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DEVELOPMENT AND USE OF LANGUAGE TESTS: AN ANALYSIS OF THE EFL TESTING PROCEDURES IN THE BEM AND BACCALAUREATE EXAMINATIONS

Dissertation Submitted to the Department of English in Candidacy for the Degree of "Magister" in Applied linguistics and TEFL.

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الملخص

يتمثل مسعى هذا البحث في تعليمية اللغة الإنجليزية و كيفية تقويمها من خلال امتحانات الطور التعليم المتوسط و الطور الثانوي – الباكالوريا- ويهدف أساسا في وصف و تحليل الوضع النظامي التعليمي للطورين بما فيه طريقة تعليم و تقويم الامتحانات، مع دراسة بعض النماذج و تحليلها ثم الخروج ببعض الاقتراحات لتعزيز النقائص.

الكلمات المفتاحية: – التقويم الشفوي للغة– تقويم اللغة الأجنبية – تقويم القلق – تقويم عملية الإملاء.

Résumé

Cette étude met en œuvre une approche didactique où il s'agit de décrire, en premier lieu, une situation d'apprentissage d'une langue étrangère et la façon dont elle est évaluée et testée. La recherche, basée sur une approche empirique, nous a permis de relever certaines lacunes d'évaluation suite à une analyse des sujets des examens du BEM et BAC. De cela, on a proposé des méthodes de renforcement par une série d'échantillons de type d'examen de BEM ET BAC à travers l'introduction de la dictée. Des propositions visant à réduire l'anxiété résultant des tests ont été faites.

Mots clés : évaluation de l'orale – évaluation d'une langue étrangère – évaluation de l'anxiété – dictée – test languagier.

Summary

The present research work deals with EFL testing with a particular focus on EFL testing in formal public examinations -the BEM and BAC. At first it gives a detailed review of the literature relating to testing in general and EFL testing in particular. On the other hand, it describes the ELT situation in Algeria and the importance of the BEM and BAC examinations in the academic life of 4th AM and 3rd AS pupils respectively. Next, the role of classroom language testing, the relationship between language teaching and testing are highlighted through the provision of some samples of the BEF/BEM and BAC EFL tests. Finally, some practical suggestions and proposals for EFL testing and assessment are made. Critical comments on some techniques, viz. dictation are given. Proposal to overcome test anxiety are also provided.

Key words: communicative language testing, dictation, evaluation, examination, language testing, test anxiety.

ACKNOWLEDGEMENTS

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Key to Abbreviations and Acronyms

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AM : Année Moyenne (Middle School)
AS: Année Secondaire (Secondary School)
BAC : Baccalaureate
BEF : Brevet d'Enseignement Fondamental
BEG: Brevet d'Enseignement Général
BEM : Brevet d'Enseignement Moyen
CAE: Cambridge Certificate in Advanced English
CBA: Competency- Based Approach
CLT: Communicative Language Teaching
CPE: Cambridge Certificate of Proficiency in English
CRT: Criterion- Referenced Test
EFL: English as a Foreign Language
ELT: English language Teaching
ELPT: English Language Proficiency Test
EPT: English Placement Test
ESL: English as a Second Language
FCE: Cambridge First Certificate of English
IBID: Ibidem
ITE: Technological Institutes of Education
KET: Cambridge Key English
NRT: Norm Referenced Test
PEM : Professeur D'Enseignement Moyen (Middle School Teacher)
PES: Professeur D'Enseignement secondaire (Secondary School
    Teacher)
PET: Cambridge Preliminary English Test
TEFL: Teaching English as a Foreign Language
TENOR: Teaching English for No Obvious Reasons
TOEFL: Test of English as a Foreign Language
USA: United States of America

ABSTRACT

Abstract

The present research work deals with EFL testing with a particular focus on EFL testing in formal public examinations namely the BEM and BAC. It falls into four chapters. The first chapter is a detailed review of the literature relating to testing in general and EFL testing in particular. It describes the need for this pedagogical activity, its general testing terminology. It also describes some general problems, problems with specific testing techniques and problems with testing assessment and the use of different kinds of tests. The second chapter gives a systemic description of the situation analysis, i.e. the ELT situation in Algeria and the importance of the BEM and BAC examinations in the academic life of 4th AM and 3rd AS pupils respectively. The third chapter focuses on the role of classroom language testing, the relationship between language teaching and testing. It also presents some samples of the BEF/BEM and BAC EFL tests. In the final chapter, some practical suggestions and proposals for EFL testing and assessment are made. Critical comments on some techniques, viz. dictation are given. Some advice to overcome or at least to reduce test anxiety are proposed. It is hoped that these suggestions and proposals will help to improve the present language testing situation in Algeria.

GENERAL INTRODUCTION

GENERAL INTRODUCTION

One of the core issues in language teaching/learning, be it second or foreign, has been the general principles and guidelines relating to the different methodologies underlying language testing. A survey of the diachronic development of language teaching clearly shows the fact that language teachers in general have been much more concerned with how much their learners know about a language and how well they use the language. Yet, the learner's linguistic and communicative competences, to mention just these two for the time being, can nowadays be gathered by means of careful measurement in given situations.

Admittedly the what-to-test question and the how-to-test question are both of equal importance; they undeniably constitute the cornerstone of any language testing activity. It is to this end that this research work takes up general considerations of what a teacher needs to know about language testing. These theoretical constructs and their practical applications will form the backbone of this research; they will be dealt with under the following broad headings: theoretical issues and their implications for practical applications, methodological advances and language test development.

Arguably, researchers in the field of language testing, such as Alderson, Bachman, Spolsky and Skehan, to mention just a few, virtually all admit the fact that language testing has come of age as a discipline in its own right within applied linguistics. The field of language testing has much to offer in terms of theoretical, methodological and practical accomplishments to researchers and practitioners, particularly in language learning and language teaching.

One should note that one of the preoccupations of language testers in the past has been investigating the nature of language proficiency. In 1980 Oller's *unitary proficiency hypothesis* seemed to be the dominating concept in the literature of language testing (Oller: 1979). This hypothesis which claimed that language proficiency consisted of a single, global ability was widely accepted.

However, by 1983 this view of language proficiency had been put into question and therefore challenged by several empirical studies. Surprisingly, it was abandoned by its chief proponent (Oller: 1983). Advances in language testing, have led to the development of a theoretical view that considers language proficiency to be multi-componential, consisting of a number of interrelated specific abilities as well as a general ability or a set of general strategies or procedures (Bachman: 1991).

This research work will approach the task of ELT language testing in Algeria from a number of different views, past, present and what would be the developments in the future. The rhetorical organization will consist of a review of the achievements in language testing, a discussion of the problematic areas and suggestions of areas in need of increased emphasis to assure developments of language testing formats. This triangulated orientation will be reflected in the most important public examinations, the BEM and Baccalaureate, taking into account the many-sided aspects of learning/teaching.

In Algeria with its centralised education system, the BEM and Baccalaureate exams are used as primary devices through which innovations and changes in the education system are introduced. Also, these examinations are often used as

instruments of control in the school system. However, what seems to matter most is the rate of success in these two most important public examinations to the extent that teachers as well as the school administration measure the success of their pupils in the BEM and Baccalaureate exams. Arguably, these official public exams may offer a lot of potential for our ELT teachers to assess their students' language proficiency and abilities in English and by the same token diagnosis their strengths and weaknesses.

Subsequently, the proposed model of language test performance would hopefully offer a guiding conceptual framework for generating a "learning path" for ELT teachers, language inspectors, researchers, programme coordinators, policy-makers and others in the field of education. In sum, then, ELT professionals should not view testing as a necessary evil, but rather as a positive experience emphasizing its importance in the overall language teaching/learning process. Such an experience can contribute, support and even enhance the teaching/learning process by encouraging both teachers and learners to aim higher and by stimulating further teaching and learning.

The academic insights of the boundless relations between language testing and language teaching/learning, on the one hand, and the pedagogical implications in terms of positive/negative washbach effect, on the other, represent the core of our attempt to provide, hopefully, satisfactory answers to the following research questions:

- How can we devise a model of language test that would cover the four language skills both independently and interdependently?

- How can we integrate other secondary skills such as grammar, vocabulary, spelling and pronunciation in language test?
- How can we integrate other general academic support skills, i.e. those called study skills, such as note-taking, summarising, paraphrasing, skimming and scanning in a language test?

These three questions can be combined into a single broad, yet down-to-earth question: How can we make the best use of a language test? The answer to this question will govern the general lay-out of this research work. Our aim in dealing with such a "necessary evil" to language teaching/learning is to search for what language teachers as researchers and practitioners need to know about language testing. This would help them devise appropriate language testing items on the one hand, and know more about our ELT testing procedures and their inherent shortcomings on the other hand. The implementation of appropriate may help our students improve their language skills in general and move towards a betterment of their overall English language proficiency in particular.

CHAPTER ONE

LANGUAGE TESTING: REVIEW OF LITERATURE

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LANGUAGE TESTING: REVIEW OF LITERATURE

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CHAPTER ONE

LANGUAGE TESTING: REVIEW OF LITERATURE

1.1. Introduction

Language testing is relatively a new notion; applied linguists and educationalists distinguish three main dominant chronological periods[1] (Spolsky 1975): the "pre-scientific", the "psychometric-structuralist" and the "integrative-sociolinguistic". Prior to the early 1950s, in the pre-scientific period there was virtually no language testing research, in other words, systematic language testing _per se_ did not exist; language teachers elaborated their own classroom test models drawing largely on the principles underlying the grammar-translation method[2] ,i.e. purely grammar-oriented exercises, translation activities from and into the mother tongue and essay writing. This is the reason why Heaton (1982) calls it 'the essay-translation approach'. It has also been termed 'traditional' and had a highly subjective, elitist and authoritarian character. In sum it is deeply rooted on the techniques used to test classical languages.

