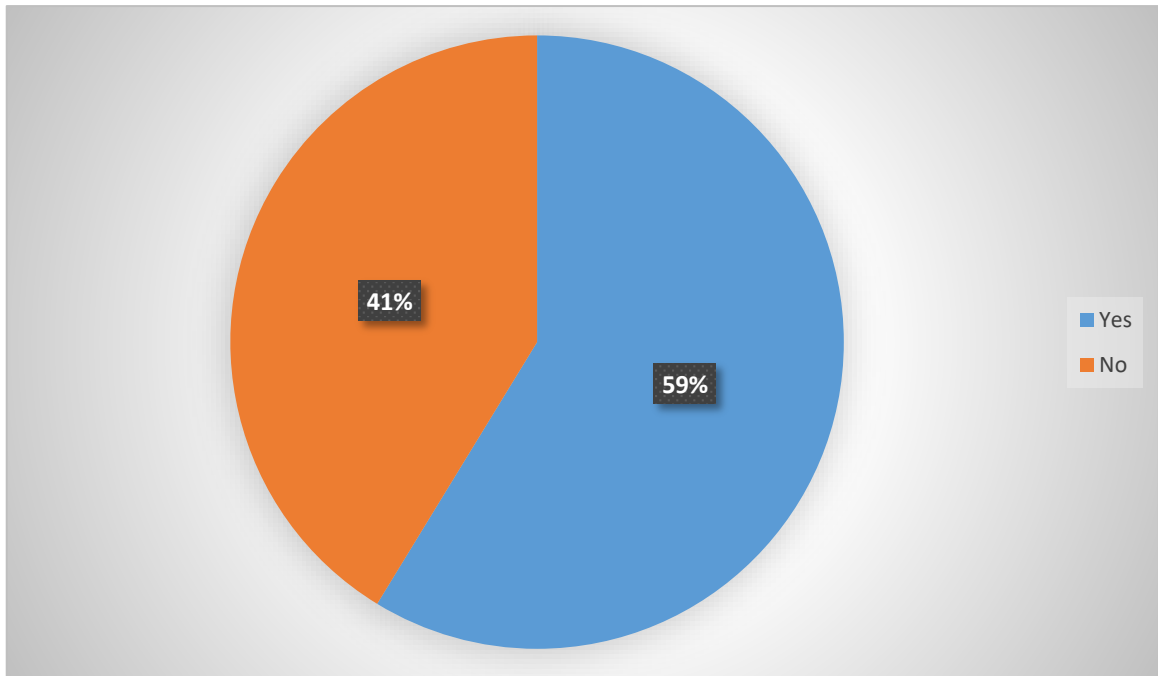


Figure 3.5: Learners liking to be tested on the language knowledge (grammar, vocabulary, ...)

The results of question above revealed that 59% of learners like to be tested on their knowledge, according to their justification, they are good on language activities like grammar and vocabulary because that what they practice on their classrooms with their teachers. The 41% of learners showed their disliking of being tested on these language items, they reported that they wish they can be tested on their language proficiency and ability to use the language on different context.

- Q6: I feel pressure and anxiety about the Bacculaureate exam. Yes No

Explain: -----

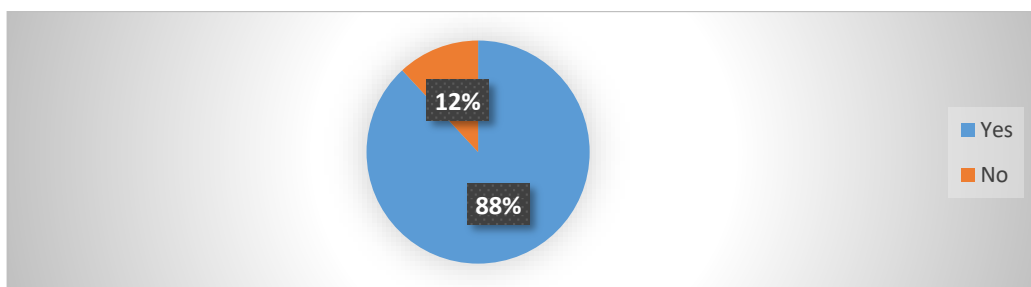


Figure 3.6: The Bacculaureate exam pressure and anxiety

The findings of the question above revealed that the majority of the learners 88% feels pressure and anxiety about the Baccalaureate exam, according to them getting good grade on English may ameliorate their general average and vice versa. While the minority of 12% reported that they don't feel so much stress and pressure about the Baccalaureate exam because they are good in English.

- Q7: If you don't have to take the English Baccalaureate exam, what would you do? (Check the following statement)

- a) I would like to continue studying English-----
- b) I would not study English any more-----

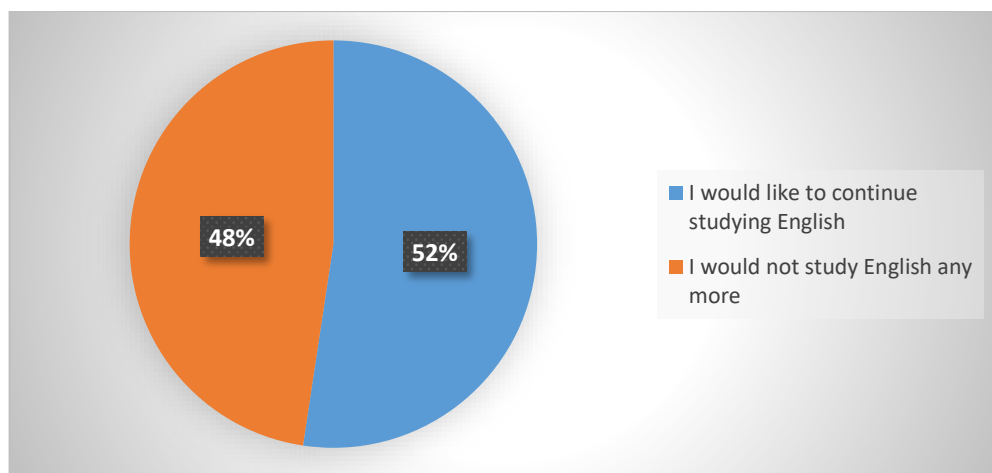


Figure 3.7: Studying English even if it not part of the Baccalaureate exam

Answering this question, 52% of the learners showed their admiration to the English language, according to them, it is the language of science and the first language used in the world. Therefore, they like to study English even if it does not take part of the Baccalaureate exam for its status. The 48% of the learners reported that they would not study English if it does not take part of the Baccalaureate exam, they prefer to devote that time to revise other important subjects in order to get good grades on the Baccalaureate exam.

3.3.3 Learners' Attitude towards the Textbook

This rubric questions' was addressed to the 3rd year secondary school learners in order to check their attitudes towards "NEW PROSPECTS" textbook. It contains a set of five questions.

Q1: Do you use the textbook to prepare for the Baccaalaureate exam?

Yes No Sometimes

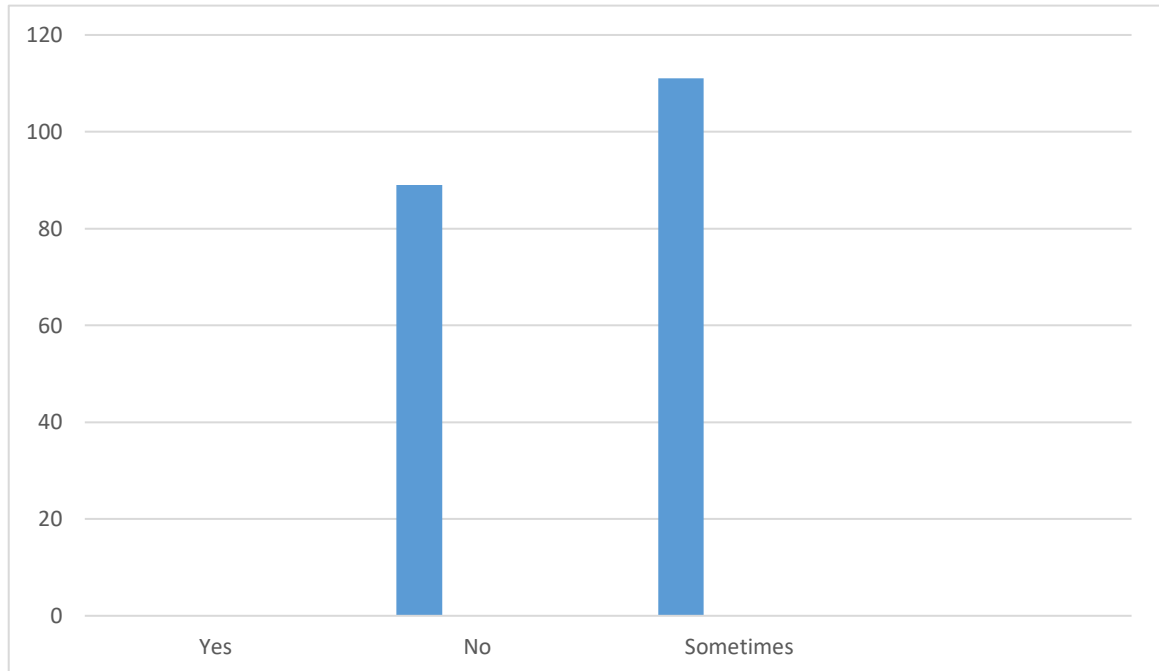


Figure 3.8: The use of the textbook for the Baccaalaureate exam preparation

The answers of this question reveal that most of the learners use the textbook sometimes to revise for the Baccaalaureate exam, while the rest of the learners do not use it at all for revision. The majority of the learners find that the textbook alone is not enough to prepare them for the Baccaalaureate exam.

Q2: If I study the whole textbook, then I can achieve high scores in the Baccaalaureate exam. Yes No Give reasons....

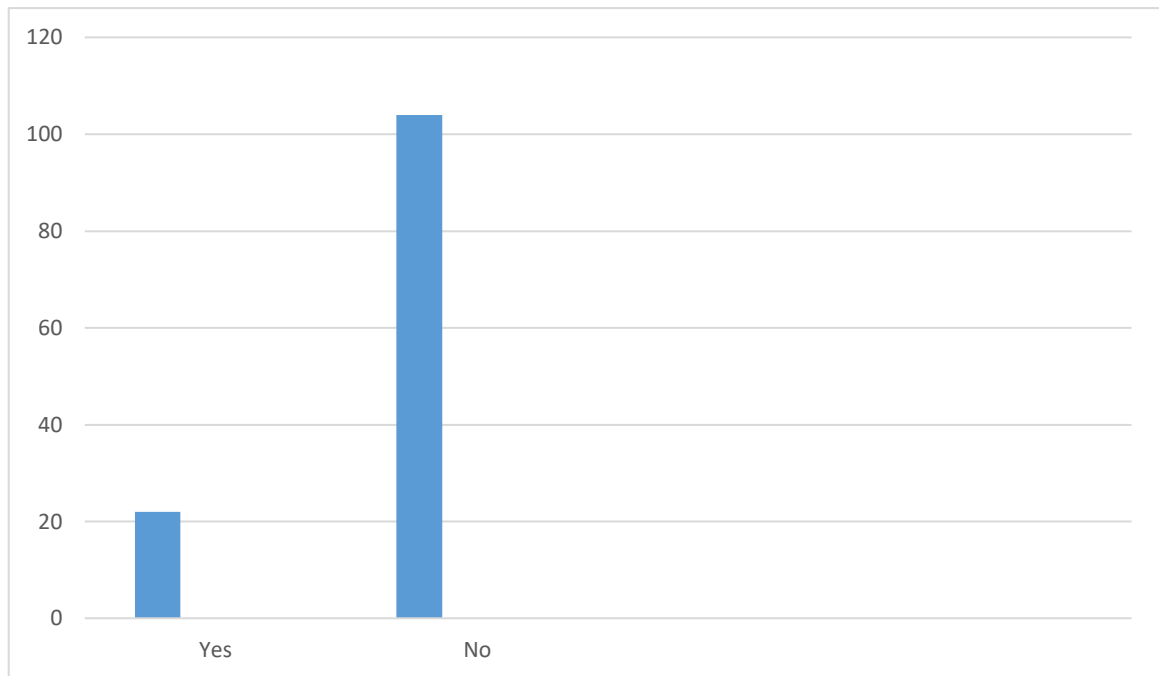


Figure 3.9: Studying the whole textbook ability to prepare learners passing the Baccaalaureate exam

The answers for the question above, as illustrated in the figure reveal that most of the learners agree that studying the whole textbook do not allow them to pass the exam, they justified that the textbook does not contains activities like the ones occurring on the Baccaalaureate, and some prefer to go for the extra hours to revise where they practice past exam papers activities, they reported that the textbook is not enough to make them pass the exam. The learners who agreed that the textbook help them to pass the exam, reported that it contains texts and paragraphs topics that occur on the Baccaalaureate exam; so they train themselves to write paragraphs or compositions about these topics. They also reported that the textbook help them to improve their grammar and vocabulary.

Q3: The textbook helps me to communicate fluently in English. Yes No. Give reasons

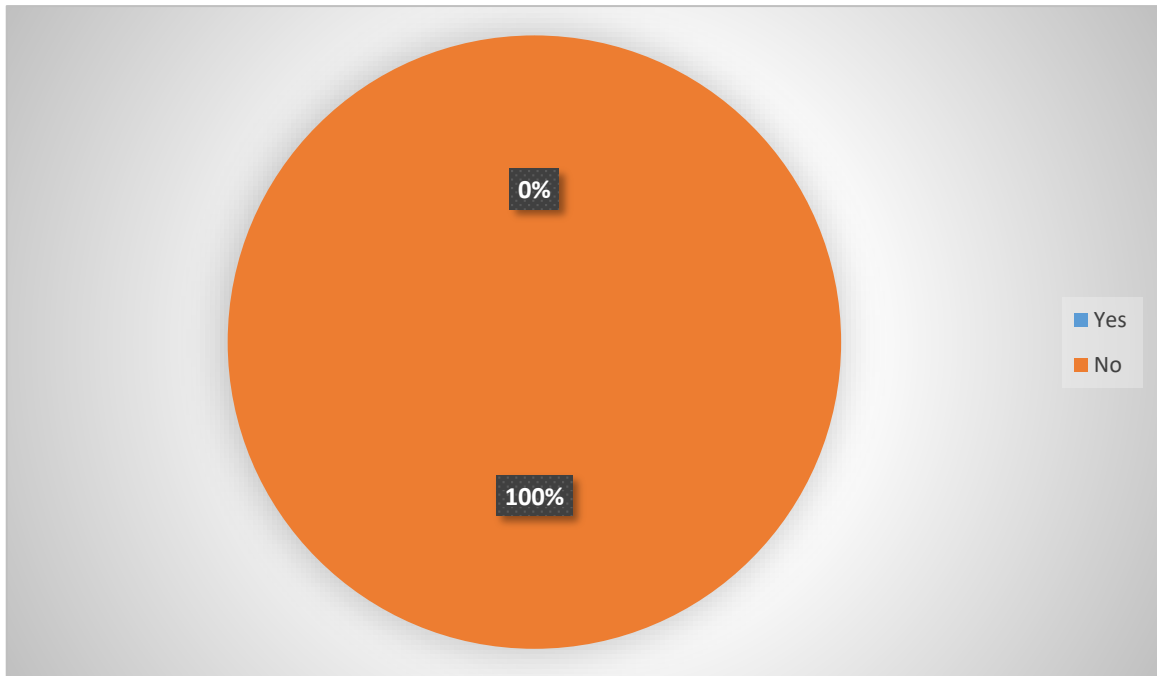


Figure 3.10: The textbook ability to develop the learners' communicative abilities

The 100% of learners reported that the textbook does not help them to communicate fluently in English, they reported that it does not contains communicative tasks and activities, it contains a few activities of pronunciation like stress and intonation activities that their teachers devote only a few minutes for it, but generally the speaking and listening skills are neglected on their classrooms.

Q5: Do you have any comments to add about the Bacculaureate exam, or the textbook?

Answering this questions, a few of learners had no comment to add. Some learners expressed that they wish that the textbook change and get updated in order to help them to pass the Bacculaureate exam as well to help them develop their communicative abilities. Some learners wished to have an extra audio-visual support with the textbook so they can develop their listening and English accent. Other learners wished to be tested also on the listening and speaking skills.

3.3.4 Learners' Learning Process

In order to investigate if the learning process is affected by the Baccalaureate exam, the 3rd year secondary school learners was addressed a set of questions.

Q1: Did you learn the whole textbook? (even lectures that are not included in the bac) Yes No

The answers for this question revealed that 100% of learners' study only lectures that are included in the Baccalaureate exam, they do not have extra time to learn more. The lectures which are not included in the Baccalaureate exam are omitted.

Q2: Does your teacher skip over part of the textbook? Yes No. IF YES, what part does he or she skip over in the textbook? -----

For this question, all the learners admitted that their teachers skip some parts from the textbook. They reported that teachers skip the listening and speaking activities and everything that is not included in the Baccalaureate exam.

Q4: Which skill did you develop more in class? (Rank the skills)

- 1) reading
- 2) writing
- 3) listening
- 4) speaking
- 5) grammar
- 6) vocabulary

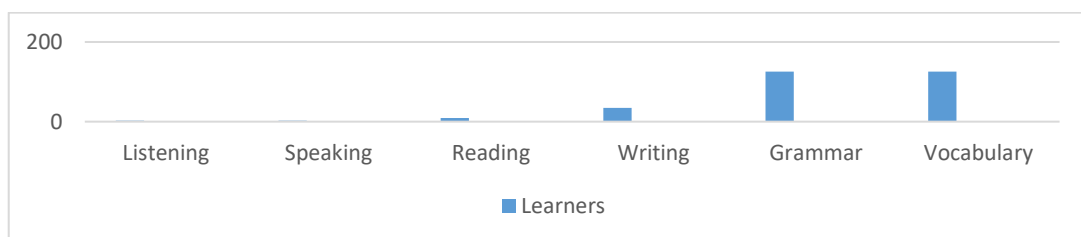


Figure3.1 1: skills developed in the classroom

In this question, the learners were required to rank the skills they develop more in the classroom with their teachers. The answers revealed that their learning process is focused more on grammar, vocabulary that writing. It is concluded that the focus is more on what occur on the Baccalaureate exam. Other skills are not given importance.