The "psychometric-structuralist" period emerged between the early 1950s and the late 1960s. This period coincided with the advent of structural linguistics[3] and behavioural psychology. A pioneering study by Lado (1961) was among the

first to suggest that the content of language test should be based on a linguistic analysis. Language should be broken up into discrete units for the purpose of testing. This has clear implications for what is to be tested and how the test is to be carried out. Discrete items are constructed to sample a specific component of the target language within a particular skill. Stern (1983) notes that language tests produced during that period clearly reflected the analytical procedures of structuralism. Language testing focused much more on discrete linguistic, i.e. phonological, morpho-syntactic and semantic, items and lexical contrasts between languages. Linguistic competence[4], in the Chomskyan sense, was at the core of this language testing procedure.

The psychometric-structuralist period is also called the 'modern' and 'scientific' because with the help of measurement experts and statistical procedures it is demonstrated that testing can be objective, precise, reliable, and therefore, scientific. Lado (1961) stressed two main points that have been of paramount importance in language testing: tests should test language *use* and not knowledge about language, i.e. *usage;* the structures to be tested should be valid structures in colloquial language *use.* One clear advantage to this approach is, however, that results are easily quantifiable. The main criticism one can make to psychometric-structuralist oriented testing comes from the fact that it is based on atomistic view of language (isolated segments) and on the idea that knowledge of the elements of a language is equivalent to knowledge of the language.

In sum, then, there are obvious advantages to the testing of discrete linguistic points. The data are clearly

quantifiable and it is possible to cover a wide range of items. However, this approach to testing assumes that it is indeed possible to parcel up language in a very atomistic way. In this sense, many discrete item tests can be said to suffer from a lack of construct validity (see 1.3.3.2).

The "integrative-sociolinguistic", also called the "psycholinguistic-sociolinguistic" (Spolsky 1976), period dates back to the early 1970s. It came as a reaction against methods of language testing based on structuralist and behavioural criteria. In other words, Lado's views on the atomistic nature of language this period also coincided with the advent of Hymes' concept of communicative competence[5]. As Valette notes, _**'The growing interest in language as a means of interpersonal communication has led to the development of communicative tests'**_ (Valette 1977: V). Since then, language testing has developed accurate methods of assessing language proficiency and a number of test types have elaborated and devised. It seems axiomatic that the implementation of new methods of teaching requires the introduction of new methods of testing.

This chapter starts by exploring the relationship between language teaching and testing. It also presents an overview of language testing that strives to define the key-concepts of testing in relation to one another. It can, hopefully, help language teachers organise, reorganise their view and their conception of language testing on more systematic lines. It introduces the classroom teacher to some of the terminology in current testing theory and practice. The terminology used throughout this research work is drawn mainly from the standard testing handbooks and primers, such as Lado, Mackey, and Valette to cite just a few.

1.2. Language Teaching and Testing

An oft-held view of testing is that it is an integral part of the teaching/learning process. According to this view, testing and teaching are closely interrelated. In Flavell's view, **'A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement'** (Flavell 1983:1). Some teachers see testing as a necessary evil; as a pedagogical in-class activity it serves many purposes and helps teachers set academic standards for their learners and provide them with feedback about the learning progress in general and teaching process in particular. However, testing is time-consuming and effort-demanding, in the sense that it very often uses up valuable class time.

Making use of the fact that testing is part and parcel of the language teaching/learning process, it logically follows that the person best prepared to set the test is the teacher. What the teacher actually needs in language testing is to be acquainted with the general guidelines for setting different test-types which will be practical, reliable and valid, and consequently give helpful information to both teachers and learners about successes and failings, to use Flavell's terms.

Admittedly, the teacher, as a councelor[6] is in a better position to know which tests are actually appropriate for his class, and in effect cater for his learners needs. According to Flavell (ibid), the appropriateness of a test is largely determined by purpose: why is a test needed at a particular stage in the student's learning and what use will be made of the results?

1.2.1. Role of Classroom Testing

Admittedly, the teacher's role is primarily concerned with teaching rather than testing. However, classroom tests have their part in the language/teaching process. According to Valette (1977), in-class testing plays three important roles in language learning, be second or foreign. These roles are as follows:

1. They define course objectives.
2. They stimulate student progress.
3. They evaluate classroom achievement.

1.2.1.1. Defining Course Objectives

In a very practical way the classroom tests help define the course objectives[7]. In other words, they define the short-term course objectives envisioned by the teacher, as well as the nature of the foreign language learning programme. By doing so the teacher will be rationally geared and that the tests results will indicate how close the learner has come to attaining the objectives.

1.2.1.2. Stimulating Student Progress

In the older days, tests were designed by teachers to point up the learner's ignorance and lack of application. From a didactic standpoint, testing should offer an opportunity for the learner to discover how well he masters specific linguistic items of the target language. In this context Valette argues that **'The test best fulfills its function as part of the learning process if correction performance is immediately confirmed and errors are pointed out'** (Valette 1977:4).

1.2.1.3. Evaluating Classroom Achievement

As previously mentioned most teachers agree with the idea that testing is a necessary evil. To confirm this assertion, one should add that frequent testing provides the teacher with valuable information concerning areas of difficulties the learners encounter. In this way, the teacher knows what aspects of language need further clarification and explanation and therefore devise remedial activities. In the same line of thought, testing also provides the teacher with clues related to the effectiveness and soundness of a specific teaching method. On the other hand, it offers an objective evaluation of each learner's progress, his attainment of the set course objectives and his performance in relation to that of the rest of the class. In gross, one should view testing as a bridge between teaching and learning and classroom tests as mirrors in which teachers and students see their reflections clearly (Valette 1977).

1.3. Definition of Test

By definition and broadly speaking, a test refers to **'any procedure for measuring ability, knowledge and performance'** (Richards *et al.,* 1985: 291). However, Brown (1994) notes that a test is **'a method of measuring a person's ability or knowledge in a given area'** (Brown, 1980:252). This definition seems to be more comprehensive in the sense that it encompasses all the main components of a test.

Firstly, a test is a *method* consisting of a set of techniques, procedures and test items that constitute an instrument of some sort. Secondly, a test has the purpose of *measuring* the testee's performance in precise mathematical terms or expressing evaluative qualifiers, such as good, fair, poor and so on. Thirdly, a test is intended to measure

a *person's* ability or knowledge, i.e. who are the testees and what is, for example, their linguistic background knowledge? Next, a test measures the *ability or knowledge*, that is to say, competence and know-how. Finally, the test is closely related to a *given area*, in the case of a proficiency test, that area is overall proficiency in a language, i.e. general competence in the four language skills - listening, speaking, reading and writing.

However, to devise an adequate language test that accounts for the different linguistic variables is not an easy task. Broughton *et al.* (1980) note that the preparation of tests for educational measurement is time-consuming, expensive and require expertise in statistical techniques as well as in devising suitable tasks for the linguistic assessment to be based on. On the other hand, Brown (1994) posits that **'one of the biggest obstacles to overcome in constructing adequate tests is to measure the criterion and not inadvertently something else'** (Brown, 1994:253). He therefore advocates three requirements that are axiomatic to qualify a test as a "good" test: practicality, reliability and validity. In Brown's view, if these three criteria are carefully met, a test can be administrable, dependable and can actually measure what it intends to measure. Finally, Flavell (1983) notes that a teacher who is unaware of the interrelatedness between the content of a test and the consistency of the results it gives is in danger of writing tests which produce misleading information about the test-takers.

1.3.1. Practicality

There are some practical considerations that should be taken into account when administrating a test. These are

financial means, time constraints, ease of administration and scoring and interpretation. A test that requires a considerable budget is impractical. A test that takes hours and hours to complete is also impractical. A test that requires individual one-to-one testing is impractical for hundreds of people and only a handful of examiners.

On the other hand, a test that takes a few minutes for a student to complete and several hours for the examiner to correct is impractical. A test that is too complex and too sophisticated may not be of practical use to the teacher. In other words, it lacks *instructional value* to use Oller's (1979:52) terms. In sum, the value, quality, credibility and formality of a test are largely dependent upon such basic facts and realities.

1.3.2. Reliability

The criterion of reliability in testing refers to the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions, or it is used by different people. In general, if people get similar scores on parallel forms of a test, i.e. using different forms of a test which try to measure the same skills and abilities using the same methods of testing, equal length and level of difficulty, this suggests that the test is reliable. Harmer (2001) notes that:

> *In practice, 'reliability' is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that the test conditions remain constant.*

> (Harmer 2001:322)

However, the careful specification of an analytical scoring instrument can increase, what Brown and Bailey (1984) call *the scorer reliability*, to refer to the consistency of scoring by two or more scorers or examiners. In clear, the circumstances in which the test is taken, the way in which it is marked and the uniformity of the assessment it makes (Flavell 1983).

1.3.3. Validity

Validity is a complex and multi-faceted concept. It refers to the degree to which a test measures what is supposed to be measured, or can be used successfully for the purposes for which it is intended. For example, Harmer (ibid) notes that, **'to test writing ability with an essay question that requires specialist knowledge of history or biology- unless it is known that all students share this knowledge before they do the test.'**

A number of different statistical procedures can be applied to a test to estimate its validity. Such procedures generally seek to determine what the test measures, and how well it does so. Yet, how can teachers establish the validity of a test? The answer to this question leads us to explore other related characteristics of validity; these are of capital importance for the classroom teacher: content validity, construct validity, empirical validity, and face validity.

1.3.3.1. Content Validity

This form of validity is based on the degree to which a test adequately and sufficiently measures the particular skills it sets out to measure, what is called content specification. For example, a test of pronunciation skills in a language learning programme would have low validity content

if it tested only some of the skills which required for accurate pronunciation, such as a test which tested the ability to pronounce isolated words with no reference to the other supra-segmental phonological features as stress and intonation. Flavell argues that:

> *The content specification is important because it ensures as far as possible that the test reflects all the areas to be tested in suitable proportions and also because it represents a balanced sample, without bias towards the test material which happens to be available.*

> (Flavell 1983:11)

A related point worth raising here is that content validity is of vital importance for the teacher who sets his own tests.

1.3.3.2. Construct Validity

This form of validity is based on the degree to which the items in the test reflect the theory or the construct on which the test is based. For example, in language proficiency the greater the relationship which can be demonstrated between a test of communicative competence in a language and the theory relating to this concept, the greater the construct validity of the test.

1.3.3.3. Empirical Validity

This sub-criterion measures the validity of a test arrived at by comparing the test with one or more criterion measures, i.e. another or other tests which are known to be valid. Such comparison could be with:

1. Other valid tests or other independent measures obtained at the same time, e.g. an assessment made by the teacher.

2. Other valid test or other performance criteria obtained at a later time.

1.3.3.4. Face Validity

Face validity refers to the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer. In other words, and to use Brown's (1994:256) question: does the test, on the face of it, appear to measure what it is designed to test? For example, if a test of reading comprehension contains many dialect words which might be unknown to the students, the test may be said to lack face validity. One way of finding out more about face validity is to ask teachers and students concerned for their opinions and views about the test. This could be done either formally by means of a questionnaire or informally by discussion in class or staff room.

1.4. Principles of Testing

Arguably testing is one of the most controversial areas of the teaching/learning process. It is undeniably as an in-class activity that is necessary as a form of completion of the teaching input and the learning output. Actually, if properly prepared and adequately implemented, testing turns to be an objective pedagogical tool to check the effectiveness of the whole language teaching/learning process. To perform faithfully the roles assigned to testing, teachers should focus their attention on the following basic principles of testing:

1. To assess learners' performance in the target language the teacher should not give a task that the learner cannot perform. The task should be *authentic*, *realistic* and *appropriate* to their linguistic level.

2. Even when assessing the learners' performance, at any level, the learners should be given clear instructions well. They should know what they are expected to do in a given task. The ideas, feelings and emotions that the learners want to express cannot be limited to their insufficient linguistic input.

3. Teachers should test the outcomes or products of what they have taught their learners, not what their colleagues know.

4. Teachers should not use a technique not used in the teaching process as a test technique to have a positive washback affect of testing on language learning and teaching.

5. Teachers should test learners' writing skills by having them write and their speaking skill by having them speak. This is what is known as 'construct validity' (see 1.3.3.2.).

6. We teach people and we evaluate language ability but we do not evaluate people.

(Adapted from Korsal 2006)

1.5. Analytical Review

The assumption that the process of language learning/teaching rests largely on inculcating in our learners knowledge about language usage and its use for functional-communicative purposes is to a greater extent the most largely shared view among second/foreign language teachers in general and ELT teachers in particular. This two-fold pedagogical orientation can be best preserved, maintained and actualized through a regular-basis testing schedule.

The literature dealing with testing in general and language testing in particular displays the true facets of this seemingly easy-to-do classroom activity, all too often

viewed as part of a simple pedagogical preparation. In gross, testing is another professional skill that is hard to master due to the complex nature of the criteria underlying the aforementioned practicality, reliability and validity.

As an illustrative instance, a test that is both reliable and valid is of no good if it is problematic with respect to ease of administration and practicality of performance required of the learner. However, there is no need to mention that there are other test characteristics and each tested given area, to borrow Brown's terms, has its own testing features and each test has its own specificities inherent to the nature of the test type. In sum and using Carroll's (1980:16) concept of *economy*, a good test is expected to **'provide as much information as is required with the minimum of time, effort and resources'**. Finally, Flavell (1983) would see the question of the qualities of a good test incomplete without touching on the ideas of *comparison* and *discrimination.*

On the face of it, any approach to assessment and testing is based on comparison, either between one student and another, or the student's performance (see 4.2.3.) as he was and as he is now. To relate comparison to reliability, Flavell notes that **'comparisons between two sets of scores obtained from the same group of students are the basis of estimates of reliability.'** (Flavell 1983:13). As for discrimination, it can be better explained in relation to a placement test (see 1.6.6.) in the sense the more sufficiently it discriminates between students, the easier it is to divide them in teaching level groups.

1.6. Types of Language Tests

The needs of assessing the outcome of learning have led to the development and elaboration of different test formats. Testing language has traditionally taken the form of testing knowledge about language, usually the testing of knowledge of vocabulary and grammar. Stern (1983:340) notes that **'if the ultimate objective of language teaching is effective language learning, then our main concern must be the learning outcome'**. Yet, language tests differ with respect to how they are designed, and what they are for, in other words, in respect to test method and test purpose. In terms of method, we can broadly distinguish traditional *paper-and-pencil language tests* from *performance tests*.

Paper-and-pencil language tests are typically used for the assessment either of separate components of language knowledge (grammar, vocabulary etc.), or of a receptive understanding (listening and reading comprehension). In performance-based tests, the language skills are assessed in an act of communication. Performance tests are most commonly tests of speaking and writing, for instance, to ask a language learner to introduce himself or herself formally or informally and to write a composition, a paragraph or an essay, on the way he or she spent her winter holidays. These examples are elicited in the context of simulations of real-world tasks in realistic contexts. (See 4.3.)

In terms of purpose, several types of language tests have devised to measure the learning outcome accordingly. However, each test has its specific purpose, properties and criterion to be measured (see Notes to Chapter Four 4). The test types that will be dealt with in this part have been laid-out not in terms of importance, they are all of equal importance, but on the basis of alphabetical order.

1.6.1. Achievement Test

An achievement test, also called an attainment or summative test, measures how much of a language someone has learned with reference to a particular course of study or programme of instruction, e.g. end-of-year tests designed to show mastery of a language. For example, an achievement test might be a listening comprehension test based on a particular set of dialogues in a textbook. The test helps the teacher judge the success of his teaching and to identify the weaknesses of his learners.

In more simple and clearer terms, Brown (1994:259) defines an achievement test as **'tests that are limited to particular material covered in a curriculum within a particular time frame'**. In sum, they are designed primarily to measure individual progress rather than as a means of motivating or reinforcing language. Ideally, achievement tests are rarely constructed by classroom teacher for a particular class.

1.6.2. Cloze Test

A cloze test, also alternately referred to as cloze procedure, consists of a set of techniques for measuring, for example, reading comprehension. In a cloze test words are removed from a reading passage at regular intervals, leaving blanks. For example every fifth word may be removed. The reader must then read the passage and try to guess the missing words. For example, a cloze passage looks like this:

A passage used in ………… cloze test is a ………… of

written material in ………… words have been regularly

………… . The learners must then ………… to reconstruct

the passage ………… filling the missing ………….

(Adapted from Richards *et al.* 1989:41)

Here, the test-taker or the reader has to guess the following missing words: *a, passage, which, removed, try, by* and *words.*

The cloze test can also be used to judge the difficulty of reading materials. If the cloze procedure is being used for language testing, the test-taker is given a score according to how well the words guessed match the original words, or whether or not they make sense. Two types of scoring procedure are used:

1) The reader must guess the exact word which was used in the original (as in the example) above. This is called *exact word method.*

2) The reader can guess any word that is appropriate or acceptable in the context. This is called the *acceptable word method.*

Another illustrative example of close test looks something like the following: '*A week has seven .....*'. The only word which will fit in this blank is '*days*'. But sometimes one can choose between two or more words, as in: '*We write with a.....*'. In this blank one can write '*pen*' or '*pencil*' or even 'chalk', 'computer' or '*typewriter*' .

However, two substantial criticisms have been made to the cloze-test types (Broughton *et al.* 1980). The first of these criticisms is that such tests rarely afford the person being tested any opportunity to produce language spontaneously. The second is that they are fundamentally trying to test that knowledge of the language system that underlies any actual instance of its use -linguistic competence in Chomsky's terms- they are not concerned with
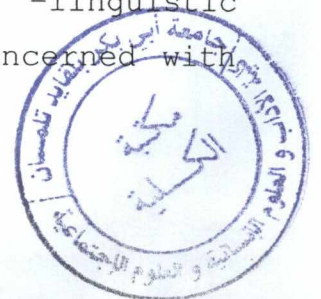
the ability to operate the system for particular purposes with particular people in particular situations.

1.6.3. Diagnostic Test

As its name implies, a diagnostic test primarily is designed to diagnose some particular linguistic aspects. Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners. One of the well-known diagnostic tests in English is Prator's (1972) *Diagnostic Passage*. It consists of a short written passage that the learner reads orally; the teacher then examines a tape recording of that reading against a very detailed checklist of pronunciation errors.

All too often, diagnostic language tests have a three-fold objective: to provide learners with a way to start learning with their own personal learning programme or what would be called in the literature of testing *learning paths* as well as a way to test their knowledge of a language and to know better their strengths and weaknesses. Ideally, diagnostic tests are designed to assess students' linguistic knowledge and language skills in particular areas before a course is begun. The terms *formative* is sometimes used to designate a diagnostic test.