Q5: what type of activities you usually did in class. (e.g., reading aloud, role-play, past Baccalaureate exam activities...). Do these activities go with your needs? -----

The learners' answers for this question differed. But most of them admitted that the focus is most on doing activities that help them to pass the Baccalaureate exam, some of them reported that they read loud some texts from the textbook but they rarely practice role-playing or activities that help to develop the communicative abilities.

Q6: Did the activities you did in class change as the Baccalaureate exam approaches (do you practice more activities from past Baccalaureate exams rather than activities from textbook)? Yes No. IF YES, how? -----

All the learners admitted that the activities they practice in class change as the Baccalaureate exam approaches. They reported that they focus more on practicing past exam papers when the Baccalaureate exam approaches, they are trained to solve such activities. They also admitted that the focus on textbook activities is during the 1st and 2nd term.

Q7: Do you assist for extra classes besides regular school hours? Yes No

IF YES, what kinds of lessons does he or she give (inside or outside the school? (e.g. grammar lessons? Or listening comprehension lessons? Or use past exam papers? etc.) What kinds of lessons do you expect more from him or her? (i.e., what kinds of lessons do you need?)-----

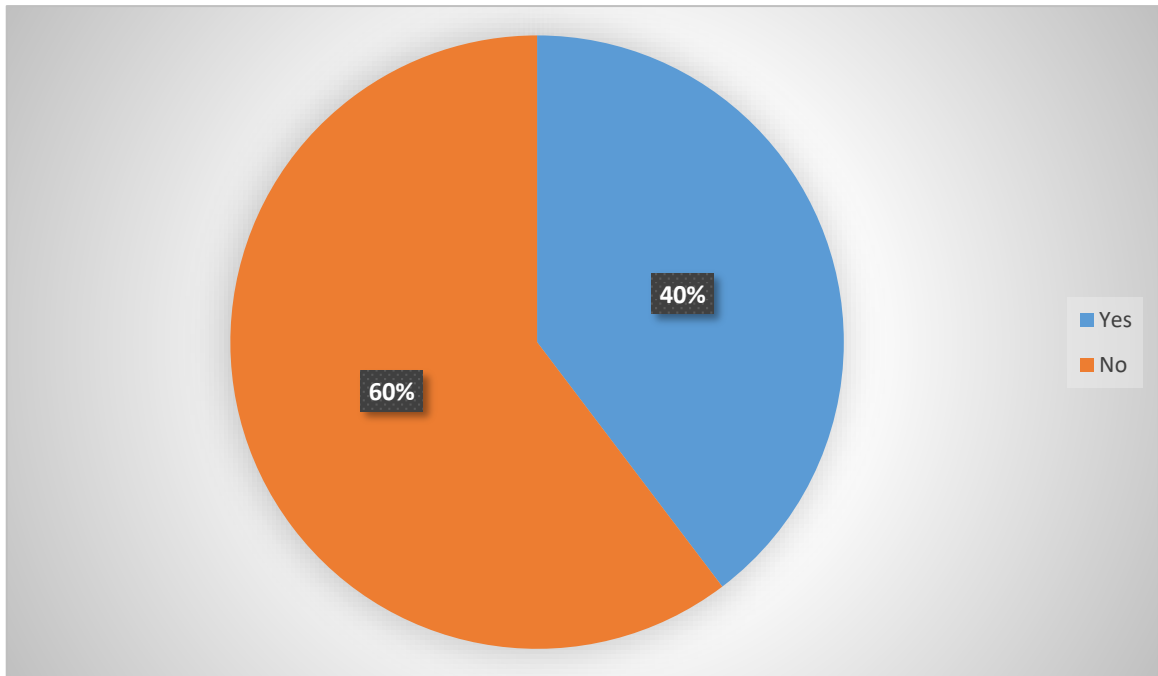


Figure 3.12: attending to extra hours

Nearly the half of learners admitted that they assist for extra hours besides their regular hours. They confessed that the activities they do in these extra hours are mainly comprehension, grammar and vocabulary. They use some booklets and past exam papers to get trained for the Baccalaureate exam.

Q8: When you are revising for the Baccalaureate exam, on which skills do you spend the most time on your own studying? (Rank the skills)

- 1) reading
- 2) writing
- 3) listening
- 4) speaking
- 5) grammar
- 6) vocabulary

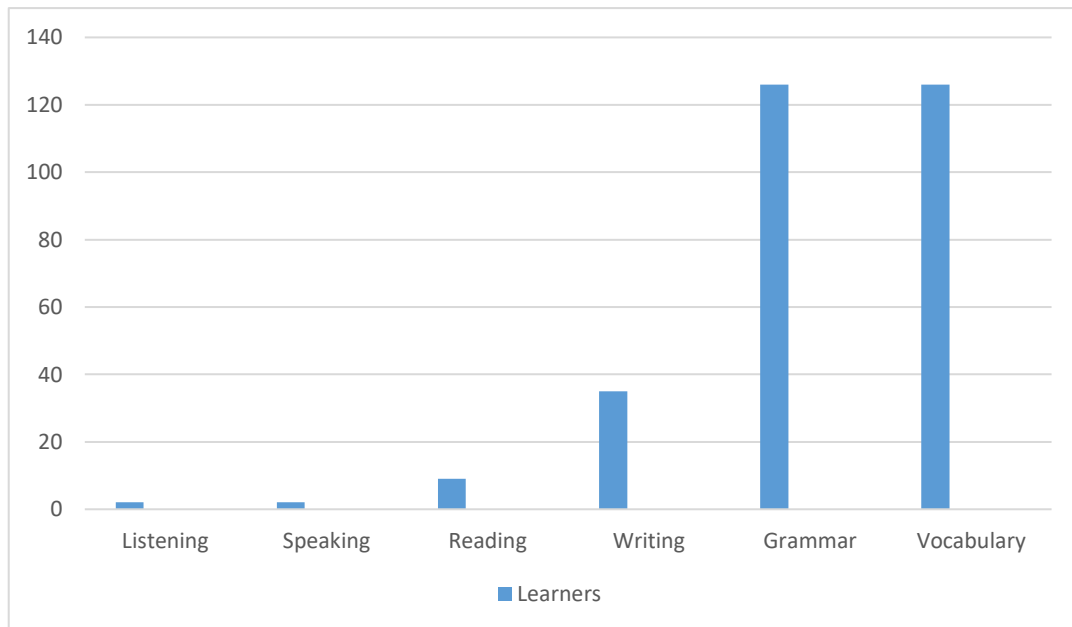


Figure 3.13: revised skills for the Baccalaureate exam

The learners ranked the skills the same as they ranked them in their learning process with their teachers. Their learning process is affected by the Baccalaureate exam.

Q9: The time and effort I invested in preparation for the Baccalaureate exam increased as the Baccalaureate exam approached. Yes No

The 100% of learners confessed that as the Baccalaureate exam approaches the time they devote for the preparation increases.

Q10: What do you study on your own to prepare for the Baccalaureate exam? (Check the following statement)

- a) I study the textbook and lectures that my teacher taught in class-----

- b) I study the past exam papers of the Baccalaureate exam or (BAC preparation booklets) -----

- c) I study both (a) and (b) -----

- d) Other, Specify-----

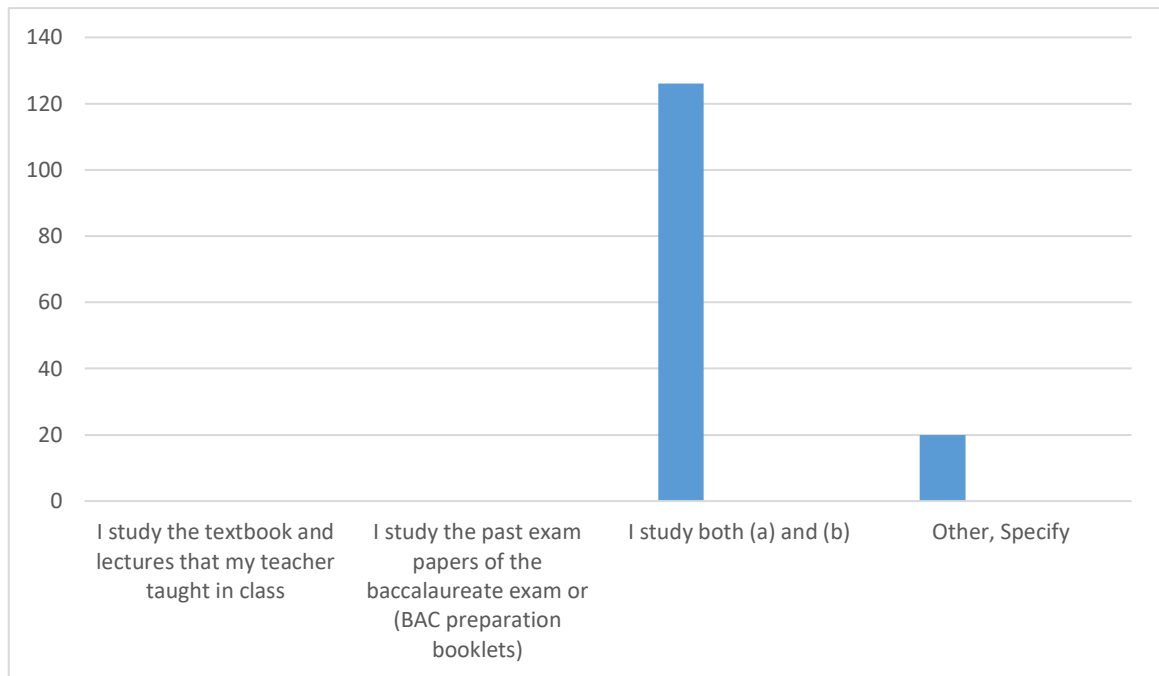


Figure 3.14: what learners study for the Baccalaureate exam preparation

Answering this question, 100% of learners advocated that they study both what they are taught in the classroom and practice extra activities using booklets for the BAC Preparation. Those who admitted that they study using other techniques reported that they surf on Google and Youtube for tips and activities that help them to get ready for the exam.

Q11: What do you study to prepare for the ‘internal’ test that your teacher makes up? (Check the following statement)

- a) I review what I learned in class, focusing on the textbook. -----
- b) I study the past exam papers. -----
- c) I study both (1) and (2). -----
- d). Other, Specify-----

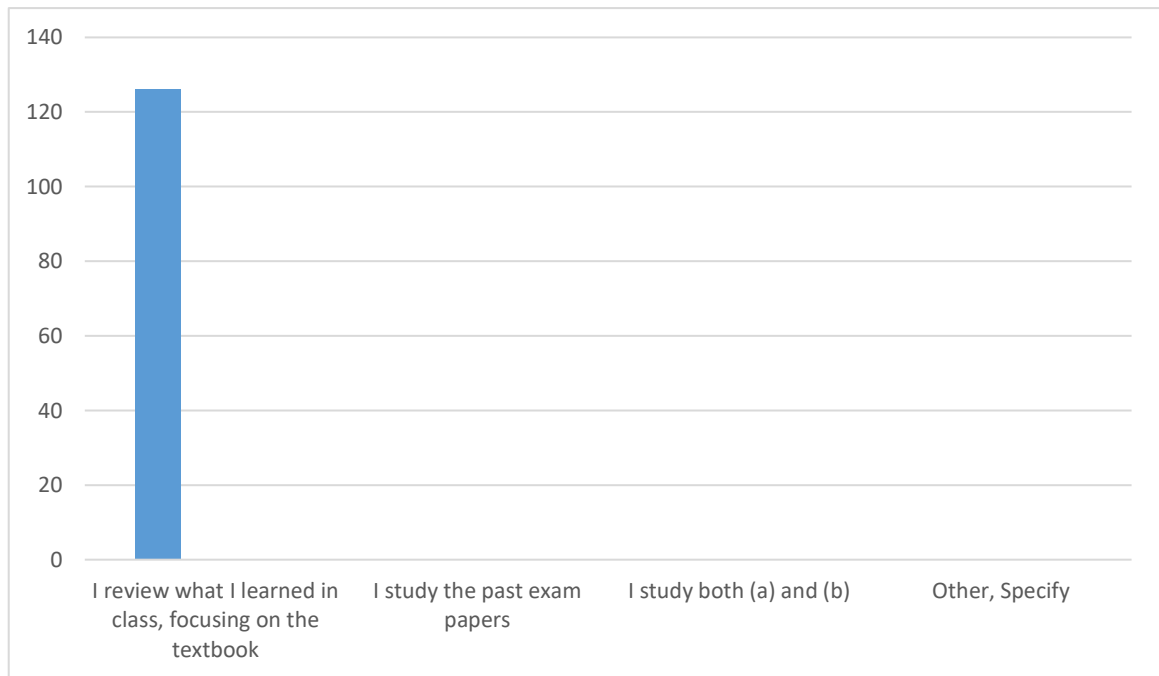


Figure 3.15: preparation for internal tests

For the preparation for internal tests, the learners advocated that they review only what they have learned in the classroom.

Q12: I think my teacher's teaching toward the Baccalaureate exam has an influence on my learning. Yes No

All the learners reported that the teachers teaching towards the Baccalaureate exam influence their learning process. It seems that the focus of teachers on the exam preparation had an impact on the learners learning process.

Q13: I think the Baccalaureate exam has the most influence on my learning.

Yes No

Answering this question, 100% agreed that the Baccalaureate exam has the most influence on their learning process. It seems that learners give priority to passing the exam rather than developing their communicative abilities to use the English language.

3.3.5 Other Variables Contributing on the Washback effect on Learners

In order to investigate if there are variables other than the test contributing to the washback effect of the Baccalaureate exam, learners had been addressed an open question where they were asked about variables that push them to get good grades on the Baccalaureate exam and affect their learning process.

Q: What are other factors that affect your learning? (i.e., future job, future university studies, parents' pressure, peer competition, interest...)

The answers of this question revealed that there are variables other than the test which contribute into the washback effect of the Baccalaureate exam. Learners' reported that there are many variables that make them wanting high scores on the Baccalaureate exam; for instance, 78% of the learners advocated that their parents put pressure on them to pass the exam, they have high expectation of their children wanting them to have high scores in order to choose some future university studies that require high grades. 100% of the learners admitted that they are worried about their future studies and jobs. Around 5% of learners revealed that they wish to get high grades because they want to be the first on their classes, they see it as a concurrence.

3.3.6 Summary of the Questionnaire Results

To sum up the findings of the questionnaire, it might be concluded that learners and their learning process are also affected by the Baccalaureate exam. The majority of learners are affected negatively as they focus the most only for the exam preparation rather than developing their communicative abilities and reaching the curriculum objectives. A few number of learners are affected positively as they both prepare for the test and try to develop their communicative abilities. So the learning process is driven by the Baccalaureate exam. The learners also confessed that their textbook content was modified in relation to the Baccalaureate exam, as well as they admitted that the textbook alone is not enough

neither for preparing them to the Baccalaureate exam nor for helping them to use English in a communicative situations.

3.4 Results of the Observation

The classroom observation was conducted by the researcher in order to check the areas of focus during the teaching process and the check if the findings of the observation are in agreement with what was reported by the teachers and learners. The researcher observed the teaching/learning process for 1080 minutes (18 session) divided on three terms in the three 3rd year secondary school classes of foreign languages stream. The observation results are as follows:

Table3.1: Classroom observation findings

Class.Obs	L	S	R	W	Pro	Gr	Voc	Pst Exm	Use Of Eng	Use Of mn eng
Session1						X			X	X
Session2						X			X	X
Session3						X			X	X
Session4						X			X	
Session5				X					X	
Session6				X					X	
Session7						X			X	
Session8						X			X	X
Session9						X			X	
Session10						X			X	X
Session11				X				X	X	X
Session12	X					X			X	
Session13						X			X	X
Session14						X			X	
Session15			X					X	X	X
Session16							X		X	
Session17							X		X	X
Session18								X	X	X

The researcher assisted to different session in the period of three terms and also took notes. The researcher was checking what were the lectures conducted each session. The researcher remarked that the listening and pronunciation activities were given around 10 to 15 minutes from the session, they were done briefly and the focus were most on grammar. Teachers were generally relying on doing lectures from textbook without any lesson plans. The researcher also remarked that the English teachers switch between French, Arabic and English, using translation from time to time in order to explain some ambiguities for the learners. The dominant teaching method used by the teachers as observed by the researcher was the teacher-centered method and sometimes it is the learner-centered method. The following graph represents the classroom observation findings.