One of the main advantages of this type of test is that it offers useful pedagogic solutions for mixed-ability classes. In this very specific context, Broughton *et al.* (1980) contend that:

> ***There will certainly be a large block in the middle of the ability range who can be separated off as a group for some parts of the lesson, or for some lessons, and will***

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> *form a more homogenous teaching group. If*
> *this strategy is adopted, the poor ones and*
> *the better ones must receive their due time*
> *and attention.*

> (Broughton *et al.* 1980:189)

1.6.4. Discrete-Point Test

The discrete-point test, sometimes called discrete-item test, is a language test which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs and prepositions. Discrete-point tests are based on the theory that language consists of different parts such as speech sounds, grammar and vocabulary, and different skills such as listening, speaking, reading and writing, and these are made up of elements that can be tested separately. Test consisting of multiple-choice questions are usually regarded as discrete-point tests.

Discrete-point tests are all too often contrasted with what are called integrative tests. An integrative test is one which requires a learner to use several skills at the same time. An essay-writing is an integrative test because it leans heavily on the knowledge of grammar, vocabulary, and rules of discourse; a dictation is also an integrative test as it requires knowledge of grammar, vocabulary and listening comprehension skills (see 4.4.). In the same line of thought, Harmer notes the following distinction between discrete-point testing and integrative testing:

> *Whereas discrete point-testing only tests on*
> *thing at a time such as asking students to choose*
> *the correct tense of a verb, integrative test*
> *items expect students to use a variety of*
> *language at any one given time – as they will*

> *have to do when writing a composition or doing a conversational oral test.*

(Harmer 2001: 323)

In the same line of thought and Broughton *et al.* some twenty years ago noted that:

> *Since language is seen as a number of systems, there will be items to test knowledge of both the production and reception of the sound segment system, of the stress system, the intonation system, and morphemic system, the grammatical system, the lexical system and so on.*

(Broughton *et al.*1980:149-150)

1.6.5. Language Aptitude Test

To define a language aptitude test would lead us to start first by defining what a language aptitude is. Language aptitude, as a hybrid psycholinguistic concept, denotes the genuine ability one is endowed with to learn a language. It is thought to be a combination of several abilities, linguistic, i.e. the ability to detect phonetic differences (e.g. of stress, intonation, vowel quality) in a new language, the ability to recognize the different grammatical functions of words in sentences, and psychological, i.e. rote-learning abilities and the ability to make inferences and inductive learning. Crystal (1989:371) suggests other variables conducive to successful language learning such as **'empathy and adaptability, assertiveness and independence with good drive and powers of application'**. A high language-aptitude person can learn more quickly and easily than a low language-aptitude individual. The evidence in such assertion is axiomatic in a language aptitude test.

A language aptitude test tends to measure a learner aptitude for language learning, be it second or foreign, i.e. students probable performance in a language. Thus, it is used to identify those learners who are most likely to succeed. Language aptitude tests usually consist of several different test items which measures such abilities as:

- *Sound-coding ability*, i.e. the ability to identify and remember new sounds in a new language.

- *Grammar-coding ability*, i.e. the ability to identify the grammatical functions of different parts of sentences.

- *Inductive-learning ability*, i.e. the ability to work out meanings without explanation in the new language.

- *Memorization*, i.e. the ability to remember and to recall words, patterns, rules in the new language.

Two well-known standardized language aptitude tests have been used in the United States, the Modern Language Aptitude Test (Carroll and Sapon 1958) and the Primsleur Language Aptitude Battery (Primsleur 1966). Both of these are English tests and require students to perform such tasks as learning numbers, listening, detecting spelling clues and grammatical patterns and memorizing (Brown 1994).

1.6.6. Placement Test

A placement test is originally designed to place learners at an appropriate level in a programme or course. The term "placement test" as Richards *et al.* (1989) note does not refer to what a test contains or how it is constructed, but to the purpose for which it used. Various types or

testing procedures such as dictation, interview or a grammar test (discrete or integrative) can be used for placement purposes.

The English Placement test (EPT), which is a well-known test in America, is an illustrative example of this test-type. The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Those undergraduate students who do not demonstrate college or university-level skills will be directed to courses or programmes to help them attain these skills.

1.6.7. Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. It is not linked to any particular course of instruction, but measures the learner's general level of language mastery. Most English language proficiency tests base their testing items on high frequency-count vocabulary and general basic grammar. Some proficiency tests have been standardized for worldwide use, such as the well-known American tests, the TOEFL (see 1.6.9), and the English Language Proficiency Test (ELPT)[8] which are used to measure the English language proficiency of foreign students who wish to study in the USA.

However, the Cambridge Certificate of Proficiency in English or CPE, as it is generally referred to, is the most advanced remains the only British top-value and high-prestige standardized[9] language test. It is the most advanced general English exam provided by the University of Cambridge. The Certificate is recognized by universities and employees throughout the world. The English level of those who pass the CPE is supposed to similar to that of a fairly educated

native speaker of English. Clearly, as Valette posits, **'the aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements'** (Valette 1977:6)

Actually, there are four other types of Cambridge proficiency tests, the Cambridge Key English Test (KET), the Cambridge Preliminary English Test (PET), The Cambridge First Certificate of English (FCE) and the Cambridge Certificate in Advanced English (CAE). The material contained in proficiency tests can be used for teaching as well as for testing. In essence, a proficiency test measures what the student has learned in relation to a specific purpose, e.g. does the student know enough English to follow a course offered in English?

1.6.8. Progress Test

A progress test is an achievement-like test. It is closely related to a particular set of teaching materials or a particular course of instruction. Progress tests are usually administered at the end of a unit, a course, or term. A progress test may be viewed as similar to an achievement test (see 1.6.1.) but much narrower and much more specific in scope (Richards *et al.* 1989). They help examiners in general and language teachers in particular to assess the degree of success of their programmes and teaching and therefore to identify their shortcomings and weaknesses respectively. Progress tests can also be diagnostic to some degree, in the sense that they help identify areas of difficulties encountered by learners in general.

1.6.9. TOEFL Test

The Test of English as a Foreign Language (TOEFL) was first developed in 1963 in the United States through the cooperative effort of 30 organizations, both public and private, to help in the assessment of the language competence of non-native speakers. It is a standardized test of English proficiency administered by the Educational Testing Service, and widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities.

Recently, the TOEFL has widely been recognized as a model test and have-take-test for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American universities

However, the recent changes in the country's politico-economic policies have born heavily on the status of the English language. One might argue that, with the development of many new opportunities for private businesses, and the multiplication of joint ventures with foreign companies resulting from the on-going globalization process, the English language will assigned a higher status (Benmoussat 2003). Admittedly, by cause and effect relationship, we may anticipate that the TOEFL test will be required by English-speaking personnel companies in general and American institutions in particular.

1.7. Reflections and Analytical Review

Needless to recall that language testing is actually a complex and multi-fold pedagogical in-class activity. The need of assessing the outcome of both the learning and

teaching processes have led to the development of tests of a wide variety of tests. Sometimes, there is an evident overlapping between one test and another or others, and it is, in fact, difficult to draw a clear-cut line of demarcation between tests. In stating the differences between discrete-point testing and integrative testing (see 1.6.4.)Harmer points out that:

> *In many proficiency tests where students sit a number of different papers, there is a mixture of direct and indirect, discrete-point and integrative testing. Test designers find that this combination gives a good overall picture of student ability. Placement tests often use discrete-point testing to measure students against an existing language syllabus, but may then compare this with more direct and integrative tasks to get a fuller picture.*

(Harmer 2001:323)

It is also worth noting, for example, that the difference between an achievement test and proficiency one is that the later is not linked to a particular course of instruction. In more simple and clearer terms, they differ mainly in the way they are prepared and interpreted. We may add for the purposes of this argument that dichotomy of language proficiency and language achievement is a point worth raising here. Language proficiency denotes a person's skills and abilities in using a language for a specific purpose. In other terms, the degree of skill with which a person can use a language, such as how well he can speak, read, write or understand the language. While language achievement describes language ability as a result of learning. The debate on the different types of test would lead us to touch on a fundamental dichotomy of formative and summative testing.

1.8. Formative and Summative Testing

The concept of formative and summative evaluation was put forward by Bloom (1971). The formative test is administered during a course of instruction. Its purpose is to determine which aspects of the unit, file or sequence the learner has actually mastered and where remedial work is necessary. The formative test is usually graded on a pass-fail basis. Learners who have failed are given the opportunity to study and take the test again. The summative test, however, is one given at the end of a course of instruction. Its purpose is to measure or to sum up how much a learner has acquired of the course. The summative test is a graded test in the sense that the learner is usually marked and graded.

1.9. Conclusion

Our aim in dealing with language testing has been the need to know more about the key concepts underlying language testing in general and the criteria or requirements that contribute to make the different test-types practical, reliable and valid. These characteristics form the backbone of language testing as a concept. We are also concerned here with the many different steps ELT teachers can take to create effective classroom tests (see 4.7.).

In-class testing is the major, if not perhaps the only, source of objective feedback available to the teacher with regard the effectiveness of his teaching and both individual and collective progress that can take in the classroom. Testing, in this sense, becomes an integral part of the education system in general and the teaching/learning process in particular. One way to do this is to test more frequently,

but less obtrusively. As Alexander (1967: vii) states, **'an examination [in the sense of language testing] must always be regarded as something secondary, a by-product which the student will take in his stride … It must never be regarded as an end in itself'** . Admittedly, in this research work our argument is in favour of bringing such issue to light in the classroom and fully integrating language testing in the teaching process.

However, to give a comprehensive picture of the issue, it is wiser to start first by devoting a whole detailed section to the educational context and the ELT situation in Algeria. This, hopefully, will provide the reader with the ins and outs of the foreign language learning situation in general and the nitty-gritty practical considerations underlying ELT in particular.