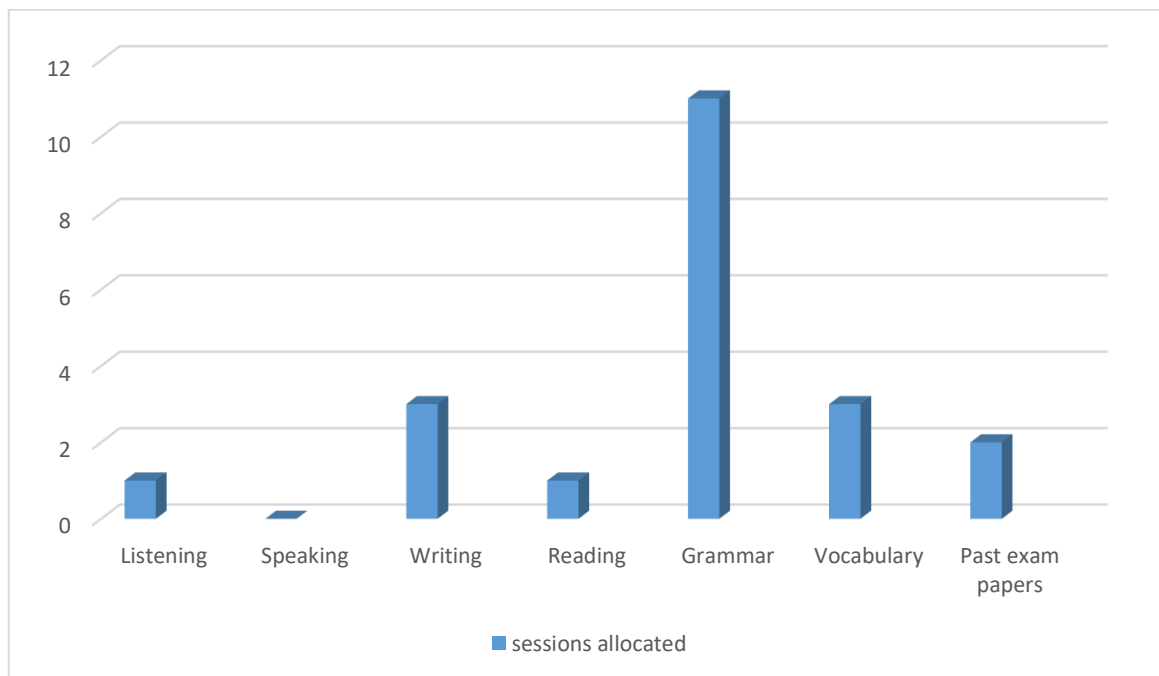


Figure 3.16: Areas of focus in the classroom as observed by the researcher

The graph represents the number of session during 18 session allocated for each skills. If we say that 18 session represents the 100%; therefore,

- The teaching of grammar represents around 67%
- The teaching of vocabulary represents 15%

- The teaching of the reading skill represents around 5%
- The teaching of the writing skill represents around 15%
- The teaching of the listening skill represents around 5%
- The speaking skill is almost neglected representing 00% on the teaching program, according to the researcher observation there is no session devoted for the speaking skill, the learners speak only when they are answering grammar or other activities.

3.5 Documents Analysis

The Baccalaureate test and the textbook had been analyzed as follows in order to check the compatibility with the curriculum objectives.

3.5.1 The Baccalaureate Exam

The Algerian EFL Baccalaureate exam (TOPIC 02, 2019 see appendix) had been analyzed in order to check to what extent it cover the cognitive domains of Bloom's taxonomy and to see its' compatibility with the national curriculum objectives. On this basis, the text of the Baccalaureate exam had been analyzed using (Flesch, 1948)'s formula of ease to investigate whether the text goes with the 3rd year secondary school learners' level. Moreover, the researcher analyzed each exam question to investigate to what level of the cognitive domains it belongs and see either they cover both the lower and higher thinking skills of Blooms' taxonomy.

3.5.1.1 Part one: Analysis of the Baccalaureate Exam Text

In the topic 2 of the EFL Baccalaureate exam, the text that was given is the one below:

Violence against children is not an isolated occurrence, it is everywhere: in every country, community and social group. It may take different forms: physical, psychological, sexual abuse, exploitation, neglect or mistreatment, verbal violence, bullying, or cyber-bullying. Violence is a problem of public health, a violation of human rights with potentially devastating and costly consequences.

There is incontrovertible evidence of the harm of violence to the physical and mental health and development of children, to their ability to learn and build relationships with other people, and to grow up as fully-fledged adults and parents. School bullying and an unsafe school environment are among the reasons for early dropout, reduced school attendance, and deteriorating performance of pupils; they have significant social and economic implications. Moreover, we know that education is of key importance for the subsequent professional fulfilment of every individual and the prosperity of societies.

Although school violence has become a major challenge, it is not the education system per se that causes it. It merely reflects the prevailing social norms, making them visible to everyone. At the same time, the education system makes it possible to address school violence, but only in partnership among all stakeholders: the school, the children, the parents, the entire community.

Adapted from: <https://www.unicef.org/bulgaria/en>

This text contains 389 syllables, 9 sentences, 205 word and 1145 letters.

According to (Flesch, 1948)'s formula the results are as follows:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

$$RE = 206.835 - (1.015 * (205/9)) - (84.6 * (389/205))$$

$$RE = 206.835 - (1.015 * 22.77) - (84.6 * 1.9)$$

$$RE = 206.835 - (23.11) - (160.74)$$

$$RE = 22.985$$

- **RE:** refers to “Reading Ease”
- **ASL:** refers to the “ Average Sentence Length”, it is the number of words divided on the number of sentences

- **ASW:** is the average number of syllables per word (the number of syllables divided by the number of words)

Thus, the results of the formula decides the ease of the text according to the table below

Formula results	90-100	80-89	70-79	60-69	50-59	30-49	0-29
Text Ease	Very easy	easy	Fairly easy	Standard	Fairly difficult	Difficult	Very confusing

The RE of the Baccalaureate exam text is between 00 and 29, what means that this text is very confusing for the 3rd year secondary school learners’.

3.5.1.2 Part two: Analysis of the Baccalaureate exam questions

The researcher examined to what extent the EFL Baccalaureate exam topic 02 covers the lower and higher thinking skills of Bloom’s taxonomy. The EFL Baccalaureate exam is already described (see chapter one).

Part One: Reading

A. Comprehension

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

- Violence is a form of children’s right infringement.*
- Violence has negative consequences on children’s development.*
- Education is crucial for the development of society.*
- The education system is the only responsible for school violence.*

The question above of the EFL Baccalaureate exam topic 02 (June, 2019) is not reliable nor challenging because the learners can find quickly the correct answers by reading from the text and guessing. That is to say, the question above does not necessitate any mental effort; learners simply guess the answer. As a result, construct validity and reliability in terms of measurement precision and accuracy are lacking from these exam questions. They do not meet the

requirements for learning English to be used in real-life situations or in a communicative situation. The typology of the “True-False” question does not exist in the 3rd year secondary school textbook, in other words, learners are faced with it the first time in their academic year. Therefore, this type of activity covers the “knowledge” level of Bloom’s taxonomy.

2. In which paragraph is it mentioned that...

- a. violence is widely spread?
- b. school failure is due to different causes?

The learners are required to respond to the question above using the text provided. This question does not necessitate a complicated mental process; learners can find the correct answer simply by reading and finding words in the text. As a consequence, this form of question belongs to Bloom's taxonomy's "Knowledge" level.

3. Answer the following questions according to the text:

- a. *What consequences does violence have on children’s growth?*
- b. *Who should contribute to the fighting of school violence?*
- c. *How do you think education can help societies to prosper?*

The above question is a ‘WH’ question, which allows learners to create their own answers based on the text. This form of question is more reliable than the previous questions. These questions necessitate further mental processes; learners must comprehend the context of the text in order to compose adequate responses. Thus, as it demands more mental process and comprehension of the text, it can be concluded that it belongs to Bloom’s taxonomy “Comprehension” level.

4. WHO or WHAT do the underlined words refer to in the text?

a-They (§2) b- them (§3)

The learners must guess the correct answer from the text in order to answer the above question. As a result, learners do not need to use a complicated mental mechanism process to answer this question; they simply need to read the text and understand the context before copying the correct answer. As a consequence, this question falls under Bloom's taxonomy's "comprehension" level.

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

- a. Learning Conditions in Schools*
- b. School Violence*
- c. School Bullying*

The question above does not necessitate a complex mental process, it requires learners to guess the correct answer through reading and understanding what the text is about. It falls under Bloom's taxonomy's "comprehension" level.

B. Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following:

- a) destructive (§1) b) progress (§2) c) main (§3)*

The learners must use their interpretation of the context of the terms in the text to find synonyms and antonyms for the words in the text in the task below. This task is more dependable and requires more mental effort. Learners should already know and remember, however, that learners may already be familiar with the term and its synonym or antonym. As a result, this question belongs to Bloom's taxonomy "knowledge" level.

2. Divide the following words into roots and affixes:

mistreatment – incontrovertible - attendance - unsafe

Prefix	root	suffix

The above question is from the second part of "Reading," which is "Text Exploration," and it is both challenging and reliable. It all comes down to lexis and word formation. Since learners who can create the appropriate response can assert the skill of the correct item and language structure, this form of problem necessitates learners' recall of information. Thus, it belongs to “knowledge” level of bloom’s taxonomy.

3. Rewrite sentence B so that it means the same as sentence A.

- 1) *A. If the education system doesn’t address the problem, violence will prevail.*
B. Unless.....
- 2) *A. Stakeholders had better work together to put an end to violence.*
B. It’s high time.....
- 3) *A. Children are permanently bullied at school, consequently they drop out.*
B. Children drop out.....

The learners must restate the sentences and rewrite them into one compound and complex sentence in the question above. This practice necessitates the learners' comprehension of the interpretation of the clauses in order for them to be able to link them. As a result, it covers the Synthesis level, which entails the creation of a unique communication level according to Bloom's taxonomy.

4. Circle or write the silent letter in each of the following word:

everywhere – psychological – right – know

The learners must respond based on their knowledge of the given items in the activity above. To put it another way, they must recall their previous experience with terms in order to remember which letter is silent. This form of question falls under Bloom's Taxonomy's "knowledge" level.

5. Reorder the following sentences to get a coherent passage:

- a. They are working together with parents and the civil society.*
- b. Pupils have become more and more violent.*
- c. to create a safe learning environment for children.*
- d. The education authorities are deeply worried about this issue.*

The learners must reorder the sentences to create a meaningfully coherent passage in order to answer the question. This activity form does not necessitate any prior information from the learners, making it inaccurate and unchallenging. This exercise belongs to Bloom's taxonomy's "synthesis" level, but it appears that learners can respond quickly by guessing rather than using their thinking skills.

Part Two: Written Expression

Choose ONE of the following topics:

Topic One:

The entire community is deeply worried about the growing report on violence in schools. Write an article of about 80 to 120 words for your school magazine in which you suggest measures to prevent violence and make out of schools a safer place.

You may use the notes below:

- provide psychological counselling services.
- build positive interpersonal relationships.
- reiterate the school rules.
- encourage learners not to act violently.
- reward good actions.

Topic two:

Anyone may be the victim of different abuses and misbehaviors on the social media. Meanwhile, you believe that good manners are just as important in cyberspace as they are in real life situations. Write a composition of about 80 to 120 words to be published in your school magazine telling how internet users should behave when using the social networks.

Learners must select one subject for the second part of the EFL Baccalaureate exam paper, as shown above. One of these topics is related to the given text, learners are mentally prepared to respond to it. This section evaluates the learners' writing abilities, i.e. it is a performance evaluation. This form of practice necessitates learners expressing their thoughts in clear, legible English. They must adhere to the composition's structure. These exercises provide feedback to the testers on the learners' ability to integrate language elements into a coherent paragraph. These activities cover Bloom's Taxonomy's "synthesis" level. It should also be noted that subjects where learners are given guidelines to follow when writing their paragraphs are more relaxed and less mental process demanding.

3.5.1.3 Summary of the Baccalaureate exam Analysis

The data revealed that there are "True-False" questions, multiple-choice questions, discrete-point tests, or "closed-ended" questions in the Algerian EFL Baccalaureate exam's "Reading" section, for which the testers themselves did not build the answer. These tests are scored objectively and quickly.

Additionally, because they focus on language structure and lexis, “discrete-point” activities encourage learners to guess rather than build their conversational abilities. In contrast to “closed-ended” assessments, “restricted-response items” are another form of activity included in the Algerian EFL Baccalaureate exam, which require pupils to produce short responses themselves, such as “filling the gap” exercises. Yet, there are some “Restricted-response items” in the Algerian EFL Baccalaureate exam lacking reliability and validity.

Within the written expression” part of the Algerian EFL Baccalaureate exam, the test in an “open-ended item”. It necessitates the learners to write long answers. Learners, in this part; express themselves in a communicative way. Also, this activity focus on the writing skill. On the other hand, the themes that learners are required to write on stress them out because they are not allowed to express their thoughts about the issue. The majority of the tasks in the Algerian EFL Baccalaureate test are useful, however they are neither reliable nor valid. Except for the "written phrase," the most of the activities rely guessing, when it comes to the reliability criterion. When it comes to the validity criterion, it may be argued that the EFL Baccalaureate test claims content validity because the activities that occur in the exam are already present in the 3rd year secondary school textbook. Second, the EFL Baccalaureate exam doesn't claim face validity as it does not contain activities that measure the learners' pronunciation and speaking skills. Finally, the EFL Baccalaureate exam doesn't claim to construct validity as it does not measure learners' communicative competencies.

The EFL Baccalaureate exam questions cover only the “knowledge” or “comprehension” level of Bloom’s taxonomy, except the second part activity, “written expression,” which covers to the “synthesis” level of Bloom’s taxonomy. Most of the questions require learners to recall information from long term memory rather than enhancing them to use their critical thinking skills. As a result, the Algerian EFL Baccalaureate exam covers the lower-order thinking skills in the hierarchy of the Cognitive domains, and does not cover the higher-order thinking skills such as “application,” “synthesis,” and “evaluation”. Additionally, the EFL Baccalaureate exam is designed the same way for many years even though the

educational system implemented many reforms. Indeed, the 1999 EFL Baccalaureate exam is constructed under the same design as the one of 2019; what was added is only one phonetic activity that is not useful to develop learners' communicative competence and meet the curriculum objectives.

As a conclusion, the Algerian EFL Baccalaureate exam like any test has its strengths and weaknesses. It includes 11 different types of questions; five of these questions cover the "Knowledge" level, three of them cover to the "Comprehension" level" and three cover "Synthesis" level. Thus, around 45% of the questions cover the "knowledge," approximately 27% of the questions cover the "comprehension" and the rest covers the "synthesis level". The EFL Baccalaureate exam doesn't measure the whole thinking skills.

3.5.2 3rd Year Secondary School Textbook Analysis

The textbook had been analyzed at different levels in order to check its compatibility to the curriculum objectives and to see its ability to develop the learners' communicative competence.

3.5.2.1 Analysis of the Textbook Texts

The researcher analyzed the texts below using (Flesch, 1948)'s reading ease formula.

According to (Flesch, 1948)'s formula the results are as follows:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

- **RE**: refers to "Reading Ease"
- **ASL**: refers to the " Average Sentence Length", it is the number of words divided on the number of sentences
- **ASW**: is the average number of syllables per word (the number of syllables divided by the number of words)

Thus, the results of the formula decides the ease of the text according to the table below

Formula results	90-100	80-89	70-79	60-69	50-59	30-49	0-29
Text Ease	Very easy	easy	Fairly easy	Standard	Fairly difficult	Difficult	Very confusing

Table 3.2: The analyzed text

Texts	Unit	Title	source	Page
Text1	Unit1	<i>Algeria at the Crossroads of Civilizations</i>	The Encyclopedia of Africana,p69	22
Text2	Unit2	Imitating property is theft	The Economist, May, 17th 2003.	54
Text3	Unit3	Education in America	D.K. Stevenson, American life And Institution,USIA, 1992.	98
Text4	Unit4	How is your Energy Balance	Written by the authors.	114
Text5	Unit5	The Solar System	The Book of Popular Science, Grolier and Alan. E. Nourse, The Giant Planets.	143
Text6	Unit6	What I have lived for	Bertrand Russell, 1872-1970.	186

- **Text 1 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$
 $RE = 206.835 - (1.015 * (514/23)) - (84.6 * (880/514)) = 39,325 = \text{Difficult}$
- **Text 2 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$
 $RE = 206.835 - (1.015 * (367/20)) - (84.6 * (634/367)) = 44,075 = \text{Difficult}$
- **Text 3 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$
 $RE = 206.835 - (1.015 * (410/20)) - (84.6 * (682/410)) = 45.315 = \text{Difficult}$
- **Text 4 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

$$RE = 206.835 - (1.015 * (352/12)) - (84.6 * (541/352)) = 47.045 = \text{Difficult}$$

- **Text 5 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

$$RE = 206.835 - (1.015 * (608/16)) - (84.6 * (853/608)) = 49.575 = \text{Difficult}$$

- **Text 6 :** $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

$$RE = 206.835 - (1.015 * (322/20)) - (84.6 * (446/322)) = 73.325 = \text{Fairly easy}$$

The calculation of the reading ease of the textbook texts that are taken from different parts and units of the textbook revealed that most of the text is difficult to read and understand. As the texts are taken from the beginning to the end, therefore; the text starts from a difficult level where learners still have their entry profile (see chapter one).

Although the texts are authentic, but they are not adequate to the learners' level, this means that the choice of authentic texts is not appropriate. Additionally, the reading skills and strategies on the textbook such as skimming, scanning, summarizing and recognizing types of discourse are difficult for learners to develop because the texts provided are not easy to read neither to understand.

3.5.2.2 Analysis of the Textbook Language “Skills and Competencies” and “Tasks & Strategies Outcomes”

The researcher counted the number of tasks of the textbook in only one unit because all the units have the same structure which is presented (see chapter two), and the results are on the table below:

Table 3.3: the analyzed tasks

Units Lg Items	Listen and Consider	Read and consider	Listening and speaking	Reading and writing	Project outcomes	Total tasks	Of
Grammar	07	06	00	00	00	11	
Vocabulary	02	04	00	00	00	06	
pronunciation	01	01	00	00	00	02	
Lg Skills	07	03	06	04	01	21	
Lg function	04	02	02	02	00	10	

The graph below shows the distribution of different tasks in a unit of the 3rd year secondary school textbook:

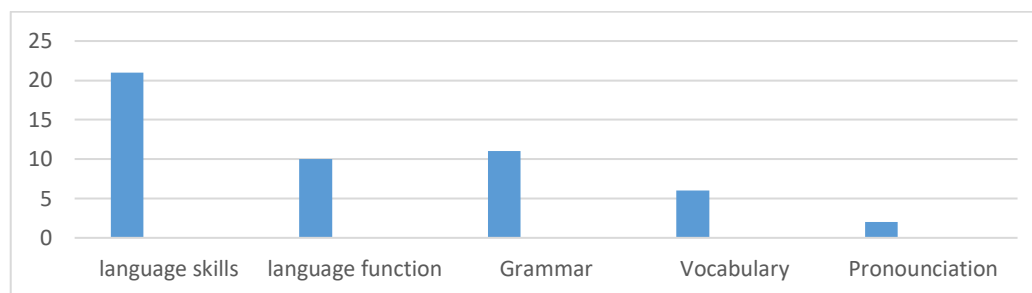


Figure 3.17 distribution of tasks in a unit

The analysis of the different tasks in a unit of the 3rd year secondary school English textbook revealed that there are various activities for every skill in the textbook. These activities progress from simple to complex; however, the hourly volume that the 3rd year secondary school learners have on their academic year is not enough to cover the learners' mastery and practice of all these activities. Additionally, some activities that are present in the textbook which should be given to learners as a homework such as "research report" and "project outcome" and this kind of activities are able to enhance the learners' autonomy, in contrast with "TPS" activities which enhance the learners' collaborative work with their classmates. What is more, it has been noticed that there is no model of the Baccalaureate test activities present in the textbook.

A detailed examination of the textbook revealed the existence of a metacognitive evaluation termed "language assessment" that is expressed in self-check progress reports at the end of each unit and helps learners evaluate their learning progress and modify what they have learned during the unit.

An analysis of the "Listen and consider" tasks revealed that it starts with "getting started" tasks that help learners to use brainstorming and recall of information about the topic using their comprehension skills. It also enhance them to describe pictures. The second part of "Listen and consider" is called "Let's hear it", which is normally a task that develop the learners' listening skills, besides the "taking a closer look" tasks that develop the learners' reading skills and

comprehension cognitive domain. These tasks are followed by “grammar explorer” and “around the text activities” which are effective to help learners to master grammar and language structure. Nevertheless, some of the activities on the lately stated parts are beyond the level of learners.

An in-depth analysis of the “listening and speaking” part revealed that this part focus on the development of the learners’ listening skills. The general observations that have been made about rubric is that the listening activities are difficult for learners and most of teachers neglect this part of the textbook as it does not occur in the Bacculaureate exam.

The analysis of the last part of the unit which is “reading and writing” that starts with “Skills and strategies outcomes” tasks revealed that it is supposed to develop the learners reading and writing skills which are as follows: Skimming Scanning, Responding to a text, Guessing the meaning of words from context, Identifying and using reference words and Writing a policy statement. However, the textbook does not guide the learners on how to develop these skills.

In terms of task limits, our analysis suggests that the textbook places a greater emphasis on grammar practice and vocabulary than on communicative activities, particularly speaking, which is in contrast to the competency based approach (CBA) and curriculum objectives, which emphasizes on the development on learners’ communicative abilities. The textbook activities, on the other hand, promote the autonomy of the learner.

In terms of languages skills and competencies, the textbook syllabus contains a set of tasks of the four language skills, the graph below shows the distribution if the language skills in the syllabus of “New prospects” textbook.

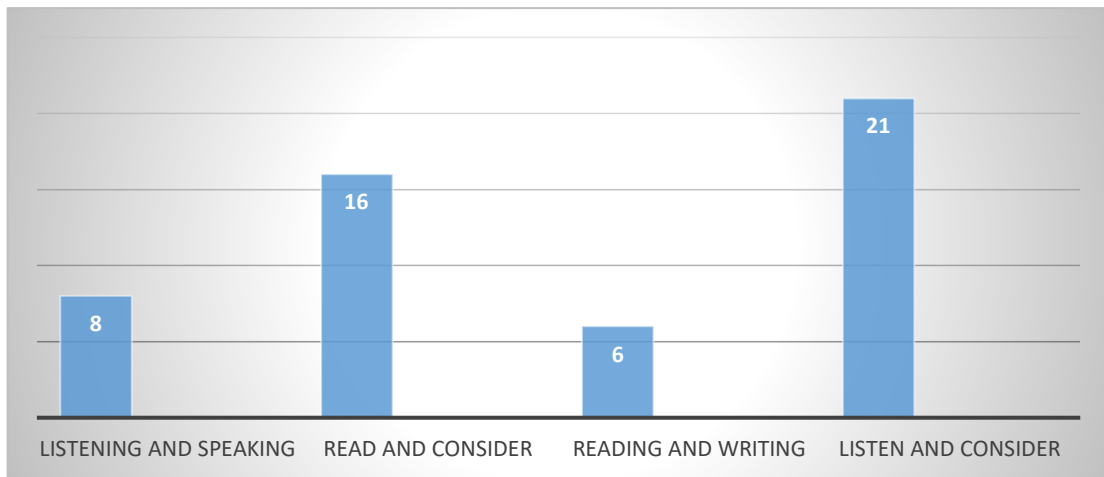


Figure 3.18: language skills distribution in the 3rd year secondary school textbook

According to the curriculum objectives the competencies that “New Prospects” is supposed to develop are: interaction, interpretation and production. These competencies are developed by the development of the four language skills; however the syllabus includes tasks for both receptive and productive skills, the graph shows that it puts emphasis on the listening skills.

With regard to ‘Listen and Consider,’ it tries to alleviate the main obstacles that learners face in processing oral messages in order to grasp the overall meaning. In this aspect, the textbook included a disproportionate amount of listening activities at the expense of other skills, particularly speaking.

In terms of ‘Read and consider,’ the textbook provides actual texts taken from magazines, encyclopedias, and novels to teach learners how to forecast text content and read quickly utilizing tactics such as skimming, scanning, and detecting forms of discourse.

It should be noted that the textbook requires customization and supplementing, particularly in respect to the listening scripts and reading texts, which are complex, full of difficult terms, and too long for the learners' level of skill.

The speaking assignments, as part of the ‘Listening and speaking’ rubric, demand learners to reply to others' viewpoints and defend their own, as well as

debating and arguing. Speaking actions, for example, are regulated, and listening duties serve as an input. In addition, to appeal to learners more, the textbook includes representing facts and using images to tell stories and communicate thoughts on the subject to be discussed generally in pairs. The speaking skill was disregarded in the textbook, while listening was.

Besides, learners should enhance their writing skills and tactics in effective writing styles because the writing process is an important subject for them in their exams and later life outside of the classroom. As a result, each unit reiterates the skills and methods that learners should master by the end of the sequence. Learners can then compose an expository, descriptive, or argumentative essay, compose a story, or summarize a text using these skills. Additionally, compose a book or film review, and one of these can feature in their exams or tests on a regular basis. As a problem-solving process, writing is taught using both free and controlled models. In the first two courses, learners examine a certain genre as well as the essay's format. There is, however, no section dedicated to teaching the processes of the writing skill.

3.5.3 Summary of Documents Analysis

The reason behind analyzing both of the EFL Baccalaureate exam and the 3rd year secondary school textbook was to examine their compatibility with the curriculum objectives, also to check the level of discrepancy between the analyzed documents and the curriculum objectives. The Baccalaureate exam normally tests the 3rd year secondary learners exit profile, while the 3rd year secondary textbook “New Prospects” is supposed to serve as a medium and teaching/learning material that implements the curriculum objectives. As well as, these documents are supposed to develop and assess the learners’ lower and higher order thinking skills.

First speaking about the EFL Baccalaureate exam, its’ analysis revealed that multiple-choice, true-false, and matching items are used in EFL Baccalaureate exam. All of these tests fall under the category of discrete-point testing, or in other words, closed-ended tests, this category of tests has the characteristics that “*the*

testees themselves do not have to formulate answers” (Els et al, 1984: 322). The scoring scale of this kind of testing items is so easy and objective as it is not time consuming to administer, yet; these tests require learners to guess rather than to think. Therefore, the learner have greater chance for finding the correct answers. What is more, it is know that the discrete-point testing items are dominants in the EFL Baccalaureate exam and they emphasis on assessing learners’ knowledge about the language structure but not than the communicative competencies. This fact reveals that the Baccalaureate exam lacks of the testing items that assess the learners’ communicative abilities, what means that it has a discrepancy with the curriculum objectives.

Restricted-point testing items are also present in the EFL Baccalaureate exam, this kind of tests require the learners to formulate the appropriate answers themselves. This kind of testing items are more reliable as they necessitate the learners to formulate answers what gives the testers the opportunity to know more about the learners’ learning capacities unlike the guessing tests. Nevertheless, some of the restricted-point testing items present in the EFL Baccalaureate exam are lacking validity and reliability. The second part of the EFL Baccalaureate exam which is “writing expression” is an open-ended testing item which necessitates the learners’ to formulate long answers expressing their ideas communicatively. However, in this tasks learners are provided with some hints what limit their creativity to answer in a communicative way.

Additionally, as mentioned earlier; the Baccalaureate exam dos not assess all the lower and higher order thinking skills of the learners’. It has also been shown that the Baccalaureate exam lacks of some criteria of a good testing. Due to the nature of the EFL Baccalaureate exam questions that enhance learners to guess rather than to think critically, regardless of the “written expression” ones, the Baccalaureate exam lacks of reliability criterion. As there are different types of tests’ validity, the analysis revealed that the EFL Baccalaureate exam claims content-validity because the formulation of questions present in the syllabus and the textbook are also found on the Baccalaureate exam. The Baccalaureate exam does not cover the face-validity criterion because it does assess the learners’

pronunciation and speaking skills effectively, the pronunciation activity present in the EFL Baccalaureate exam is under a written format while it should be done verbally to really check this learners' skills.

Finally, it can be concluded that the EFL Baccalaureate exam does not claim construct validity because it does not assess the learners' communicative competence and does not meet the curriculum objectives. What also should be noted, it that the EFL Baccalaureate exam of 1999 is under the same format of the 2019/2020 ones even though the teaching approaches and the educational reform has changed. This fact proves the failure of the educational system and decision makers to design effective tests that reflect the curriculum.

Speaking about the 3rd year secondary school textbook "New Prospects", the analysis of the textbook from different aspects to check its degree of compatibility with the curriculum objectives revealed that the textbook have some strengths and weaknesses. In terms of strengths, the textbook, "New prospects" include different tasks that help the learners to use the language in real-life situation. The tasks also enhance the learners to develop their interaction competencies within the classroom. Some tasks in the textbook enhance the learners for inductive and collaborative learning. It is worth noting that the textbook focus on grammar activities what give the learners a chance to master grammar and the language structure. However some words and texts are difficult to read and beyond the learners' level, the textbook contains authentic texts took from different sources such as: newspaper and magazine articles, encyclopedia, poems, etc. If "New Prospects" is optimally exploited, it helps the learners to develop their interaction, interpretation and production competencies and therefore it is apt to develop the learners' communicative competence. The textbook shows integration of skills, the same way that they are used in real-life situation. The four language skills are functionally and thematically connected in the textbook tasks, such as speaking with listening and reading with writing.

In terms of the textbook weaknesses, the textbook designers have not done put any changes on it since years ago even when the teaching approach has shifted

from CLT to CBA. It also does not have any accompanying document for learners that provides extra activities. The findings also revealed that it contains a small number of activities that develop communicative abilities and speaking skills. It also lack of an extra audio ICT aids that helps learners to develop their listening skills, they listen the texts from their teachers.

As a conclusion, it can be sum up the textbook, with the weaknesses it contains; is conform with the curriculum objectives only if it is exploited optimally. The EFL Baccalaureate exam does not assess the exit profile of the learners, therefore it is not conform to the curriculum objectives.

3.6 Discussion and Interpretation of the Main Findings

The purpose of the present study is to confirm or disconfirm the following hypotheses:

- 3- 1- The washback effect of a high-stake exam exists in any teaching/learning situation. However, it could be manifested in the 3rd year of secondary school EFL learning context under two forms (positive and negative).
- 4- 2- There are some variables relating to both teachers and learners which are likely to lead to a the washback effect like : the teachers and learners attitudes towards the test , teachers reputation , learners motivation , context-specific socio-cultural norms and values.
- 5- 3- There is a discrepancy between the 3rd year AS curriculum objectives, the Baccalaureate test objectives and the textbook (curriculum objectives Vs. Classroom practices).
- 6- 4- The teach-to-the-test approach can be pedagogically exploited to optimally fulfill specific learning purposes.

In order to confirm or disconfirm the hypothesis stated above, the researcher triangulated the findings of the collected through various research

instruments (questionnaire, interview and classroom observation) and also related the results with the documents analysis findings.

Speaking about the first hypothesis, unsurprisingly; the findings of the study confirmed the hypothesis and the washback effect of the test under investigation exists under two forms positive and negative. The majority of 3rd year secondary school learners consider the Baccalaureate exam as very important for their future university studies and career, their parents and teachers also agree with them. The more effort they put on it, the more university studies choices they will have. The examination of the teaching learning processes revealed that the focus is on the test preparation from both teachers and learners, there had been a very few number of learners gave an importance to learn English for different purposes and developing their communicative abilities. Thus, the attitudes of learners, teachers and parents towards the Baccalaureate exam was a factor that leads to a very negative washback effect, pushing the learning process to concentrate on the test preparation rather than on achieving the curriculum objectives. In fact, the documents analysis reveals that the curriculum objectives are not conform with the efl Baccalaureate objectives, what means that the test has negative washback effect.

Furthermore, with regard to using the Baccalaureate exam results; most of the learners confessed that they sit for extra hours where teachers adopt the teaching-to-the –test approach in order to prepare them for the test focusing on language item that occur on the test neglecting some language skills and communicative activities. The test is driving the learning process which is a negative washback that cause harm to learners as they are not able to achieve the curriculum objectives, learn English for different purposes to use it in real-life context. What is more, the few number of learners who got a positive washback on their learning process are learners who also try to develop their communicative abilities besides the preparation for the test, the findings revealed that they are limited by time the same as their teachers, so they both devote the teaching/learning time on giving more importance for the test preparation. The findings revealed that teaching/learning process is test-oriented.

Coming up to the second hypothesis, the finding of the collected data revealed that the second hypotheses can be confirmed and there are some variables relating to both teachers and learners which are likely to lead to a the washback effect like: the teachers and learners attitudes towards the test, teachers reputation, learners motivation, context-specific socio-cultural norms and values. First, the findings from teachers' interview revealed that the test drives their teaching process and impact their professionalism (their ability to create learners who are communicatively competent Vs their ability to create learners who get high grades in the Baccalaureate exam), as they reported the scores of their learners determine how successful or unsuccessful teachers they are. So the teaching experience is more exam-oriented process. Second, as the Baccalaureate exam score determine to what extent the English teachers are successful, so this created a peer-competition between English teachers.

The third variable that is also contributing to the washback effect is the learners' stress about the Baccalaureate exam, as it is a high-stake exam which results' determine their future, thus, the stress affect the learners' learning process negatively, they are more focused on the test preparation and the learning process is also test-oriented. Another variable that has been found contributing to the washback effect is the parents' pressure on their children as well on teachers, they have hopes and expectations of their children results. Parents view some university studies prestigious such as medicine, engineering, teaching, etc. Therefore, they put pressure on their children to get the enough grades that will make them able to embark on one of these specialties in the university.

Speaking about the third hypothesis, there is a discrepancy between the 3rd year AS curriculum objectives, the Baccalaureate test objectives and the textbook (curriculum objectives Vs. Classroom practices). The documents analysis revealed that there is a discrepancy between the EFL Baccalaureate exam objectives and the curriculum ones because the test does not measure all the learners' skills and target competencies. Coming up to the 3rd year secondary school textbook "New Prospects", the findings of its' analysis revealed that it is conform with the curriculum objectives, thus; there is no discrepancy between the

textbook and curriculum objectives but with the condition that it has to be exploited optimally. Nevertheless, the results of the classroom observation, the teachers' interview and learners' questionnaire revealed that the textbook is not exploited optimally, many parts of the textbook are skipped for not being included in the Baccalaureate exam. Therefore, the curriculum objectives are not all achieved because of the negative washback effect.

Finally, the findings of the study did not confirm the fourth hypothesis which says that the teach-to-the-test approach can be pedagogically exploited to optimally fulfill specific learning purposes. The findings of documents' analysis revealed that the test objectives are not aligned with the curriculum instructional goals what means teaching to the test is not the same as teaching the curriculum, in this regard, it is concluded that the teach-to-the-test approach cannot fulfill the learning of English for different purposes, yet; it serves only for the test preparation.

3.7 Conclusion

In this chapter, the researcher dealt with the research findings and compared them to the stated research hypotheses. The findings had been interpreted and revealed how the washback effect of the Algerian EFL Baccalaureate exam functions. This chapter also dealt with the Baccalaureate exam and the 3rd year secondary school textbook strengths and weaknesses in relation to the curriculum and instructional goals.