Notes to Chapter One

1. From Spolsky (1975) it has been customary to distinguish three chronological periods of testing: pre-scientific, psychometric-structuralist and the integrative or psycholinguistic-sociolinguistic. Morrow (1979) calls them metaphorically *The Garden of Eden*, *The Vale of Tears* and *The Promised Land*. A fourth one seems to have been added: the so-called communicative approach to language teaching and its counterpart in language testing, assessing communicative competence.

2. The *grammar translation method*, which dominated foreign language teaching for more than a century and is still prevailing in many countries, aims at inculcating in the learner a thorough knowledge of grammar expressed in traditional terms. It also aims at training learners to use the language accurately by regular practice in translation.

3. *Structural linguistics* or *structuralism* is an approach to linguistics which stresses the importance of language as a system and which investigates the place that linguistic units such as speech-sounds, words (free and bound morphemes) and longer stretches have within this system.

4. In Aspects of the Theory of Syntax (1965) Chomsky makes a cogent distinction between what the speaker of a language knows implicitly, i.e. linguistic competence and what he does, i.e. linguistic performance. **'We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in actual situations...'** (Chomsky 1965: 4)

5. The term *communicative competence* was first used by Hymes in deliberate contrast to Chomsky's *linguistic competence* to refer to what a person **'needs to know in order to communicate effectively in culturally significant situations'** (Hymes 1974:75). In other words, to know not only what is grammatically correct but what is socially appropriate and acceptable, i.e. to know the social (rules of speaking) which permit the appropriate choice of code elements and facilitates the whole process of communication.

6. *Councelor*, i.e. the teacher is encouraged to identify students who are having problems and learning difficulties, and to offer individual councel to students who need it (Richards and Lockhart 1996:100).

7. Although the terms *objectives* and *aims* are commonly used interchangeably without regard the subtle nuance between them, the language teacher should set them apart.

8. The *English Language Proficiency Test* (ELPT) was the name of a test last administered in January 2005. It was a one-hour multiple choice question given on English language proficiency. A student whose native language was not English could have chosen to take this test instead of or in addition to the TOEFL for college or university entrance depending upon the requirements of the schools in which the student was planning to apply. Until 1994, the tests were known as Achievement Tests. The ELPT assessed both the understanding of spoken and written standard American English and the ability to function in a classroom where English is spoken.

9. A *standardized test* is test which has been developed from tryouts and experimentation to ensure that it is reliable and valid. It is also a test for which norms have been established and it provides uniform procedures for administering (time limits, response format, and number of questions) and for scoring the test.

CHAPTER TWO

ENGLISH LANGUAGE TEACHING IN ALGERIA

STATE OF THE ART

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CHAPTER TWO

ENGLISH LANGUAGE TEACHING IN ALGERIA

STATE OF THE ART

2.1. Introduction

Algeria, like other non-English-speaking countries in the world, is well aware of the key roles the English language plays in virtually all domains, economic, financial, political, educational, linguistic, scientific and so on locally and globally; these being, so to speak, the logical outcomes of the globalization process[1]. This explicit recognition has led policy-makers to reconsider the teaching of English at the different levels of education, middle, secondary and tertiary[2].

Needless to recall, English is undisputedly the first genuinely global language of world communication. It is the main language of the world of diplomacy and business negotiations. It is the language of scientific and technological literature. In a very metaphorical way, Kachru posits that,

> *In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power.*

> (Kachru 1986:1)

This worldwide recognition is logically the result of the massive changes in the economic fortunes, and in the overall balance of world power (Crystal 1990), as well as to the extent to which the language is found useful outside its original setting. No language has achieved such a widespread profile, or is likely to, in the foreseeable future. As Ibn Khaldun noted in his AL Mukadima, ***"The triumph of a language reflects its speakers' triumph and its position among languages expresses its position among nations."***

The concern of this chapter is to shed some light on the English language teaching situation in Algeria from a number of different angles: political, economic, educational and linguistic. This chapter also discusses the status of French swinging between a second language and a first foreign language, as well the new status assigned to English in the light of the relentless globalization process.

2.2. Status of English in Algeria

The status of English in Algeria is nearly the same as that of the other countries of the world where English is regarded as a foreign language. However, things are rather different with French which has been left over from a period of colonial rule. Yet, two conflicting views arise when touching the issue related to the status of the French language in Algeria. One advocated by the politician and policy-maker is that Arabic is the national and official language of the Democratic and Popular Republic of Algeria, and French is a foreign language, the first foreign language; English being the second one, a logical outcome of status planning[3]. This classification of French and English in terms of first and second foreign languages respectively is an

educational one, i.e. how these two languages are ranked in the education system and school curriculum.

The other opposing view is that of the sociolinguist who, in the light of the different recognized functions the French language performs in the various domains, asserts that French is a second language. In other words, as Benmoussat (2003:101) notes, **'the political view claims that Algeria is a monolingual nation, while the linguistic view considers Algeria a bilingual country'.** This problematic, thorny and highly sensitive issue would lead us to tackle the dichotomy of second versus foreign language proper and in relation to second and foreign language learning.

2.2.1. Second Vs Foreign Language

The term 'foreign language' is most widely used in deliberate contrast to 'second language' in the context of non-native language learning. However, although the two terms are all too often used interchangeably, in certain cases a conceptual distinction is expressed in the use of 'second' and 'foreign' (Stern 1983). However, some linguists for example, Corder (1973); Widdowson (1983) and Crystal (1989) distinguish between 'foreign' language and 'second' language use, recognizing major differences in the learning aims, teaching methods and achievement levels involved. They virtually all agree that a second language is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business. On the other hand, a foreign language is a non-native language taught in school that has no status as a routine medium of communication in a country (Crystal 1989).

The term 'second language' when used to refer to the French language in the Algerian context has to be qualified,

clearly analyzed and scrupulously scrutinized. Arguably, in this very specific context, Taleb Ibrahimi[4] posits:

> *Oscillating constantly between the status of a second language and that of a privileged foreign language, between the denial, the expressiveness of its symbolic power and the reality of its use, the ambiguity of the place assigned to the French language is one of the marked facts of the Algerian situation.*

> (Taleb Ibrahimi 1995: 50)

The roots of the widespread use of the French language in Algeria can be traced back to historical considerations. Of all Arab countries subject to European rule, Algeria absorbed the heaviest colonial impact. The French controlled education, government, business, and most intellectual life for 132 years and through a policy of linguistic imperialism, to use Phillipson's (1992) term attempted to suppress Algerian cultural identity and to remold the society along French patterns. The effects of this policy, which continued to reverberate throughout Algeria after 1962, have perhaps been most evident in the legacy of a dual language system.

In sum, and from a sociolinguistic standpoint the French language is France's linguistic legacy to the Algerian people after a long period of colonial rule (1830-1962) and its value as an important language of wider communication continues to be recognized for **'full participation in the political and economic life of the nation'** (Paulston 1974:12-13). However, it is worth noting that all four Algerian constitutions (1963, 1976, 1989, and 1996) reject multiculturalism and multilingualism, stating that Arabic is the sole official and national language.

Nonetheless, Algeria is still a multilingual country where at least three languages[5] are in competition: Arabic, Tamazight, and French.

The status of the Tamazight is still controversial and open to debate. The Haut Commissariat à `l'Amazighite´ (High Commission for Amazighity) was created in 1995 to promote and develop Tamazight, with a view to introducing it in the educational system (the opening of undergraduate and postgraduate courses in Tamazight linguistics, literature, and culture at the universities of Tizi-Ouzou and Bejaia in the Kabylia region). In October 2001, after widespread unrest in Kabylia, Tamazight was recognized as Algeria's second national language. Nevertheless, it is still not an official language and continues to be a matter of contention in such areas as education. The current government, led by President Bouteflika, has stated that the recognition of Tamazight as an official language would require a change in the constitution – a change that is not about to be made in the near future (Ait Si Selmi 2006).

From the educational viewpoint, it is arguably a common belief among many Algerians, especially the what-used-to be called 'Francophones'[6] that the introduction of Arabic instead of French as the sole medium of education has led to a general fall in the pupils' academic standards. This has also led to low language proficiency among many students, or to what Brann (1990) calls a situation of 'semilingualism' to refer to the inability to use fluently two different language systems one is supposed to know.

2.2.2. Purposes of Second Language Learning

What are the purposes of second language learning or teaching? In very practical terms, what is the usefulness of

the French language in Algeria? As stated earlier, the French language is Algeria's linguistic inheritance from the colonial period. Its value as a language of wider communication continues to be highly recognised and greatly appreciated in the intellectual circle. Although worldwide the English language takes the lead in the fields of scientific and technological research, in Algeria the French language has its fair share as the language of access to science, technology, and international business. However, the 2004 reform of the educational system reinstated French as the first foreign language to be taught as a compulsory subject from the second year[7] of the primary education cycle.

The language-planning process in Algeria has resulted in a language shift, with Arabic replacing French to a certain degree in various areas of social life. However, paradoxically, owing to the policy of compulsory education for all, more people nowadays have a good working knowledge of French than during the colonial period. Yet, despite the large and nationwide Arabisation programme, French still remains the most widely used working language in many state-run administration and enterprises and virtually in all the public sector. A fact that has become obvious to many students who obtained an education in Arabic as their prospects for gainful employment becomes bleak without facility in French. For the élite French still constitutes the medium of modernization and technology. It facilitates the access to Western commerce and to economic development and culture.