**4 Chapter Four:
Suggestions and
Further
implications**

4 Chapter Four: Suggestions and Further implications **Erreur ! Signet non défini.**

- 4.1 Introduction..... **Erreur ! Signet non défini.**
- 4.2 Proposed Washback Model of the Baccalaureate Exam**Erreur ! Signet non défini.**
- 4.2.1 Washback Effect at the Micro Level..... **Erreur ! Signet non défini.**
- 4.2.1.1 The Washback effect on the Teaching Process**Erreur ! Signet non défini.**
- 4.2.1.2 The washback effect on the Assessment Procedures**Erreur ! Signet non défini.**
- 4.2.1.3 Teachers' Attitudes towards the Baccalaureate Exam**Erreur ! Signet non défini.**
- 4.2.1.4 The Washback Effect on the Learning Process**Erreur ! Signet non défini.**
- 4.2.2 Washback Effect at the Macro Level **Erreur ! Signet non défini.**
- 4.2.2.1 The Baccalaureate Exam and Teachers' Professionalism Ideas **Erreur ! Signet non défini.**
- 4.2.2.2 Parents' Pressure about the Baccalaureate Exam**Erreur ! Signet non défini.**
- 4.2.3 Washback Model of the Baccalaureate Exam**Erreur ! Signet non défini.**
- 4.3 Suggestions of the Study..... **Erreur ! Signet non défini.**
- 4.3.1 Pedagogical Suggestions..... **Erreur ! Signet non défini.**
- 4.3.2 Use of the Textbook..... **Erreur ! Signet non défini.**
- 4.3.2.1 Suggestions for Teachers **Erreur ! Signet non défini.**
- 4.3.2.2 Suggestions for Learners **Erreur ! Signet non défini.**
- 4.3.2.3 Suggestions for Textbook Designers ... **Erreur ! Signet non défini.**
- 4.3.3 Suggestions for Baccalaureate Exam Designers.....**Erreur ! Signet non défini.**
- 4.3.3.1 The Proposed Model of the Baccalaureate Exam**Erreur ! Signet non défini.**
- 4.3.4 Suggestions for Further Research **Erreur ! Signet non défini.**
- 4.5 Conclusion **Erreur ! Signet non défini.**

4.1 Introduction

After the discussion and interpretation of the main findings of this study, this present chapter provides some implications that could solve the problematic situation stated earlier. Also, it provides an implication of a washback model that presents the washback mechanism of the Algerian EFL Baccalaureate exam; it shows how the washback is manifested in this context. Furthermore, it discusses the pedagogical implications, implications for teachers and learners on how to use the textbook and how to avoid the negative washback of the Baccalaureate exam since it is the main concern of the study. Finally, it relates implications for test designers. The implications provided in this chapter serve to make an alignment between teaching and testing, as well an alignment between the textbook, the Baccalaureate exam and the curriculum objectives. All in all, to optimally exploit a positive washback effect.

4.2 Proposed Washback Model of the Baccalaureate Exam

The study revealed that the washback effect is occurring at both micro and macro-levels, it revealed how the washback effect of the Baccalaureate exam is manifested. From that point, a washback model of the EFL Algerian Baccalaureate exam is proposed in order to work with it for future and to help stake holders avoid the negative washback effect of the test.

4.2.1 Washback Effect at the Micro Level

This study tries to show how the washback effect of the Algerian EFL Baccalaureate exam is manifested at the micro level similarly as previous studies of (Buck , 1988) and (Shohamy, 2001) that revealed the manifestation of tests at the micro-level. This study disclose that at the micro level the washback effect of the Baccalaureate exam is manifested on the teacher's teaching process and assessment procedures, the teaching content, teaching methodology, teachers'

attitude towards the Bacculaureate exam, it is also manifested on the learners' learning process, learners' attitude towards the Bacculaureate exam, and the learners' and teachers' attitudes towards the teaching method and teaching materials.

4.2.1.1 The Washback effect on the Teaching Process

According to the finding of the collected data, the teaching process is negatively affected by the Bacculaureate exam. The teaching content, methodology activities and assessment procedures are all adapted according to what occurs in the Bacculaureate exam.

According to the findings of the classroom observation and teachers' interview, it has been found that all the teachers participating in this study are adopting a "teaching to the test approach". All the teachers' practices within the classroom were for the purpose of preparing learners to that Bacculaureate exam, they were practicing with their learners activities that look like the ones occurring on the Bacculaureate exam or using past exams papers. The focus of the teaching activities was on the exam preparation especially during the third term, the time was more devoted to practice activities to make learners familiar with the Bacculaureate exam questions. It was also observed and reported by teachers that skills that do not occur on the Bacculaureate exam such as the speaking and listening skills are neglected or given a few minutes. Therefore, the teaching practices are more focused on skills and language items that will take part of the Bacculaureate exam. Similar scenarios of the occurrence of negative washback effect on the teaching process had been indicated in (Alderson., 1996), (Alderson 1993), (Noble & Smith, 1994) and (Shohamy , 1996) studies. On those stated studies, teachers also were devoting their time to the test preparation; their classroom practices were test-related.

Besides, the focus on the test preparation is a negative washback effect because the test does not reflect the curriculum objectives and does not assess the

communicative abilities according to the documents analysis (see chapter 3). The study also disclosed that the “teach to the test approach” cause harm to learners because they are deprived from learning skills that develop their communicative abilities and allows them to use the language in real situations. Some researchers also argued against the washback effect of high stakes exams such the Baccalaureate exam, they claimed that it narrows the curriculum instructional goals to an exam driven content (Langenfeld et al, 1997). In the same vein, (Vernon, 1956) mentions that the teaching process is negatively affected by the washback when the teachers adopt a teaching to the test approach, exclude from the curriculum what does not occur in the test. Likewise, Wall & Alderson (1993, p41) state that “*tests can be powerful determiners of what happens in classrooms*”. In this study, the findings show that the Baccalaureate exam determines what is taught in the classroom and what is skipped from the textbook. Therefore, the curriculum is not fully followed. It can be concluded that the Baccalaureate exam leads the teachers to narrow the curriculum objectives and instructional goals for the test preparation.

Furthermore, as the Baccalaureate exam approached, teachers tend to devote more time to the Baccalaureate exam-related activities and discussions to make learners ready mentally. Even the most experienced teachers who participated in this study, confessed in interviews that they normally focus on the third term of the academic year on using past Baccalaureate exam papers and a review of test-taking procedures. Even learners in the questionnaire said that they sometimes take extra sessions with their teachers to practice more exam activities. Within the same regard, Wall & Alderson (1993) and Shohamy et al (1996) stated that as the exam day approached, the teachers' focus on the exam preparation became more intense.

The classroom observation and teachers' interview disclosed that the teaching content has been also affected negatively by the washback. The teaching focus were more on grammar, vocabulary and items that takes place in the Baccalaureate exam rather than the teaching of language skills and communicative competencies. The curriculum objectives were barely takes into consideration on

the teaching content. It was found through the collected data that many of the language skills were neglected such as speaking and listening. There was no alignment between the teaching content and curriculum objectives. Within the same line, Shohamy (1992) stated that when there is a negative washback effect the teaching content is narrowed and teachers teach the language for test rather than teaching the language for different purposes like communication.

The teaching materials were chosen in terms of what can occur in the Baccalaureate exam. For instance, many parts of the textbook are shopped and teachers bring past exam papers to practice in the classroom with their learners because they believe that the textbook alone is not enough to prepare them to pass the exam. Even though the study revealed that the textbook is adequate to achieve the curriculum objective if it is fully exploited, but teachers neglected many parts of it. The teaching materials are also negatively affected by the washback effect of the Baccalaureate exam. Teachers reported in the interview that the academic year time volume is not enough to exploit the textbook fully, therefore they devote most of the time to get the learners ready for the Baccalaureate exam. This is one of the reasons that are putting stress on teachers, because the time is tight and the learners need to get ready. Furthermore, teachers believe that their teaching success is strongly related to the learners' scores and percentage of success in the Baccalaureate exam. In this vein, (Lam, 1994) named teachers who focus on the test preparation as "exam slaves", he mentioned "*the best way to prepare learners for exams is by doing past papers*" (p. 91).

Based on the findings drawn from the collected data, the teaching methodology is also affected by the washback of the Baccalaureate exam. The teachers were slaves to the textbook according to the classroom observation. The competency-based approach was barely applied in the classroom, teacher rather applied a teaching to the test approach and it was observed that teachers use the most of the time a teacher-centered method where they are delivering information to learners rather than using a learner-centered method which helps more to develop the learners' communicative abilities. What also affected the teaching method, is the learners' parents' pressure on teachers and their expectations on

their children success. Thus, the test is not the solely factor affecting the teaching process. According to the teachers' responses to the interview questions, they reported they know they are not teaching the curriculum objectives but they have no choice, because time is tight and learners need to be well prepared for the test.

4.2.1.2 The washback effect on the Assessment Procedures

As far the assessment process, according to the data findings; it was affected by the Baccalaureate exam. It was observed and reported by the teachers that most of assessment tool were tests and activities that look like the ones in the Baccalaureate exam. There was no assessment to evaluate the learners' skills and competencies. In similar previous studies, it was reported that the assessment procedures are affected by the test. For instance, (Hwang, 2003) advocated the teachers' assessment procedures were affected by the test, in fact, those teachers' assessment were designed to resemble the high stake test that learners will take. Similarly in this study, it was observed as well reported by teachers that the internal exams were designed to resemble the Baccalaureate exam. Learners took no internal exam to assess their language communicative skills such as speaking and listening skills, they were assessed only on language item such as grammar, vocabulary and writing.

4.2.1.3 Teachers' Attitudes towards the Baccalaureate Exam

According to the findings of the study, teachers' attitudes towards the Baccalaureate exam were different. Some of the teachers (A, B, and C) confessed that they are aware that the Baccalaureate exam does not reflect the curriculum objectives, while novice teachers (D and E) revealed that they are not aware of the curriculum objectives, they rely on their teaching on the textbook and the preparation for the Baccalaureate exam. All the teachers admitted that they feel stress and pressure rising from the Baccalaureate exam. Teachers reported that the Baccalaureate exam has many shortcomings; it does not assess all the language skills not least the communicative abilities. They all argued that the Baccalaureate

exam should be altered in one way so as to reflect the curriculum objectives and assess the target competencies.

Regardless of its' shortcomings, the Baccalaureate exam has some strengths as well. According to documents analysis, the test is good to assess and diagnose learners' knowledge, grammar and vocabulary. The EFL Baccalaureate exam can be considered as a compelling force that motivate learners to learn English. In fact, in Algeria English is adopted as a foreign language, therefore if it was not a subject in schools, it will be maybe neglected and not learned by many of the learners, thus; the Baccalaureate exam forces learners to study English. However, teachers who had negative attitude towards the Baccalaureate exam, expressed that it did not evaluate the communicative competencies, they view the Baccalaureate exam as a memorization ability test which puts both teachers and learners under stress. Even though teachers who reported their negative attitudes and dissatisfaction towards the Baccalaureate exam, they were practicing a teaching to the test approach in their classes. In the same vein, (Hwang, 2003) advocates that 16% of teachers participated on his study, their beliefs and attitudes about the teaching/learning process are reflected on their classroom practices.

4.2.1.4 The Washback Effect on the Learning Process

Based on the learners' responses to the questionnaire, it was revealed that the learning process was affected by the Baccalaureate exam. The teaching content and teaching materials were adapted in terms of what occurs in the Baccalaureate exam what oriented the learners' focus on these teaching areas that are tested on the Baccalaureate exam. Their focus also was on the test preparation. The major focus of learners was on grammar on vocabulary since they are two important elements of the Baccalaureate exam. Learners devoted most of their time to learn and memorize techniques how to solve activities that resemble to the one occurring on the Baccalaureate exam. They also focus on their area of learning only on the skills that will be tested. A few number of learners barely learn to develop their communicative abilities, but they are also limited by time which is too tight to

learn English for different purposes. The learners' questionnaire also revealed that learners' learning strategies were also affected by the Baccalaureate exam, they learn mostly test-solving strategies, rather than taking a genuine learning.

The teaching methods and classroom practices of the teachers seem to have an impact on the learners' English learning path. The teaching methods and practices of their teachers elicited both positive and negative attitudes from learners. Learners with positive attitudes believe that their teachers are helping them to pass the exam and get high scores by devoting more time to practice Baccalaureate exam related activities. Learners with negative attitudes towards the Baccalaureate exam believe that teachers affected negatively their learning process because they feel deprived from developing their communicative competencies. The teachers peer competition and reputation are also other factors that put stress on teachers to teach to the test and push their learners to learn for the test in order to increase rate of success on their respective classes.

The classroom observation indicated that in most of the times, learners were passive recipients of information, they have no active role within the classroom. This was caused because teachers relied on the teacher-centered method on their teaching. Therefore, the learners were barely practicing their language within the classroom. The learners are barely using the language in the classroom when they participate in some activities, but the opportunity is not given for all the learners to participate because of the tightness of the class time. This fact made most of learners feel disappointed as they had different expectation about learning English as a foreign language. Learners complained that their expectations about learning English were not fulfilled. Some of the learners admitted that however they have a great knowledge of grammar and vocabulary, and regardless of their high scores; they are not able to use the language in a communicative situation. It was also noted that during the class the teacher and learners switch between Arabic and French (L1 and L2) when it is necessary. What is more, even though the texts from the textbook are authentic, but they are somehow outdated and those texts are the only authentic material provided for

learners, but there was no audio ICT aids to make them hear the texts, they listen to just from their teachers.

Additionally, learners had negative attitudes also about the teaching materials. According to their answers on the questionnaire, learners admitted that the textbook alone is not enough to prepare them. They rely more on using past exams papers and booklets. They also admitted that the textbook is not enough to develop their communicative abilities especially as their teachers skip many parts of it that does not occur on the Baccalaureate exam. A conclusion can be made is that the English learning process in the classes is a test-oriented process. The Baccalaureate exam drives both the teaching and learning processes and drives teachers and learners to choosing test-materials to learn English. Learners with positive attitudes believe that the teaching material expand their grammar and vocabulary knowledge. These materials apparently help learners to build academic knowledge about English language. Thus, the Baccalaureate exam is regarded as a force that boost learners to learn language items such grammar and vocabulary. The learners' answers in the questionnaire revealed that learners study English because of the Baccalaureate exam, some of them confessed that if there was no EFL Baccalaureate exam they would not study English. Therefore, it is clearly remarked that even though the Baccalaureate exam has a negative washback effect, it has also a positive effect as it is a reason why learners study English, even for no communicative purposes. In the same line, Bailey (1996, p264) mentions that *“learners’ engagement in “studying vocabulary and grammar rules” and “applying test-taking strategies” could be an indication of the washback effect of tests on learners.”* This study shows that learning English items for the test preparation is a washback effect. He stated that skipping part that does not occur on the test is a negative washback effect. The learners' responses revealed that they learners agree that the Baccalaureate exam assess only their knowledge and does not assess their language communicatively.

The learners' answers to the questionnaire also confirmed that their teachers teaching process is affected by the Baccalaureate exam. Learners confirmed that their teacher put the focus on the Baccalaureate exam preparation.

According to learners, this act on belief of teachers increases the learners' stress about the Baccalaureate exam.

4.2.2 Washback Effect at the Macro Level

This study revealed that the washback effect is not only manifested at the micro level, but it is also at the macro level. That is to say that not only teachers and learners are affected by the Baccalaureate exam, but there is also an effect outside the classroom. Others beyond the classroom are affected such as the learners' parents who in turn affect their children by putting pressure and stress on them to pass the Baccalaureate exam with high scores. Parents also put pressure on teachers to prepare well their children for the Baccalaureate exam. According to teachers' answers to the interview questions, they admitted that they are under pressure from their learners and their parents to practice a teaching to the test methods. Teachers reported that the Baccalaureate exam does not only test the learners, it also a competitive test between them and their peer, the teachers who got the higher rate of success among his/her learners, is seen as a successful teacher. Teachers reported that the Baccalaureate exam assesses their job performance. In the same regard, Alderson & Wall (1993, p118) mention that *“for teachers, the fear of poor results, and the associated guilt, shame, or embarrassment, might lead to the desire for their pupil to achieve high scores in whatever way seems possible”*.

The fact that the Baccalaureate exam has an impact on teachers' reputation, it puts them under stress. The Baccalaureate exam exercise a great deal of stress on teachers to elevate their learners' grades.

4.2.2.1 The Baccalaureate Exam and Teachers' Professionalism Ideas

The teachers' answers to the questionnaire disclosed the teachers' ideas and notions of professionalism. Teachers were not satisfied about their teaching as they teach to the test, but they reported they had no choice as they have no time to

achieve the curriculum objectives unless if the Baccalaureate exam is altered in some ways to reflect the curriculum. The Baccalaureate exam strongly influences teachers' professionalism. They are not able to produce learners who are communicatively competent. What is more, the learners and their parents' sensitivity about the fact that the Baccalaureate exam grades determine the future of learners that the general average will be taken into account for future university studies that puts teachers in the awkward situation of defending their educational and professional effectiveness to the public and authorities based on their learners grades and scores. One of the study's most intriguing findings was that the more experienced the teachers were, the more concerned they seemed to be about their pupils' exam results. To put it another way, there seem to be a link between the teachers' teaching experience and their exam focus on their teaching (test-oriented process). According to the findings of the study, the more experienced teachers were more concerned with the Baccalaureate exam because their reputation as experienced teachers should go in line with the rate of success of their learners as they reported in the interview. Therefore, the relationship between teachers' professionalism and their teaching to the test approach is their reputation among society and educational system.

4.2.2.2 Parents' Pressure about the Baccalaureate Exam

As illustrated through the collected data, most of the learners reported that their parents put them under pressure and stress, they expect from them to get high grades. Most of the parents wish that their children will get good careers in the future such as, engineering, teaching, medicine and so on what they call prestigious jobs. Some parents wish that their children will have one of these specialties as a choice in university studies even if their children are not interested on those careers. This fact about parents' choices makes learners anxious. Therefore, parents are regarded as a source of stress and anxiety for learners. They are a factor other than the test which impact the teaching/learning process. Some learners feel that to pass the Baccalaureate exam is a duty towards their parents.

4.2.3 Washback Model of the Baccalaureate Exam

Based on the findings of the study, a washback model is proposed according on how the washback effect of the Baccalaureate exam is manifested.