Of the various factors that overtly reinforce and consolidate the presence of French in the Algerian society is the advent and the ready availability of satellite *dishes*

which have introduced all the French television channels into Algerian homes. However, despite the fact that Algeria is not a member of the French-speaking countries (francophonie), the current President Bouteflika attended the 1999, 2004 and 2008 francophone summits. Following his election in 1999 and his re-election in 2004, President Bouteflika dealt with issues that had hitherto been squashed by major taboos linked to Algerian history, religious practices, and the linguistic reality of the country. He **'praised the Jewish and Christian heritage of Algeria'** (Benrabah 2004: 51) and he was eager **'to re-establish a strong bilateral relationship with France by restoring technical and cultural education'** (Naylor 2000: 288).

2.2.3. Purposes of Foreign Language Learning

The post-war period announced the advent of an age of an unprecedented expansion of scientific, technical/ technological and economic activity worldwide. This has led to a flow of exchange between virtually all world nations. This state of affairs soon generated a need for a *lingua franca*. For various obvious reasons and more particularly for economic and military supremacy of initially Great Britain and later USA, the selection fell onto the English language. The English language was first spread around the world in the nineteenth century as a result of the growing British Empire. As British political power waned at the beginning of the twentieth century, American influence and prestige was on the ascendancy, further spreading the use of English and turning its status from a *lingua franca* to a global language.

It is worth noting that in Algeria the notion of foreign language is generally equated with English, as more than ninety-five percent of the pupils in Middle and Secondary

schools study that language. The rest are oriented towards the learning of Spanish. What is more, from the political standpoint English is viewed as the second foreign language (see 2.2.). The global importance of the English language as a language of science and technology, i.e. *a sine qua non* condition for development in its broader sense, has been dealt with in the third chapter (see 4.6.2.).

2.2.4. What Does It Mean To Learn English In Algeria?

As clearly stated by Cunningsworth (1983), learning a language involves learning to use the linguistic resources provided by the language; it involves learning the linguistic system. There is no doubt that a good command of the phonology, grammar, and lexis a language of wider communication, not least English, is necessary to facilitate international communication. Yet far beyond the linguistic knowledge, there are other major assets.

In the past the reasons for behind foreign language learning/teaching, what was to be called "les langues vivantes", were not well defined.

> *A knowledge of a foreign language had been generally regarded as a sign of a well-rounded education, but few had really questioned why it was necessary. Learning a language was, so to speak, its own justification.*

(Hutchinson and Walter 1995:6)

The recent changes in Algeria's politico-economic policies, which are actually logical outcomes the on-going globalization process, have significantly borne on the creation of new 'institutions' offering opportunities for *the* learning of the English language outside the classical state-

run institutions. Hence with the implementation of non-French and non-Arabic foreign companies and the proliferation of joint-ventures, the English language will gain much importance and a higher status in Algeria.

2.3. Teaching Methodologies

The second half of the twentieth century has witnessed the greatest changes in the history of language learning. More languages are now learned by people from all walks of life, and methods and approaches of teaching and learning foreign languages, not least English, are changing radically. Moreover, the dramatic advances in linguistic sciences and other related subjects, notably psychology and sociology have markedly contributed the increasing study of languages as part of general education. As Corder pointed out,

> *A process of 'bridge-building' has been taking place with the emergence of what can be called 'hybrid' disciplines, part linguistics and part psychology (psycholinguistics) and part linguistics and part sociology (sociolinguistics).*

(Corder 1973:81)

In other words, psychology is concerned with the study of learning strategies and sociolinguistics with the study of language in society.

2.3.1. Communicative Competence

The integration of sociolinguistics in the field of language teaching methodology has been a radical revolution. This branch of linguistics concerns itself particularly with language as it is used in a speech community. It employs the concepts and research techniques of sociology and linguistics. As Rivers pointed out, *"It [sociolinguistics] brings to light interesting information about language in*

organized communicative interaction within a community, about domains of language use…" (Rivers 1981:84).

Yet the novel and important aspect of sociolinguistics has been the elaboration of the concept of *communicative competence*, i.e. the individual's achievement of appropriateness and effectiveness in his choice of language (and associated non-verbal behaviour). Hymes pointed out that linguistic research was to establish what a speaker **"needs to know to communicate effectively and culturally in significant settings"** (Hymes 1974: 75).

Language, therefore, is no more considered as a system of elements, but rather as artifact, which arises from social and individual needs. In other terms, language should be described in terms of its functions. A functionalist view of language requires of the linguist a different answer to the question 'what is language?' and raises new questions, 'how does language work?', 'what is language for?' and so on.

2.3.2. Functionalism Defined

Functionalism has been defined as **"a view of language as a dynamic, open system by means of which a community exchanges information".** In this respect, one must understand the functions of language can perform and what various mechanisms are involved to cope with these functions. Jackobson (1960), Halliday (1975) and the Council of Europe (1975) have elaborated the basic functions language performs. For the sake of clarity and simplicity, we have opted to use the terminology proposed by Hartmann and Stork in their Dictionary of Language and Linguistics (1972). The basic functions proposed are as follows:

Representational, i.e. the use of language for the purpose

of portraying a situation.

Appellative, i.e. the use of language for the purpose of asking for a response or action by the person addressed.

Expressive, i.e. the use of language for the purpose of verbalizing a person's feelings.

Communicative, i.e. the use of language for the purpose of conveying information between a speaker or writer and listener or reader.

Cognitive, i.e. the use of language for the purpose of intellectual activity such as reasoning.

2.3.3. Functionalism and Language Learning

From a pedagogical standpoint, the functionalist approach has advocated the apprehensions by the pupils themselves of the way language works. Functionalists prefer learners to develop a rule of generalisations themselves after they have heard or seen certain forms and practised them in a number of different ways, following a process of inductive learning, i.e. moving from the examples to the rule. Thus, a functional approach, to be effective, requires ready participation of the learner in the learning activities (Rivers 1981).

2.4. Methods and Approaches

ELT in Algeria has witnessed the implementation of the different methods and approaches that the literature of foreign language learning/teaching has developed and elaborated, moving from the classical methods to the most recent one: the competency-based approach, or CBA, for short. For the sake of a comprehensive study of English language teaching methodology in Algeria, let us have a look at the

different methods and approaches that have significantly
marked EFL classrooms.

2.4.1. Grammar-Translation Method

The grammar-translation method, as its name implies,
leans heavily on the formal description of the target
language and upon exercises of translation into and out of
the native language. Needless to recall the term native
language is used here to refer to the French language (see
2.2.1.). It aims at inculcating the learner with a wide range
of lexical items, mainly literary terms. The learner is
supposed to learn the grammatical rules and their exceptions,
as well as paradigms and vocabulary list by heart.

This classical method, however, is not without its
critics. The criticisms come mainly from two directions.
First of all, the systematic and formal description of the
target language does not enable the learner to use the
language, but rather to learn and accumulate a passive
knowledge of the language. As Halliday posits:

> *Knowledge about language may be beneficial in its
> own right as providing an intellectual exercise;
> this does not necessarily determines its place, or
> even determine that it has a place in a language
> course.*

(Halliday *et al.* 1964:255)

Thus learning a language is not just a matter of
acquiring a set of rules and building a lexicon. It is how
well the learner can use the language, and not how much he
knows about it that matters most in the context of foreign
language learning. Consequently, teachers should be aware of
the fundamental distinction between language *use* and language
usage. Widdowson (1978) defines *use* as being the
manifestation of our knowledge of the language system to

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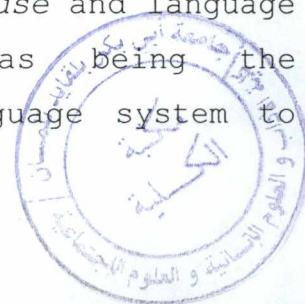
achieve some kind of communicative purposes; and *usage* as the manifestation of our knowledge of the language system.

Secondly, translation is an art on its own; it should taught separately as it presupposes a through linguistic knowledge of both the source and target languages. Experience has shown that, when translation becomes a means of teaching, it may cause confusion and may lead to a word-for-word exchange which can do great harm to the language learning process. As Halliday *et al.* report

> **Translation is, in fact, an extremely complicated sand difficult task. It is far from being the simple, obvious exercise it is sometimes described to be. In its usual form it is more appropriate to the advanced stages of a university special course, when the literary and historical styles are being studied, than to the early stages of acquiring practical skills in a foreign language.**

(Halliday *et al.* ibid: 268)

In this context, it is worth mentioning P.M. Richard and Wendy Hall's series of ELT textbooks which are, in effect, illustrative examples of the grammar-translation method. The series in question consists of the following textbooks: *Anglais Seconde Langue, Classe de Quatrième*, (1960), *Anglais Seconde Langue, Classe de Troisième* (1961), *L'Anglais par la Littérature, Classe de Seconde* (1962), *L'Anglais par la Littérature, Classe de Première* (1963) and *La Vie en Amérique : 1ère ou Classes Terminales* (1963). Once again it is worth remembering that these French-designed ELT textbooks were government-prescribed in the newly independent Algeria. Paradoxically and in spite of the fact that these textbooks were grammar and translation-based, they produced excellent results and high academic standards. However, the changing needs of the ELT methodologies and other political

considerations made it imperative that textbooks be updated accordingly. One should note, however, that the aforementioned textbooks were intended to the first, second and third years of secondary education respectively.

2.4.2. Direct Method

As a reaction against the grammar-translation method, a new method was born emphasising language learning by direct contact with the foreign language in meaningful situations. Mackey (1965:149-50) summarised the main principles of the direct method.

1. The use of everyday vocabulary and structure.

2. Grammar is taught by situation.

3. Use of many new items in the same lesson to make the language sound natural and to encourage normal conversation.

4. Oral teaching of grammar and vocabulary.

5. Concrete meanings through object lessons, abstract ones through the association of ideas.

6. Grammar illustrated through visual presentation.

7. Extensive listening and imitation until forms become automatic.

8. Most of the work done in class.

In this respect, the direct method strived to overcome the two major faults of the grammar-translation method by substituting language contact for grammar recitation, and language use for translation. The central idea of the direct method is the association of words and phrases with their meaning through demonstration, dramatisation, pointing, As Lado stated,

> ***The direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind.***

(Lado 1964:5)

This method provides an exciting and interesting way of learning a language through activity. But as Rivers pointed out,

> ***Since students are required at all times to make a direct association between phrases and situations, it is the highly intelligent student with well-developed powers of induction who profits most from this method, which can be discouraging and bewildering for the less talented.***

(Rivers 1981:34)

In order to overcome the problems mentioned in Rivers's quotation and to counteract the tendency towards inaccuracy and vagueness, educators have advocated the reintroduction of some grammatical explanations of a strictly functional kind given in the mother tongue. Also, where it is difficult to establish the meaning of words and phrases by gestures or sketch, teachers can give a brief explanation in the mother-tongue.

In Algeria, however, the direct method first entered ELT Middle School classrooms in the early 1970s with Broughton's ELT textbook Success with English. A former English language inspector reported that Broughton's Coursebook was appropriate for the proficiency level of our 3rd and 4th year Middle-School pupils, but its content was highly inappropriate; the use of sentences like: *Jillian is Martin's girlfriend* and *Martin is Jillian's boyfriend* should be

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avoided at this stage; our traditional attitudes to boy-girl relationships differ sharply from modern British attitudes.

2.4.3. Communicative Language Teaching

The 1970s witnessed a widespread reaction against the approaches and methods that focused too much on the formal properties of language at the expense of the communicative nature of language, i.e. the teaching of language which paid little or no attention to communication. As an direct outcome of such reaction, as Crystal notes,

> *A concern developed to make FLT 'communicative', by focussing on learners' knowledge of the functions of language, and on their ability to select appropriate kinds of language for use in specific situations.*

(Crystal 1989:374)

Communicative language teaching has attracted a worldwide interest and has significantly imposed itself in the practice of modern foreign language teaching.

Although Algeria was one of the pioneers in implementing communicative language teaching, little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach (Benmoussat 2003). Holliday (1997) describes the 'popular perception' of Communicative Language Teaching as including the following:

- Primacy given to oral practice.

- Practice equally distributed in the classroom.

- Group or pair work for enabling equal distribution of practice.

- Most useful in classes under 20 seated in a U-shaped

arrangement.

Needless to recall, communicative language teaching in the 1980s was a banner under which language teachers would march. This is another way of saying that this approach to language teaching has become so over-used that it has begun to lose its meaning. The following is an attempt to give a taxonomy of the characteristics underlying communicative language teaching:

- Learners learn through communicating in the target language rather than overt teaching of atomized particles of the language.

- Authentic texts are used.

- Activities are done for reasons of meaning rather than form.

- Interaction is meaning focused rather than form focused.

- Comprehensible communicative competence is the aim: activities are aimed at fluency rather than accuracy and by extension, over-learning.

- Feedback given by the teacher is related to the communication information gap and not to the language point in question. That is, meaning is presented subtly.

- Learners are given opportunities to focus on the learning process as well as the language items.

- An attempt is made to link classroom learning with language use outside the classroom.

- Target language is properly contextualised.

- Communication starts immediately, rather than after long periods of grammar, vocabulary or drills.

- Sequencing of presentation is dictated by function or need and not linguistic complexity.
- Communicative competence is reached through trial and error and mistakes are considered a part of learning process.

One of the main criticisms one can make to this approach is that it is derived from Western models and implemented on the basis of concept developed in the Anglo-American applied linguistic context, i.e. the provision of a supportive and consolidating linguistic environment. In its original version it has been uncritically adopted to the Algerian foreign language teaching context, i.e. lack of a supportive and consolidating linguistic environment (see 2.2.1.). It goes without saying that, a successful and promising educational policy of language teaching, not least English due to its worldwide recognition as a global language, requires a great deal of institutional support in terms of class size, classroom materials, teacher training and other related educational inputs.

2.4.4. Competency-Based Approach

The competency-based approach, or CBA for short, has been introduced in the educational system since 2003. The principles underlying this approach apply to all the disciplines that are part of the school curriculum. Historically speaking, the competency-based approach was first introduced in the USA in the early 1970s. However, it started gaining ground throughout the world in 1990s to overcome the shortcomings and weaknesses of the teaching-by-objective methods.

As a compound noun the approach consists of the term *competency* and *approach*. The term *competence* refers to the acquisition of a know-how which integrates and mobilizes a set of capacities, skills and an amount of knowledge that can be used effectively in various problem-solving situations. As an approach, it relies on an assessment tools that identify not only the technical skills a learner possesses, but also the behavioural competencies. In sum, the competency-based approach draws on the following principles:

- Competencies are demonstrated by the learner as being role relevant.

- Competencies are explicit in stating levels of mastery under specified conditions.

- Competencies are specified to learners prior to instructions.

- A system exists for documenting the competencies achieved by each learner.

- Detailed training materials are keyed to the competencies achieved and designed to support acquisition of knowledge and skills.

- Supporting theory is integrated with skill practice. Essential know-how is learnt to support the performance of skills.

As any teaching method or approach, the competency-based approach has its advantages as well as its drawbacks. The following table gives a summary of both the advantages and drawbacks of this teaching approach:

Advantages	Drawbacks
●Learning tasks, competencies, are clearly stated in performance terms; the students know exactly what they are expected to achieve.	●Unless follow up-assistance of the teacher is provided for the students, there is a tendency to teach as teachers were taught.
●Criteria used to assess compet-encies are based on performance objectives specified in advance and made know to the student.	●Students slip back into the role of the traditional teacher.
●Students rely on themselves as they succeed in mastering spec-ific competencies.	●Lack of appropriate evaluation methodology and instrument-ation.
●Students are frequently provided with the immediate feedback concerning their progress, resulting in almost continuous reinforcement.	●Difficulty identifying and validating the essential competencies.
●Emphasis is placed on the student's ability to perform rather than only the student's knowledge.	●Teacher resistance to innov-ation and change.
●Instruction is competency-based rather time-based.	●Staff mobility.
●Assessment of the student's competency strives for object-ivity and is criterion-referenced rather than norm-referenced (see Notes to Chapter Four 4).	
●Research claims that competency-based approach is more cost-effective, more relevant, more flexible and more self-satisfying than the traditional approaches.	

Table 2.1. *Advantages and drawbacks of competency-based*

   approach

   The implementation of the competency-based approach in the Algerian educational system in general and the ELT classroom in particular has, by cause and effect

relationship, given rise to a radical change in the national curriculum guidelines, elaboration of new textbooks such Spotlight On English for 1ˢᵗ AM, the English Courses Series for the 2ⁿᵈ and 3ʳᵈ AM and On The Move for 4ᵗʰ AM. As for the secondary level, one can mention At The Crossroads for 1ˢᵗ AS, Getting Through for 2ⁿᵈ AS and New Prospects for 3ʳᵈ AS. It is useful to recall in this very specific context that the competency-based approach is part of the educational level of integration. This level is itself part of the multi-dimensional globalization process.

2.5. The BAC Examination

The *Baccalaureate*, often known in Algeria and many French-speaking countries colloquially as 'le BAC', is an academic qualification which students sit at the end of the lycée (secondary or high school). The Baccalaureate exam, the preparation for which seems to outweigh everything else in the Algerian secondary schools in terms of importance. It is the main diploma required to pursue university studies. Much like British A-Levels[8] or American high school diplomas, the *Baccalaureate* allows Algerian and international students to obtain a standardized qualification, typically at the age of 18. This high-school diploma qualifies students for tertiary education.

The majority of the *Baccalaureate* examination takes place in a week in June. For lycée students, this is the end of the last year, *terminale* (3éme AS). This is a very stressful period for students and preparation starts early in the school year, sometimes even a few years beforehand. Most examinations are given in essay-forms. The student is given a period of time (depending on the exam, from two to four hours) to complete a multiple-page, well-argued paper. *The*

number of pages filled-out varies from exam to exam but is usually substantial considering all answers have to be written down, explained and justified.

The *Baccalaureate* material is the same for all students in a given stream. Secrecy surrounding the material is very tight and the envelopes containing the exams are unsealed by a high-ranking school officer (usually a principal or vice-principal) in front of the examinees only a few minutes prior to the start of the examination. The procedure is the same for each subject, in each stream. Students usually have an identification number and an assigned seat. The number is written on all exam material and the name is hidden by folding and sealing the upper right corner of the examination sheet. In this way, anonymity is clearly respected.

Each *Baccalaureate* stream has its own set of subjects that each carries a different weight (*coefficient*). For example, in the Sciences and Mathematics streams, the disciplines of natural sciences, mathematics and physical sciences carry more weight than the literary and social disciplines such as French, English, geography and history. Students usually study more for exams that carry heavier weights since the grade they obtain in these exams may have a bigger impact on their mean grade.

2.6. ELT Testing: An Overview

Needless to say, English language teaching in Algeria has steadily improved since independence in 1962. However, at present the immediate goal and the principal motivating drive pupils in both Middle and Secondary schools manifest to learn English is to pass examinations, not least the BEM (Brevet d'Enseignement Moyen) and the Baccalaureate exams. It is

worth noting that the BEM is an official national end-of-year exam for pupils attending the 4th AM of middle-school education. It is a very important and decisive exam in the sense that the average of the marks obtained in the different examined subject matters, with a coefficient of two, added to the annual average, the result obtained is divided by three. The combination of the average obtained in the exam in question and that of the year should at least 10/20. This will help the pupil pass to the secondary-education level or to the 1st AS. Yet, it is required in order to enter the lycée. Unlike the Brevet, the Baccalaureate exam is, in effect, a more important and a more decisive exam for 3rd AS pupils in the sense that its passing allows them to enter university.