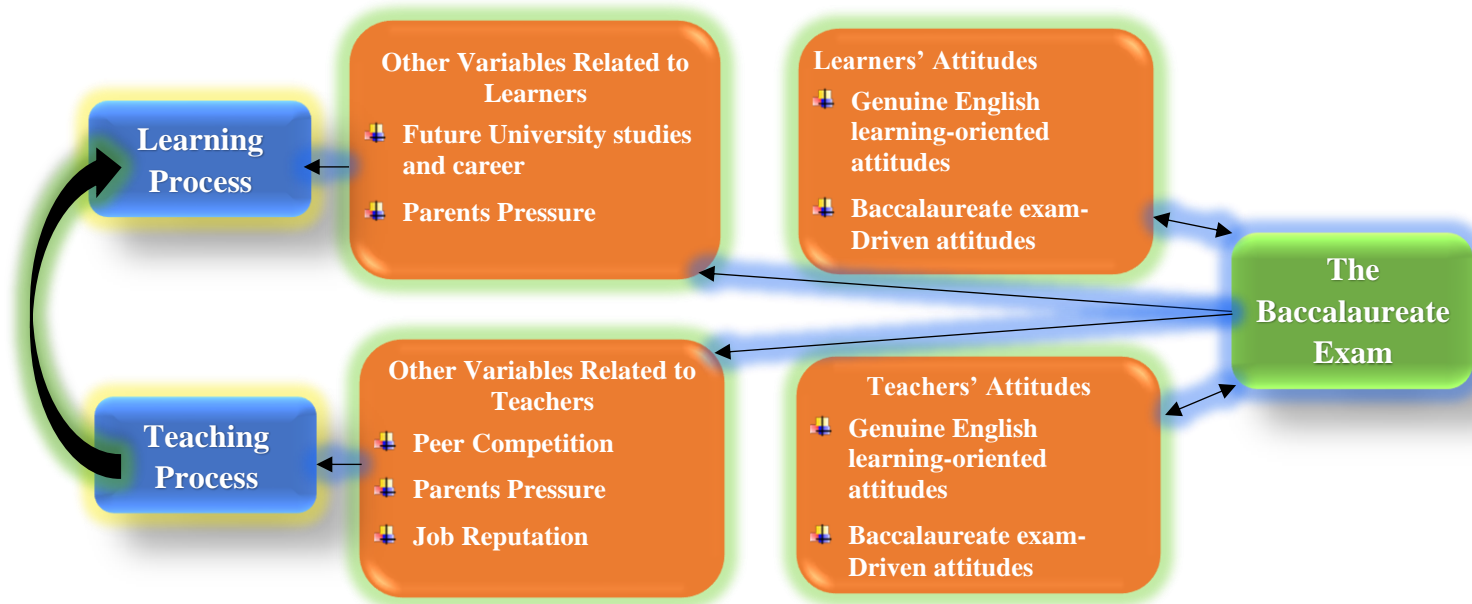


Figure 4.1: Proposed washback model of the Algerian EFL Baccalaureate exam

In the first chapter, seven washback models have been introduced. On the basis of such models the importance was given to three components which are affected by the test (1 participants, 2 process and 3 product). The nature of the test affect the teachers and learners (participants), their teaching/ learning process and their outcomes (product). From this point the researcher got inspired and proposed a washback model of the Algerian EFL Baccalaureate exam (figure 37).

The present study shows that there are variables other than the Baccalaureate exam which contribute to the washback effect of the Baccalaureate exam. Through this work, it was found that along with the Baccalaureate exam; there are contextual variables which likely to lead to the washback effect such as teachers' notion about professionalism and peer competition, learners' concern about their future university studies and career, as well their parents' pressure.

These variables intensified the washback effect of the Baccalaureate exam. The present washback model shows that there are teachers and learners attitudes. Teachers held both Professional-oriented and exam-driven attitudes towards teaching English as a foreign language. Teachers reported that they are all aware of the curriculum objectives and teaching English to be used in communicative situation, but they had no choice, unless they teach to the test because of the challenges they face such as the tightness of time. Therefore, their teaching was an exam-driven process, which is teaching to the requirements of the Baccalaureate exam.

Additionally, the reputation of teachers was found as another variable, the study shows that teachers' reputation is strongly related to learners' scores on the Baccalaureate exam which can be regarded as a test-driven attitude. Thus, teaching to the curriculum gave way to teaching to the Baccalaureate exam. This is a negative washback effect because documents analysis revealed that the Baccalaureate exam does not reflect the curriculum.

Similarly, learners held attitudes about learning English, they held a learning-oriented attitudes and test-driven attitudes. As mentioned earlier, the learning-oriented attitudes of learners refer to the genuine learning of English that make learners able to develop their communicative abilities while their exam-oriented attitudes refer to their attitudes about learning English only to pass the exam because of time constraints and they are under pressure of their parents to pass the exam, as well as they wish to get high scores which allow them to choose their future university studies.

The Baccalaureate exam is exercising a force that influence the attitudes. Therefore, the direction of influence is from the test to teachers, learners and parents.

4.3 Suggestions of the Study

With regard to the study findings, some implications are addressed to teachers, learners, parents, as well textbook designers and the Baccalaureate exam designers.

4.3.1 Pedagogical Suggestions

Learners are the most important participants in the washback studies, it is recommended that learners' attitudes towards the Baccalaureate exam should not be neglected because they are the most affected by the Baccalaureate exam results. It was also asserted by Bailey K. (1999, p14) "*Learners are the key participants whose lives are most directly influenced by language testing washback*". What is more, the Baccalaureate exam should reflect the curriculum objectives. According to documents analysis (Chapter Three) it was found that the Baccalaureate exam does not reflect fully the curriculum but some aspects of it. In order to have a positive washback effect of the Baccalaureate exam, and to align between teaching and testing; it should test all the target skills mentioned in the national curriculum. Kellaghan and Greaney (1992) asserted that the tests should reflect the full curriculum, not barely some aspects of it.

The findings of documents analysis indicated that the 3rd year secondary school textbook "New Prospects" does reflect the curriculum if it is exploited optimally as it revealed the difficulty of the texts on it even though they are authentic but somehow outdated, but the classroom observation, teachers' interview and learners' questionnaire indicated that many parts of the textbook are skipped because they do not occur on the Baccalaureate exam. Thus, to have a positive washback effect the textbook should be fully exploited to fulfill the curriculum objectives. When the textbook is studied fully, there will be no discrepancy between it and the curriculum and the textbook objectives and there will be alignment.

The domination of the teaching to the test approach in the 3rd year secondary school Algerian classes should be capitalized as a tool for changes in the Algerian educational system. For instance, the target skills in the curriculum should be tested in the Baccalaureate exam and as well in internal exams. Therefore learners will be automatically directed to learning and developing these skills.

The study also revealed that both teachers' and learners' anxiety and stress about the Baccalaureate exam are variables intensifying the negative washback effect. Parents are found also a source of stress for both teachers and learners. Those variables drive the teaching and learning to the test. As a matter of fact, genuine learning attitudes are less than to Baccalaureate exam-driven attitudes. It is clear that this problematic situation has been so permitted since years ago. Therefore; it needs a gradual enlightenments of the whole educational system and stakeholders. Awareness should be raised for stakeholders toward the importance of English genuine learning. The learners' idea of getting right scores in the Baccalaureate exam or passing the Baccalaureate exam at any price should be removed by raising awareness through organizing conferences at the beginning of the academic year and introducing the status of English language as it is not only a subject in the Baccalaureate exam as well introducing the curriculum objectives, and raising awareness for teachers about the importance of setting EFL instructional goals by the alignment of teaching and testing.

4.3.2 Use of the Textbook

The 3rd year secondary school textbook has been analyzed from different aspects to see its compatibility with the curriculum objectives. The textbook analysis indicated that it has strengths and weaknesses. In fact, it was found that the textbook does reflect the curriculum. Some of the textbook drawbacks, even though the texts in units are authentic but they are difficult to read and beyond the learners' level. Therefore, based on the findings, some implications are addressed to teachers, learners and textbook designers.

4.3.2.1 Suggestions for Teachers

Firstly, teachers are highly recommended to enhance autonomous learning among their learners and motivate them to study outside the classroom. Learners face the challenge of time tightness, therefore; autonomous learning will help them to face this challenge and develop more skills and competencies. The time allocated in the academic years in the classroom according to teachers is not enough to exploit the textbook optimally, so making learners study at home from the textbook can help them to exploit the full textbook. Secondly, teachers are strongly recommended to give more writing tasks for learners at home about topics that meet learners' needs to meet their needs and to make them express themselves freely. What is more teachers should give them guided writing tasks, in order to make them write under a correct structure. Additionally, the findings revealed that teachers devoted only a few minutes for pronunciation activities. Thus, teachers have not to neglect the speaking lessons, and ensure full participation on it to make the learners familiar with using the English foreign language in communicative situations.

Both teachers and learners have Baccalaureate exam-driven attitudes that makes them skip parts from the textbook that does not occur in the Baccalaureate exam. For this reason, it is recommended for teachers to raise awareness of their learners that the textbook is a medium which help them to implement the curriculum objective and help them to develop their communicative abilities. They are also recommended to emphasis the importance of using a dictionary besides the textbook, to enrich their vocabulary. Teachers are recommended to give opportunity for the whole class to perform projects about the units' topics in individual and in groups. They are also required to ask learners to do research and prepare new ideas about the lessons. This will help them to expand their knowledge, get more confident and participate in the classroom.

The textbook is almost the only teaching/learning material and t is the medium to implement the curriculum objectives. Therefore, the presentation of the textbook for learners is also of paramount importance, it helps them to know about

what does it contain and how to use it. From the beginning of the academic year, teachers should introduce the textbook for learners, what it contains, how many units and sequences. Teachers should present the units for learners and the structure of each unit, it will help them to know what they are expected to do. Teachers are also recommended to present the tasks in units, for instance, they present how many grammar, vocabulary, and listening, speaking etc. activities are there in each unit. Teachers also should present for learners the sequence of the tasks and activities for the learners so they will know their paths. They are recommended to follow the principals of the CBA rather than teaching to the test because the test reflect only a few aspects of the curriculum.

4.3.2.2 Suggestions for Learners

The study revealed that learners have both genuine learning attitudes and Baccalaureate exam-driven attitudes. In fact, the genuine learning gave way to Baccalaureate exam-driven learning because of the challenges that learners face and which are the variables mentioned in the washback model such as parents pressure and future university studies. Thus, in order to ensure positive washback effect, it is recommended for learners to put more efforts on learning English. Learners should be aware about the status of English language in the world, not only as a subject of the Baccalaureate exam. They are also recommended to learn autonomously and use the textbook inside and outside the classroom using dictionary to enrich their lexis. Learners are also recommended to use what they learnt in the classroom outside in real communications, for instance, the internet made the world as a global language, so they can use mass media and chat through writing or orally with people whose mother tongue is English and get engaged in real authentic communicative situation. Learners can also practice the language with their classmates through bringing new ideas about the studied topics and discuss them together or creating debates among them. Learners should also be aware that they have to fulfill the curriculum objectives not only studying to pass the Baccalaureate exam.

4.3.2.3 Suggestions for Textbook Designers

As for the textbook analysis, it is recommended from textbook designers to take into consideration the drawback of the textbook found in this study. They are recommended to add to the textbook ICT aids to help learners hear authentic texts with correct pronunciation and accent. Textbook designers are recommended to update the texts provided in the text with regard to their reading ease for learners, texts should not be beyond the learners' level. In the light of CBA, textbook designers are recommended to provide more task that develop the target competencies: interaction, interpretation and production. What is more, the tasks of language skills should be integrated because the skills are used authentically in real-life situations. It is also suggested to reduce the number of units for each stream because of the tightness of time allocated in the academic year, this will help both teachers and learners to exploit the textbook optimally, achieve the teaching and curriculum objectives and avoid them to allocate most of the time to the tests preparation. Therefore, teachers will cover the full program, they will teach the curriculum as well get learners ready to pass the Baccalaureate exam.

Additionally, the textbook should develop the learners' cognitive domains, it should develop progressively both lower and higher order thinking skills. Test designers should take into consideration Bloom's taxonomy in designing tasks and activities of the textbook.

4.3.3 Suggestions for Baccalaureate Exam Designers

Based on the findings of the study, the Baccalaureate exam should be improved at different levels. First, the text given in the Baccalaureate exam. The EFL Baccalaureate exam analysis shows a mismatch between its objectives and the 3rd year secondary school learners' exit profile objectives as stated in the curriculum. The Baccalaureate exam reflects only some aspects of the curriculum, but not all of them. It was also found that the Baccalaureate exam does not assess all the lower and higher order thinking skills of the learners, it neither assesses

their communicative abilities. The EFL Baccalaureate exam showed a lack of construct validity and reliability in some questions. Taking into account these findings, test designers are recommended to change the Baccalaureate exam format so it can test the learners' cognitive skills, such as the reasoning strategies and their in-depth understanding rather than testing their ability to recall information. For this purpose, it is recommended to design exam questions that seek for justification, explanation, interpretation and reasoning. The Baccalaureate exam should assess the higher order thinking skills as put forward by Phye (1997, p351) "*The best activities challenge learners not just to locate and reproduce information but to interpret, analyze, or manipulate information in response to a question or problem*".

Additionally, guessing questions must be omitted from the Baccalaureate exam as they are so easy to answer. It is suggested that open-ended questions should be replaced by discrete-point questions which are supposedly more reliable and would help give more information about the learners' abilities. The Baccalaureate exam should reflect the curriculum by stressing on the importance of learning English for communicative purposes and to be used in real-life situation and not only for writing purposes within the classroom context. Communicative tests and performance assessments should be designed. The rationale behind designing such tests is to create a positive washback effect, to reflect the curriculum and achieve the teaching objectives. Because when learners know that they will be assessed on their performance, they will be motivated to learn English for different purposes. Therefore, there will be an alignment between teaching and testing. What is more, if all the language skills are tested, teachers will not neglect none of them on their teaching process. Consequently, the test will not lack the construct validity.

A concern should be given to the formulation of the Baccalaureate exam question. For instance, the type of "true-false" question does not exist in the textbook. Therefore, the format of question should be understandable for learners, they should be familiar with it, not facing it for the first time. For this reason, the

Baccalaureate exam question should resemble the question that exist in the textbook.

It is also highly advisable for test designers to construct only one topic for learners, therefore, rather than wasting their time on which topic they choose, they devote that time to focus on only one topic and answer it. In the second part on the exam paper “writing expression”, test designers should create only one writing topic which should be related to the text given in the exam, therefore, learners are already prepared psychologically, and have some ideas about the topic, so they do not waste time on choosing.

4.3.3.1 The Proposed Model of the Baccalaureate Exam

Charles Leadbetter in writing recently about the challenge of globalization suggests that there is a need to create a culture in society that challenges pessimism about what is happening in the world. He suggested there is a need, particularly in education, to respond to the challenges of globalization, to engage and shape it for the benefit of all. He also suggests that globalization necessitates innovation and imagination. Education in the era of globalization needs to respond in an equally imaginative and innovative way. Educational change only comes through social and political interaction.

Education needs to see itself as a powerhouse for ideas, creativity and new thinking about how people in society can be better equipped to create a world, which is more just and equal.

In order to achieve this, educationalists should see their role as how they can influence societies and empower people to develop the skills, knowledge and value base, which can make connections between their own lives and those of people elsewhere in the world. Societies promote learning that creates a better understanding of the causes of inequality in the world and gives people the skills and value base to enable them to create their own voices and forms of engagement to secure real social change. Thus, man changes the way he sees education.

Adapted from Policy & Practice - A Development Education Review *Page*
57-58

Comprehension (07 pts)

- 1) Give a title to the text which does not exceed five words
- 2) Read the text and answer the following questions
 - A- What is the main idea of the text?
 - B- What does “Charles Leadbetter” suggest?
- 3) Put the following sentences in the right order (full mark for the right order/ 0 for any wrong order)
 - a- Therefore, innovation and change are necessitated at all levels.
 - b- Development in education should help the world to be equal.
 - c- The globalization process affected the world.
 - d- Educationalists should spread their knowledge to enhance innovation and change all around the world.
- 4) Is the text narrative, descriptive or argumentative? Explain why
- 5) What does education need in the era of globalization?

Text Exploration (07pts)

- 1) Find synonyms of the underlined words in the text

They got down to business without any fusses.

The candidate has an appointment for an interview this evening.
- 2) Use the synonyms of the words you found in the text in a sentence.
- 3) Complete the following chart

Globalization – educationalists – understanding – increasingly – non-governmental

Prefix	Root	Suffix
Un	employ	ment
.....
.....
.....
.....

- 4) Combine the following sentences using the right connector and the right punctuation.

that – however – that – but - also

 - a- educationalists have engaged in broader debated. Progress has been made.

- b- the tensions between the economic and social needs are most evident. as can be show from the strategy of international education.
- c- education is to engage in the debates then it is recognized. its role is to secure concessions and to encourage dialogue.

5) Complete from the text by a verb and a noun in each case.

/s/		/z/		/i/	
		/			
N	V	N	V	N	V
oun	erb	oun	erb	oun	erb

6) Fill in the blank with the following words using the right punctuation.

Which - in fact - about - as well as – under -

It is worth noting that, in the era of globalization, the future development of this industry is linked to two main concepts: globalization and competencies, according to current trends. ----- these principles serve as standards for determining the future of a specific national educational system, -----the continental educational system as a whole. They also serve as templates for predicting and planning the future. ----- these circumstances, the clarity of presentation ----- the future development of national education is capable of providing a clear knowledge of globalization and how and in what way it, as a phenomena ----- affects national education.

Written Expression

What is your point of view about education in the era of globalization?

In an essay consisting of three paragraphs write your point of view about education in the era of globalization: an introductory paragraph (2 – 3 sentences), a developmental paragraph which is an exchange of ideas between you and your teacher under the format of a dialogue about education in the era of globalization and a concluding paragraph (2-3 sentences).

In this proposed Baccalaureate exam model, the chosen text meets the learners’ interest and level. Therefore, the text is not confusing for learners. The questions in the first part “Reading Comprehension” are more challenging than they used to be, they assess learners critical thinking skills and linguistic

knowledge. The first question is reliable and it stimulates learners to read attentively the text and use their critical thinking and linguistic knowledge to write an appropriate answer. In the second question, learners are asked to put the sentences in the write order with taking into consideration that they will have either a full mark for the right order or zero for any wrong order, this question is reliable and challenging, it stimulates learners to think critically and read carefully to answer effectively. The third question is about the type of the given text, it requires learners to use their knowledge in order to answer. In the fourth question, learners are required to answer using their comprehension of the text and linguistic knowledge as they will answer using their own style, thus, they will be assessed on both their linguistic knowledge and comprehension. In the last question of “Reading Comprehension”, learners are guided and asked to give an appropriate tittle for the text.

In the second part of this Baccalaureate exam model, “Exploration of the text”, the “true-false” question which is a guessing and not reliable one, was omitted, it was replaced by another reliable and challenging question, learners are required to find synonyms of a given words which already in sentences, they have to understand the word from its’ context and find it’s equivalent in the text. In the second question, learners are asked to use these synonyms in a sentence, in this question learners are assessed on their production competence and linguistic knowledge. The next question requires learners to break down words into, prefix, root and suffix, they are assessed on their vocabulary knowledge, it is a reliable question reliable as it checks learners’ knowledge of lexis and word formation. The question after ask learners to link sentences with connectors using the right punctuation, this question is challenging and reliable, it checks learners interpretation and production competencies. In the question that comes after, learners are challenged to find from the text a verb and a noun and classify them according to their end pronunciation, it assesses learners’ knowledge of the words and vocabulary. The last question of the second part requires learners to fill n the blank with the appropriate word using the right punctuation, this question is challenging and reliable, it assess their interpretation of the given text.

In the last part of the Baccalaureate exam, the researcher took into consideration the feasibility of assessing learners' communicative competence in the Algerian educational institutions, so she to give the "writing expression" part a communicative aspect, learners are required to express themselves in a written way under a format of a dialogue to make the test claim the validity criterion and assess their production competence and their knowledge.

4.3.4 Suggestions for Further Research

This research has shed light on how the washback effect of the Baccalaureate exam is manifested. This research provided insights on the teaching/learning process and on other variables besides the Baccalaureate exam that contribute to the washback effect. It also examined the effectiveness of the Baccalaureate exam and the 3rd year secondary school textbook on reflecting the 3rd year secondary school English curriculum. This study can provide strong basis for future research. As a case study, all the findings of this research were collected from a selected classrooms, which may affect the generalization. For further research, the researcher suggests to implement other stake-holders as participants in the study such as test designers, textbook designers and inspectors. Regarding the research methodology, the classroom observation in this research was conducted in a limited number of sessions, the research suggests for future research to conduct a longitudinal classroom observation. In order to enrich data and have more research insights, it is advisable for future research that the number of interviewed teachers could be larger.

The present study can act as a baseline for future research of the Baccalaureate exam in the Algerian context. The study is an attempt to provide tests and a textbook which reflect the Algerian English curriculum, the researcher suggested a model of the Baccalaureate exam to test learners, and it is recommended for future research to seek how to make it possible on the Algerian institutions test learners' listening and speaking skills on the Baccalaureate exam.

The implementation of the research's suggestions could demonstrate not only that this study has made a significant and original contribution on the washback studies on the Algerian context, but it as well provide recommendations for suture research.

4.5 Conclusion

All in all, the rationale of these recommendation underlying this chapter is to have a positive washback effect and avoid the harm that happens to learners. The purpose is also to test learners not only on their language knowledge but as well on their ability to use the language in real life situations outside the educational institution. Thus, teachers will be able to create learners whose not only concern is to reproduce knowledge and get high scores, but learners who are communicatively competent, critical thinkers and intellectual performers.

General Conclusion

General Conclusion

In this study, the researcher attempted to investigate how the washback effect of the Baccalaureate exam is manifested in the 3rd year secondary school EFL learning. The researcher also tried to investigate what other variables besides the Baccalaureate exam contribute to the washback effect and the effectiveness of the teach-to-the-test approach to teach English for different purposes i.e. achieving the curriculum objectives and preparing learners to pass the Baccalaureate exam. In this regard, the researcher tried to answer the following research questions mentioned earlier and to confirm and disconfirm the research hypotheses.

This research work included four distinctive chapters, the first one was a review of literature and definition of the main concepts, besides the introduction of similar previous research works, in this chapter; the researcher introduced the situation under investigation. The Algerian educational system was introduced in the first chapter besides the method and approaches that have been used to teach English in the Algerian institutions since independence and their effectiveness to achieve the curriculum objectives. Many washback studies were stated in the first chapter, but the manifestation of the washback effect for 3rd year secondary school learners was still unexplored. The first chapter contained also an introduction of the teach-to-the-test approach.

The second chapter was the empirical part of the research work. In this chapter the researcher describes the research paradigm used for this study and the reason behind choosing case study as a research design. The researcher described the research instruments used in this study, a questionnaire was addressed to 3rd year secondary school learners, and semi-structured interview was conducted with 3rd year secondary school teachers besides the classroom observation. The Baccalaureate exam and the textbook were also analyzed through various document analysis methods that were described in the second chapter. The chapter introduced justification behind the use of the data analysis methods, both qualitative and quantitative data analysis methods were used in this study.

Chapter three reviewed the findings of the collected data and interpretation of the findings. In this chapter, the researcher applied both qualitative and

General Conclusion

quantitative data analysis methods and interpreted the gathered data. The results of the learners' questionnaire and teachers' interview were divided into rubrics. The Baccalaureate exam and the textbook were analyzed in relation to the curriculum objectives.

The fourth and last chapter presented the brief summary on the main findings and recommendations as a remedial work for the problematic issue. The findings of this study revealed the existence of the washback effect at both micro and macro levels. The study revealed the drawbacks and strengths of both the Baccalaureate exam and the 3rd year secondary school textbook "New Prospects" and put recommendations as a remedial for the drawbacks.

It was investigated in this study that the washback effect of the Baccalaureate exam does exist under both forms (positive and negative). It was also investigated that there are variables other than the test which contribute to the washback effect. The interpreted data revealed that stakeholders are affected by the test and variables other than the test. At the micro level, the teaching and learning processes are affected by the test, besides teachers and learners' have different attitudes towards the test. They both have test-oriented attitudes and genuine teaching/learning attitudes. At the macro level parents affect their children with the pressure they put on them to pass the exam and get good grades, teachers are also affected by their reputation, as they reported that the grades of their learners strongly affect their professional reputation and that is what puts them in peer competition with their colleagues.

The researcher also investigated the effectiveness of the Baccalaureate exam to test learners exit profile in relation to Bloom's Taxonomy and in relation to the criteria of good testing which are validity, reliability and practicality to check whether the baccalaureate exam does reflect the curriculum or not. The analysis revealed that the test does not assess all the target objectives of the curriculum, in this regard, the researchers suggested some implications to enhance the quality of the Baccalaureate exam and to have an optimal exploitation of the positive washback effect in order to have an alignment between teaching and testing. When

General Conclusion

the test reflect the curriculum, teaching to the test is the same as teaching the curriculum, so; the washback effect is positive “*there is no difference between teaching the curriculum and teaching to the test.*”(Weigle and Jensen, 1997, p. 205). The implications put by the researcher in this study aim at making an alignment between teaching, learning and testing.

In this research work, the researcher analyzed the 3rd year secondary school textbook to check its effectiveness to teach and achieve the curriculum objectives, the study revealed that although the textbook is outdated, it is effective to achieve the curriculum objectives and develop the learners’ language skills and communicative abilities, but it still need to be accompanied with ICT aids.

The last thing to add is that the researcher hopes from decision makers, test and textbook designers, teachers and learners to take into consideration the implications suggested by the researcher in order to avoid the negative washback effect and enhance the teaching/learning and testing processes.

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Appendices

Appendix I (Teachers' Interview)

Teacher's Profile

1. School:
2. How long have you been teaching? -----
3. How many years have you taught 3rd year secondary learners? -----
4. How many learners are there per class? -----
5. Have you ever had a pre-service training? -----

Awareness of the National Curriculum

- 1-Do you know what you are required to teach based on the national curriculum?
- 2- What do you think about the objectives of the national curriculum?

Attitude toward the Baccalaureate exam

- 1- While teaching, do you feel stress and pressure about the Baccalaureate exam?
- 2- According to you, does the Baccalaureate exam reflect the national curriculum?
- 3- What are the purposes of the Baccalaureate exam? Are they conform with the objectives of the national curriculum objectives?
- 4- Do you think that the Baccalaureate exam is accurately testing learners' language skills and competencies or knowledge?
- 5- Do you think that the Baccalaureate exam should change in some ways?

Attitude toward the Textbook

- 1- According to your experience, does the 3rd year secondary English textbook alone can help learners cope with the Baccalaureate exam questions?
- 2- In your opinion, does the 3rd year secondary English textbook helps learners to develop the target competencies and communicative abilities?

Appendices

Teaching Process

- 1- Do you make use of the Bacculaureate test-based activities? Why?
- 2- Does your way of teaching in your EFL classes reflects your teaching experiences and beliefs? How?
- 3- Which language teaching methodology you used in your classes (CBA or Learner-centered-method, teacher-centered method or you focus on the Bacculaureate preparation? Does your methodology fulfill the learning of English for different purposes, or only the BAC preparation?
- 4- While teaching, do you take into consideration the four learning situations? (Initial problem solving situation, input, integration, evaluation)

Ways of Assessment

- 1- Do you practice the Bacculaureate past exam papers along with the teaching of the textbook?
- 2- How do you assess your learners for the internal exams? Why?
- 3- Is your assessment a skill based process? How?
- 4- When you build tests for your learners; do you take into consideration the critical thinking skills (cognitive domains) of bloom's taxonomy? How?

Variables leading to a washback effect

- 1 Is there variables that effect your teaching? If yes, what are these variables?

Appendix II (Learners' Questionnaire)

Questionnaire to Learners

Answer the questions as best you can.

Learner's Profile

2. School:

3. How many English classes do you have per week?

↳ **Is the time allocated sufficient to learn English?**

Do those English classes help in taking the Baccalaureate exam?

5. Have you ever had private courses in preparation for the Baccalaureate exam?

Yes No

How can such courses help in preparing learning English and preparing the Baccalaureate exam?

How can such courses help in developing your communicative abilities?

Awareness of the Baccalaureate exam

1. Do you know what language skills are tested on the Baccalaureate exam? Yes

No

2. What you think the aim (s) of the Baccalaureate exam is/are?

(a) to choose future learners' studies/career-----

(b) to evaluate learners' academic competence-----

(c) to test learners' rote-memorization skill-----

(d) others, specify-----

Attitude toward the Baccalaureate exam

1. The Baccalaureate exam is valid for evaluating my communicative competence.

Yes No

Give reasons:-----

Appendices

2. The Bacculaureate exam enriches knowledge about English language.

Yes No

Explain how:-----

3. The Bacculaureate exam improves my oral and written proficiency in English.

Yes No

Justify:-----

4. I study English to pass the Bacculaureate exam..

Yes No

Give reasons:-----

5. I like being tested on my knowledge about language items (grammar vocabulary)

Yes No

Give reasons:-----

6. I feel pressure and anxiety about the Bacculaureate exam.

Yes No

explain:-----

8. If you don't have to take the English Bacculaureate exam, what would you do?
(Check the following statement)

(a) I would like to continue studying English-----

(b) I would not study English any more-----

Attitude toward the Textbook

1. do you use the textbook to prepare for the Bacculaureate exam?-----

2. The textbook provides many tasks for the Bacculaureate exam.

Yes No

3. If I study the whole textbook, then I can achieve high scores in the Bacculaureate exam.

Yes No

Appendices

Give reasons:-----

4. The textbook helps me to communicate fluently in English.

Yes No

Give reasons:-----

23. Do you have any comments to add about the Bacallaureate exam, or the textbook?-----

Learning Process

1. Did you learn the whole textbook?(even lectures that are not included in the bac)

Yes No

3. Does your teacher skip over part of the textbook? Yes No

IF YES, what part does he or she skip over in the textbook?-----

4. Which skill did you develop more in class? (Rank the skills)

1) reading

2) writing

3) listening

4) speaking

5) grammar

6) vocabulary

4. what type of activities you usually did in class. (e.g., reading aloud, role-play, past Bacallaureate exam activities...). Do these activities go with your needs? ---

5. Did the activities you did in class change as the Bacallaureate exam approached(do you practice more activities from past Bacallaureate exams rather that activities from textbook) ?

Yes No

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IF YES, how?-----

6. Do you assist for extra classes besides regular school hours?

Yes No

IF YES, what kinds of lessons does he or she give (inside or outside the school? (e.g. grammar lessons? Or listening comprehension lessons? Or use past exam papers? etc.)

What kinds of lessons do you expect more from him or her? (i.e., what kinds of lessons do you need?)-----

7. When you are revising for the Baccalaureate exam, Which skills did you spend the most time on your own studying? (Rank the skills)

- 1) reading
- 2) writing
- 3) listening
- 4) speaking
- 5) grammar
- 6) vocabulary

9. The time and effort I invested in preparation for the Baccalaureate exam increased as the Baccalaureate exam approached.

Yes No

WHY?:-----

11. What do you study on your own to prepare for the Baccalaureate exam ? (Check the following statement)

- a) I study the textbook and lectures that my teacher taught in class-----
- b) I study the past exam papers of the Baccalaureate exam or (BAC preparation booklets) ---
- c) I study both (a) and (b)-----
- d) Other, Specify-----

12. What do you study to prepare for the 'internal' test that your teacher makes up? (Check the following statement)

- a) I review what I learned in class, focusing on the textbook.-----

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b) I study the past exam papers.-----

c) I study both (1) and (2).-----

d). Other, Specify-----

13. I think my teacher's teaching toward the Baccalaureate exam has an influence on my learning.

Yes No

Give reasons:-----

14. I think the Baccalaureate exam has the most influence on my learning.

Yes No

16. What are other factors that affect your learning? (i.e., future job, future university studies, parents' pressure, peer competition, interest...)

Variables contributing to the washback effect

Is there variables that effect your learning? If yes, what are these variables?

Thank you very much for your participation

استبيان موجه للطلاب.

أجب عن الأسئلة بأفضل ما تستطيع.

مواصفات الطالب

2. المدرسة:

3. كم لديك من درس في اللغة الإنجليزية خلال الأسبوع؟

هل الوقت المخصص كافٍ لتعلم اللغة الإنجليزية؟

هل تساعد دروس اللغة الإنجليزية على اجتياز امتحان البكالوريا؟

5. هل سبق لك وأن استفدت من دروس دعم في التحضير لامتحان البكالوريا؟

نعم لا

كيف يمكن أن تساعد هذه الدروس في تعلم اللغة الإنجليزية والتحضير لامتحان شهادة البكالوريا
امتحان؟

كيف يمكن أن تساعد هذه الدروس في تطوير قدراتك التواصلية؟

الوعي بامتحان البكالوريا

1. هل لديك فكرة عن المهارات اللغوية التي يتم اختبارها في امتحان البكالوريا؟ نعم لا

2. ما هي الأهداف المرجوة من امتحان البكالوريا في نظرك؟

(أ) لاختيار مجال دراسة طلاب المستقبل أو مهتهم -----

(ب) لتقييم الكفاءة الأكاديمية للطلاب -----

(ج) لاختبار مهارة الحفظ لدى الطلاب -----

(د) غيرها ، حدد -----

الموقف تجاه امتحان البكالوريا

1. إن امتحان البكالوريا قادر على تقييم مهارتي في التواصل.

نعم لا

اعط اسبابا:-----

2. امتحان البكالوريا يثري المعارف المتعلقة باللغة الإنجليزية.

نعم لا

اشرح كيف:-----

3. يحسن امتحان البكالوريا من إتقاني الشفوي والكتابي في اللغة الإنجليزية.

نعم لا

تبرير:-----

4. أدرس اللغة الإنجليزية لاجتياز امتحان البكالوريا ..

نعم لا

اعط اسبابا:-----

5. أحب أن يتم اختبائي بناءً على معرفتي بعناصر اللغة (مفردات قواعد اللغة ...)

نعم لا

اعط اسبابا:-----

6. أشعر بالضغط والقلق بشأن امتحان البكالوريا.

نعم لا

اشرح:-----

8. إذا لم يكن واجبا عليك اجتياز امتحان البكالوريا في مادة الإنجليزية ، فماذا ستفعل؟ (اطلع على الجملتين التاليتين)

(أ) أرغب في مواصلة دراسة اللغة الإنجليزية -----

(ب) لن أدرس اللغة الإنجليزية بعد الآن -----

الموقف تجاه الكتاب المدرسي

1. هل تستخدم الكتاب المدرسي للتحضير لامتحان البكالوريا؟-----

2. يوفر الكتاب المدرسي العديد من المواضيع الخاصة بامتحان البكالوريا.

نعم لا

3. إذا قمت بدراسة الكتاب المدرسي بأكمله ، فعندئذ يمكنني الحصول على علامة عالية في امتحان البكالوريا.

نعم لا

اعط اسبابا:-----

4. يساعدني الكتاب المدرسي على التواصل بطلاقة باللغة الإنجليزية.

نعم لا

اعط اسبابا:-----

23. هل لديك أي تعليقات تضيفها حول امتحان البكالوريا أو الكتاب المدرسي؟

التعلم

1. هل تعلمت من كتاب بأكمله؟ (حتى الدروس التي لم يتم تضمينها في البكالوريا)

نعم لا

2. هل تم تعديل محتوى الكتاب المدرسي بسبب امتحان البكالوريا؟ (هل تم حذف الدروس لأنه لم يتم تضمينها في البكالوريا من قبل أستاذك)

نعم لا

3. هل يتخطى أستاذك جزءاً من الكتاب المدرسي؟ نعم لا

إذا كان الجواب نعم ، فما هو الجزء الذي يتخطاه في الكتاب المدرسي؟-----

4. ما المهارات التي طورتها أكثر في القسم؟ (رتب المهارات)

(1) القراءة

(2) الكتابة

(3) الاستماع

(4) المحادثة

(5) القواعد

(6) المفردات

4. ما نوع الأنشطة التي عادة ما تقوم بها في القسم. (على سبيل المثال ، القراءة بصوت عالٍ ، لعب الأدوار ، أنشطة خاصة بامتحانات شهادة البكالوريا السابقة ...). هل هذه الأنشطة تناسب مع احتياجاتك؟-----

5. هل تغيرت الأنشطة التي قمت بها في القسم مع اقتراب امتحان البكالوريا؟

ممارسة المزيد من الأنشطة من امتحانات البكالوريا السابقة بدلاً من ممارسة أنشطة من الكتاب المدرسي؟

نعم لا

إذا كانت الإجابة بنعم ، كيف ذلك؟-----

6. هل تحضر دروس دعم إضافية إلى جانب ساعات الدراسة العادية؟

نعم لا

إذا كانت الإجابة بنعم ، فما هي أنواع الدروس التي يقدمها (داخل المدرسة أو خارجها)؟
الدروس النحوية؟ أو دروس الاستماع والفهم؟ أو استخدام أوراق الامتحانات السابقة؟ إلخ.
ما هي أنواع الدروس التي تتوقعها منه أكثر؟ (بمعنى ، ما هي أنواع الدروس التي تحتاجها أنت؟)

7. عند المراجعة لامتحان البكالوريا ، ما هي المهارات التي لجأت إليها أكثر من غيرها خلال الدراسة الخاصة بك؟
(رتب المهارات)

1) القراءة

2) الكتابة

3) الاستماع

4) المحادثة

5) القواعد

6) المفردات

8. ما هي المدة التي تقضيها عادة في الدراسة الذاتية (المراجعة) للتحضير لامتحان البكالوريا خلال الأسبوع؟
..... ساعة

9. هل زاد الوقت والجهد الذي أقضيه في التحضير لامتحان البكالوريا مع اقتراب امتحان البكالوريا.
 نعم لا

لماذا؟:-----

10. ما هو الفصل الذي تراه مناسباً للرفع من الوتيرة الخاصة بالتحضير لامتحان البكالوريا؟

الفصل الدراسي الأول الفصل الدراسي الثاني الفصل الدراسي الثالث

11. ماذا تدرس بمفردك للتحضير لامتحان البكالوريا؟ (اطلع على الجمل التالية)

(أ) أدرس الكتاب المدرسي والمحاضرات التي درّسها أستاذي في القسم -----

(ب) أدرس أوراق الامتحانات السابقة لامتحان البكالوريا أو (كتيبات التحضير لامتحان البكالوريا) ---

(ج) أدرسها الكل (أ) و (ب) -----

(د) غير ذلك ، حدد -----

12. ماذا تدرس للتحضير للاختبار "الداخلي" الذي يعده أستاذك؟ (اطلع على الجمل الآتية)

(أ) أقوم بمراجعة ما تعلمته في القسم، مع التركيز على الكتاب المدرسي.

(ب) أدرس أوراق الامتحانات السابقة.

(ج) أدرس الكل (1) و (2). -----

(د). أخرى ، حدد -----

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13. أعتقد أن تدريس أستاذي فيما يخص امتحان البكالوريا له تأثير على تعلي.

(أ) لا أوافق بشدة (ب) أعارض (ج) أوافق (د) أوافق بشدة

اعط اسبابا:-----

14. أعتقد أن امتحان البكالوريا له التأثير الأكبر على تعلي.

نعم لا

15. إذا كنت تعتقد أن امتحان البكالوريا يؤثر على تعلمك ، فيرجى التعليق على كيفية تأثير امتحان البكالوريا على

تعلمك (سلبًا / إيجابًا).

16. ما هي العوامل الأخرى التي تؤثر على تعلمك؟ (أي الوظيفة المستقبلية ، الدراسات الجامعية المستقبلية ، ضغط

الوالدين ، منافسة الأقران ، الاهتمام ...)

أشكركم جزيل الشكر على مشاركتكم.

Appendix III (Classroom observation checklist)

Classe (...) : Activities during 18 sessions (1080 minutes)

Class.Obs	L	S	R	W	Pro	Gr	Voc	Pst Exm	Use Of Eng	Use Of m eng
Session1										
Session2										
Session3										
Session4										
Session5										
Session6										
Session7										
Session8										
Session9										
Session10										
Session11										
Session12										
Session13										
Session14										
Session15										
Session16										
Session17										
Session18										

List of Abbreviations:

L : Listening
W:Writing

S: Speaking

R:Reading

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**Pro: Pronunciation
: Past Exam Papers**

Gr: Grammar

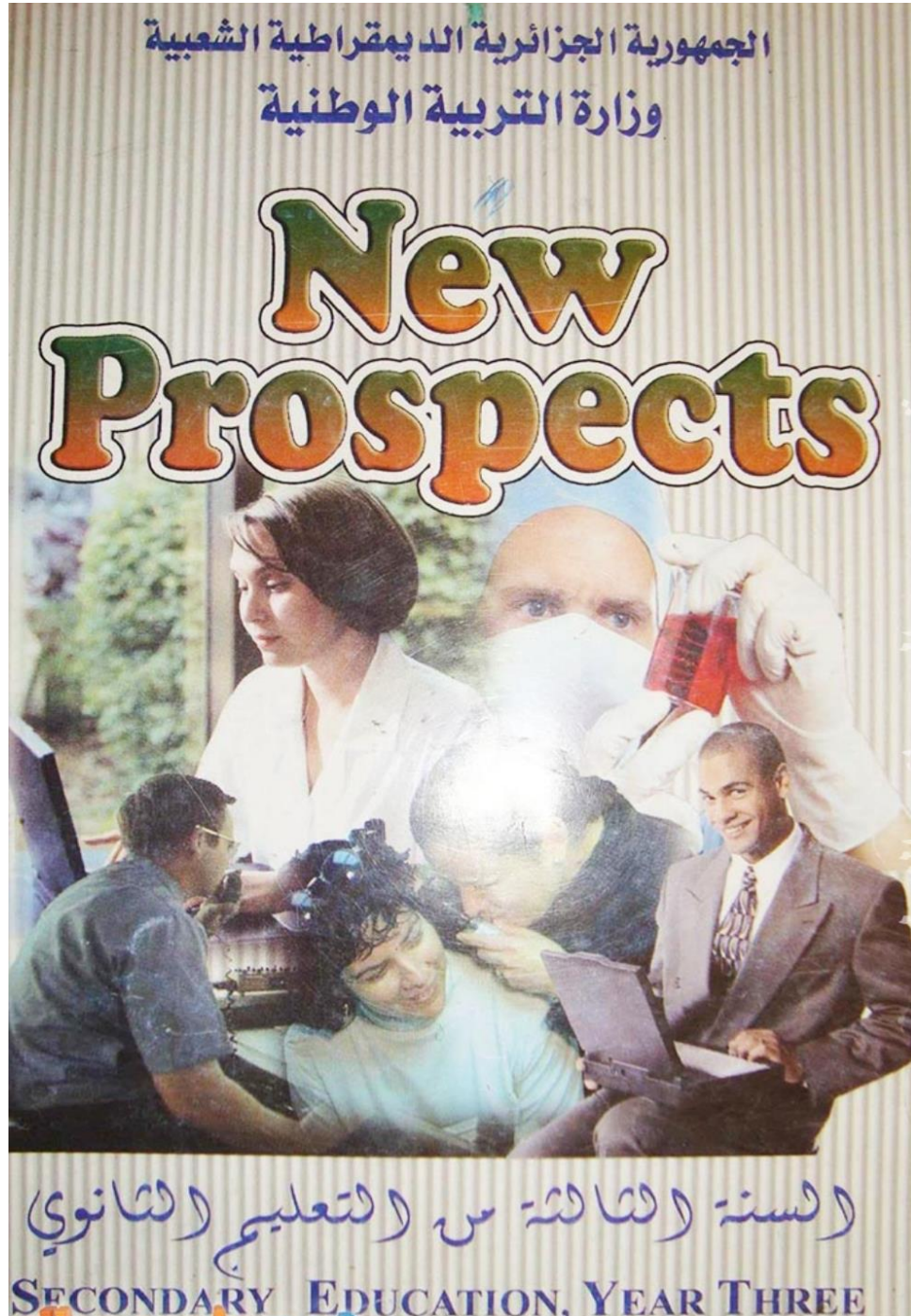
Voc: Vocabulary

Pst Exm

Use Of Eng : Use of English

Use Of Arb : Use of Arabic

Appendix IV (3rd Year Secondary School
Textbook)



Appendix VI (Baccalaureate Exam)

اختبار في مادة: اللغة الإنجليزية // الشعبة: لغات أجنبية // بكالوريا 2019

الموضوع الثاني

Part One: Reading A. Comprehension

(14 points)
(07 points)

Read the text carefully then do the following activities:

Violence against children is not an isolated occurrence, it is everywhere: in every country, community and social group. It may take different forms: physical, psychological, sexual abuse, exploitation, neglect or mistreatment, verbal violence, bullying, or cyber-bullying. Violence is a problem of public health, a violation of human rights with potentially devastating and costly consequences.

There is incontrovertible evidence of the harm of violence to the physical and mental health and development of children, to their ability to learn and build relationships with other people, and to grow up as fully-fledged adults and parents. School bullying and an unsafe school environment are among the reasons for early dropout, reduced school attendance, and deteriorating performance of pupils; **they** have significant social and economic implications. Moreover, we know that education is of key importance for the subsequent professional fulfilment of every individual and the prosperity of societies.

Although school violence has become a major challenge, it is not the education system in itself that causes it. It merely reflects the prevailing social norms, making **them** visible to everyone. At the same time, the education system makes it possible to address school violence, but only in partnership among all stakeholders: the school, the children, the parents, and the entire community.

Adapted from: <https://www.unicef.org/bulgaria/en>

- Are the following statements true or false? Write T or F next to the letter corresponding to the statement.*
 - Violence is a form of children's right infringement.
 - Violence has negative consequences on children's development.
 - Education is crucial for the development of society.
 - The education system is the only responsible for school violence.
- In which paragraph is it mentioned that...*
 - violence is widely spread?
 - school failure is due to different causes?
- Answer the following questions according to the text:*
 - What consequences does violence have on children's growth?
 - Who should contribute to the fighting of school violence?
 - How do you think education can help societies to prosper?
- WHO or WHAT do the underlined words refer to in the text?*
 - a-They** (§2)
 - b-them** (§3)
- Copy the title you think is the most appropriate.*
 - Learning Conditions in Schools
 - School Violence
 - School Bullying

B. Text Exploration

(07 points)

1. Find in the text words or phrases that are closest in meaning to the following:
a) destructive (§1) b) progress (§2) c) main (§3)

2. Divide the following words into roots and affixes:

mistreatment – incontrovertible - attendance - unsafe

Prefix	Root	Suffix

3. Rewrite sentence B so that it means the same as sentence A.

- 1) A. If the education system doesn't address the problem, violence will prevail.
B. Unless.....
- 2) A. Stakeholders had better work together to put an end to violence.
B. It's high time.....
- 3) A. Children are permanently bullied at school, consequently they drop out.
B. Children drop out.....

4. Circle or write the silent letter in each of the following word:

everywhere – psychological – right – know

5. Reorder the following sentences to get a coherent passage:

- a. They are working together with parents and the civil society.
b. Pupils have become more and more violent.
c. to create a safe learning environment for children.
d. The education authorities are deeply worried about this issue.

Part Two: Written Expression

(06 points)

Choose ONE of the following topics:

Topic One:

The entire community is deeply worried about the growing report on violence in schools. Write an article of about 80 to 120 words for your school magazine in which you suggest measures to prevent violence and make out of schools a safer place.

You may use the notes below:

- provide psychological counselling services.
- build positive interpersonal relationships.
- reiterate the school rules.
- encourage students not to act violently.
- reward good actions.

Topic two:

Anyone may be the victim of different abuses and misbehaviours on the social media. Meanwhile, you believe that good manners are just as important in cyberspace as they are in real life situations. Write a composition of about 80 to 120 words to be published in your school magazine telling how internet users should behave when using the social networks.

انتهى الموضوع الثاني

المخلص

يشير تأثير الاختبار إلى تأثيره على عملية التدريس / التعلم وهو موجود في أي وضع تعليمي / اختبار. يُعرف تأثير هذا بأنه سلبي أو إيجابي. تم فحص تأثير الاختبارات من وجهات نظر مختلفة في سياقات ودول مختلفة. أهداف هذه الدراسة هي: دراسة تأثير البكالوريا على تعلم اللغة الإنجليزية كلغة أجنبية ، لفحص المتغيرات الأخرى إلى جانب البكالوريا التي تساهم في تأثير على تعلم اللغة الإنجليزية ، لفحص فعالية امتحان البكالوريا في تحقيق أهداف المنهاج. التأثير على تعلم اللغة الإنجليزية والتحقق في كيفية استغلال نهج التدريس للاختبار على النحو الأمثل لتحقيق تعلم اللغة الإنجليزية لأغراض مختلفة. كان المشاركون في هذه الدراسة خمسة مدرسين للغة الإنجليزية في الصف الثالث الثانوي من ثلاث مدارس ثانوية مختلفة ، ومتعلمي الصف الثالث الثانوي من ثلاثة فصول ، كل فصل من مدرسة ثانوية. تم جمع البيانات من خلال مقابلة للمعلمين ، استبيان للمتعلمين بالإضافة إلى المراقبة الصفية من أجل التقاط وإبلاغ الفروق الدقيقة لديناميكيات الفصول الدراسية بشكل أفضل ، بالإضافة إلى هذه البيانات ، استخدم الباحث طريقة تحليل المستندات ، وهي كتاب المدرسة الثانوية للصف الثالث. وتم تحليل امتحان البكالوريا للتحقق مما إذا كانت تعكس المنهج أم لا. سمحت الطرق المختلفة لجمع البيانات للباحث بإجراء تليث للنتائج. أظهرت هذه الدراسة أن تأثير البكالوريا يتجلى على المستويين الجزئي والكلّي. يمكن أن يكون لنتائج هذه الدراسة آثار مختلفة على المعلمين والمتعلمين وأولياء أمور المتعلمين ومصممي الاختبارات ومصممي الكتب المدرسية. قد تؤدي الآثار المترتبة على هذه الدراسة إلى تحسين جودة التعليم والتعلم وبالتالي جعل الاستغلال الأمثل له تأثير البكالوريا إيجابيًا.

الكلمات المفتاحية: امتحان البكالوريا ، تعليم اللغة الإنجليزية كلغة أجنبية ، تعلم ، اختبار ، تأثير الاختبار

Abstract

The Washback effect refers to the effect of a test on teaching/learning process and it does exist in any teaching/testing situation. The washback effect is known as being negative or positive. The washback effect of high-stakes tests has been examined from various perspectives in different contexts and countries. The objectives of this study are: to examine the washback effect of the Baccalaureate on EFL learning, to examine the other variables besides the Baccalaureate which contribute to the washback effect on English learning, to investigate if the baccalaureate exam and the textbook reflect the curriculum and to investigate how can the teach-to-the-test approach be optimally exploited to fulfill the learning of English for different purposes. The participants of this study were five 3rd year secondary school English teachers from three different secondary schools, and 3rd year secondary school learners of three classes, each class from a secondary school. The data were collected through an interview for teachers, a questionnaire for learners in addition to classroom observation in order to better capture and report the nuances of the classrooms dynamics. Besides this data the researcher used a document analysis method, the 3rd year secondary school textbook and the Baccalaureate exam were analyzed in order to check whether they reflect the curriculum or not. The various methods of collecting data allowed the researcher to make the triangulation of the findings. This study revealed that the washback effect is manifested at both micro and macro levels. The findings of this study could have different implications for teachers, learners, learners' parents, test designers and textbook designers. The implications of this study may improve the quality of teaching and learning and hence make optimal exploitation the positive washback effect.

Key words: baccalaureate exam, EFL teaching, learning, testing, washback effect

Résumé

Le washback fait référence à l'effet d'un test sur le processus d'enseignement/apprentissage et il existe dans toute situation d'enseignement/de test. Le washback est connu pour être négatif ou positif. Le washback des tests à enjeu élevés a été examiné sous différents angles dans différents contextes et pays. Les objectifs de cette étude sont les suivants : examiner l'effet du baccalauréat sur l'apprentissage de l'Anglais comme langue étrangère, examiner les autres variables, outre que le baccalauréat, qui contribuent à l'effet sur l'apprentissage de l'anglaise, examiner l'efficacité du livre scolaire et du baccalauréat à la présentation des objectifs de programme scolaire, et étudier comment l'approche " teach-to-the-test " peut être exploitée de manière optimale pour répondre à l'apprentissage de l'anglais à des fins différentes. Les participants à cette étude étaient cinq enseignants d'anglais de 3^e année du secondaire de trois écoles secondaires différentes, et des apprenants de 3^e année du secondaire de trois classes, chaque classe d'une école secondaire. Les données ont été collectées par le biais d'un entretien pour les enseignants, d'un questionnaire pour les apprenants en plus de l'observation de la classe afin de mieux saisir et rapporter les nuances de la dynamique des classes, En plus de ces données, le chercheur a utilisé une méthode d'analyse de documents, le manuel scolaire de l'école secondaire de 3^e année et l'examen du baccalauréat ont été analysés afin de vérifier s'ils reflètent le curriculum ou non. Les différentes méthodes de collecte de données ont permis au chercheur de faire la triangulation des résultats. Cette étude a révélé que le washback se manifeste à la fois au niveau micro et macro. Les résultats de cette étude pourraient avoir différentes implications pour les enseignants, les apprenants, les parents d'apprenants, les concepteurs de tests et les concepteurs de manuels scolaires. Les implications de cette étude peuvent améliorer la qualité de l'enseignement et de l'apprentissage et donc permettre une exploitation optimale de l'effet de retour positif.

Mots clés: examen du baccalauréat, enseignement de l'anglais langue étrangère, apprentissage, test, effet de retour.