Arguably, virtually all informants in both Middle and Secondary schools make reference to passing exams as the principal drive to studying English. In this very specific context, one should note the extra remedial lessons offered by teachers to pupils outside school sessions, or what are commonly called *"les cours de soutient" or "cours privés"*. However, as Alexander notes **'a formal examination with its bias towards the written language will only exert a pernicious influence on language learning when it is regarded as an end in itself.'** (Alexander 1967: vii). This instrumental motivation is beneficial in its own right; passing an exam, be it an official and public one or classroom activity, can have a positive or negative effect on the whole learning process, what applied linguists and educationalists call *washback effect*. Because of the paramount importance of the impact language testing has on the whole language teaching and learning process, the concept

of the washback effect will be dealt with in detail in Chapter Three (see 3.2.2.).

There is a common belief among 4th AM and 3rd AS teachers that the curriculum is somehow "overloaded" and consequently the respective teachers should "cover the syllabus" rather than teach effectively and with pace according to the degree of intake and assimilation of the learners. This has lead teachers to select only those aspects of language that feature prominently in the BEM and Baccalaureate exams (Benmoussat 2003).

On the other hand, one should note that both the teachers and the administration give too much importance and accord too much value to the results obtained by their pupils in official exams. In other words, they assess their pupils' achievement in the BEM and Baccalaureate exams. However, this selective focusing teaching/testing may have a deleterious backwash effect on methodology as classroom teachers are under pressure to teach "exam English". Arguably, emphasis should be put on academic success and concentration on the pupil's development of his or her potential rather than on training them for a particular exam (Benmoussat ibid).

2.7. Conclusion

Algeria is relatively speaking still a young country which is determined to convert all her productive potential into that of a modern state. She wants to extend her commercial and cultural exchanges which used to centred towards France to cover other countries. The awareness of the widespread use of the English language, as well as its importance in the fields of science and technology has

imposed itself overtly. This fact has largely favoured the promotion of ELT in Algeria.

Needless to recall that the different officials in charge of the Ministry of National Education and the Ministry of Higher Education and Scientific Research have always expressed their will and eagerness to promote the teaching of English in terms of textbooks elaboration and teacher-training programmes. Although there are still many schools with over-crowded classes, a lack of appropriate teaching facilities and insufficient pedagogical structures, there is a commitment at the highest level to continue efforts to improve foreign language teaching in general and ELT in particular.

What is more, the advent of the globalization process and its relentless progression has given a new impetus to the teaching of English and directly has promoted its status from an international language to a global language. Knowledge of the English language is more perceived as a sign or a mark of a well-rounded education as it used to be in the past, but as a must for people from all walks of life. The goals of language learning were in the past, so to speak, ill-defined to the extent that the term TENOR[9], Teaching English for no Obvious Reasons, has been introduced in the ELT literature.

At present, the globalization effect has given rise to a new mass of learners expressing their will and availability to learn English, not for the pleasure or prestige to learn Shakespeare's language, but because English has become *de facto* as Kachru (1986) notes the fabled Aladin's lamp which permits its owner to open the linguistic gates to international business, technology, science and travel. In sum, English provides linguistic power.

Notes to Chapter Two

1. Globalization (or globalisation) in its literal sense is the process or 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. In more simple and clearer terms it refers to the imposition of one-world order; this order operates through different levels of integration: political, economic, financial, educational, linguistic, etc.

2. At the primary level, the French language is taught as a foreign language starting from the third primary year (3ème Année Primaire).

3. Status planning, being part of language planning, refers to the authoritative decisions to maintain, extend or restrict the range of use of a language in a particular setting, i.e. the promulgation of a language as a national/official language (Gorman 1973). The term was used by Kloss (1969) for the importance given by the state; an alternative term is language allocation. (Gorman, T.P. (1973) Language Allocation and Language Planning in a Developing Nation. In Rubin and Shuy 1973:72-82.

4. The translation is mine; the original quotation in Taleb Ibrahimi's <u>Les Algériens et leur(s) langue(s)</u> is as follows:

'Oscillant constamment entre le statut de la langue seconde et celui de la langue étrangère privilégiée, partagée entre le déni officiel, la prégnance de son pouvoir symbolique et la réalité de son usage, l'ambigüité de la place assignée à la langue française est un des faits marquants de la situation algérienne'.

5. The term *language* is used to designate a speech variety that standard, i.e. possessing an agreed set of codified norms which are accepted by the speech community and form the basis of the formal teaching of the language (see Stewart's 1962 model in Bell 1978:148).

6. The term *Francophones* is used here to refer to the offspring of the French School, i.e. those who view French as a key to education and economic betterment, modernization and

progressive values. The term used in deliberate contrast to *Arabophones* or *Arabisants*.

7. In 2004 the French language was introduced in the primary cycle and became part of the school curriculum stating from the second year then it was delayed to the third year two years later for no obvious reason.

8. The *Advanced Level* General Certificate of Education, universally referred to as an *A-Level*, is a qualification offered by education institutions in England, Wales, Northern Ireland and by a small minority of institutions, typically private, in Scotland.

9. The acronym TENOR (Teaching English for no Obvious Reason) was coined by Abbot and Wingart (1981) to describe ELT situations in many developing countries.

CHAPTER THREE

DEVELOPMENT AND USE OF LANGUAGE TESTS

CHAPTER THREE

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CHAPTER THREE

DEVELOPMENT AND USE OF LANGUAGE TESTS

3.1. Introduction

Language testing has become a central issue in second and foreign language teaching. A substantial literature has developed on the topic[1]. Language teachers regularly use tests to help diagnose students' strengths and weaknesses, to assess student progress, and to assist in evaluating student achievement. Language tests are also frequently used as sources of information in evaluating the effectiveness of different approaches to language teaching. In sum, as sources of feedback on learning and teaching language tests can thus provide useful input into the process of language teaching.

Conversely, insights gained from language teaching practice can provide valuable information for designing and developing more useful and more appropriate tests. Language tests are used in two main ways: as sources of information for making decisions within the context of educational programmes; and as indicators of abilities or attributes that are of interest in research on language teaching. The first way is our direct concern, as it gives a micro view on the role of testing in the overall language teaching/learning situation. However, in the context of research, the analysis and interpretation of test results can be of a valuable help to our understanding of the nature

of language proficiency, and may have implications for language learning and language teaching (Bachman 1990).

3.2. Use of Test in Educational Settings

In educational setting the major uses of test scores are related to evaluation, or making decisions about learners or programmes. Ur (1996) states nine reasons for testing whereby tests may be used as a means to:

1. give the teacher information about where the students are at the moment, to help decide what to teach next;

2. give the student information about what they know, so that they also have an awareness of what they need to learn or review;

3. assess for some purpose external to current teaching (a final grade for the course, selection);

4. motivate students to learn or review specific material;

5. get a noisy class to keep quiet and concentrate;

6. provide a clear indication that the class has reached a 'station' in learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole;

7. get students to make an effort (in doing the test itself, which is likely to lead to better results and a feeling of satisfaction;

8. give students tasks which themselves may actually provide useful review or practice, as well as testing;

9. provide students with a sense of achievement and progress in their learning.

(Ur 1996: 34)

In sum, then, from a language learning perspective, tests are used for pedagogical purposes, either as a means of motivating students to study, or as a means of reviewing

material taught. On the other hand, and from a language teaching perspective, testing has a 'lot to reveal' to improve students performance. This can be summarised in three main ways:

1. Testing can be used to shape and "pull" teachers' pedagogical practices in desirable ways.

2. Testing can motivate teachers to improve their teaching.

3. Testing gives teachers information with which they can target remediation.

(Chapman and Snyder 2000: 458-466)

3.2.1. Teaching and Testing

Testing is one of the most controversial areas in language teaching, and at the same time it is necessary as a sort of completion of the teaching/learning progress. In fact, if testing is adequately prepared and well administered on the basis of *'test-what-you-teach'* motto, it checks the effectiveness of the process as a whole.

In this respect, **'Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other'** (Heaton 1988:5). From this perspective, one can consider the relationship between testing and teaching as one of partnership in the sense that **'it [testing] should be supportive of good teaching and where necessary, exert a corrective influence on bad teaching'** (Hughes 1989:2).

On the other hand, the teacher, as a practitioner, should bear in mind that teacher-made tests can be superior in certain respects to the professionally-made tests. Many teachers believe that writing tests requires some sort of expertise. Yet, it is axiomatic that the teacher is the one

who best knows the teaching profession; he is in a better position than anyone to state in precise and clear terms what his learners have been taught and where they have been up to. This is to say that:

> **A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement … it follows that the person best prepared to set the test is the teacher.**
>
> (Harrison 1983: 1)

There is another important aspect which underlies this quotation; it's the fact that apart from being used formally for public examinations, a test can be used as a constructive and practical learning strategy offering learners useful opportunities for the discussion of many aspects of the teaching/learning process. This point would lead us to a discussion of the effect of testing on teaching, what applied linguists call the _washback effect_.

3.2.2. Washback Effect

The concept and study of washback has been derived from recent developments in language testing reform in the areas of general educational assessment. Bachman and Palmer (1996) consider washback to be a subset of a test's impact on society, educational systems and individuals. They believe that the test's impact operates at two levels: 1) the micro level, i.e. the effect of the test on individual students and teachers and 2) the macro level, i.e. the impact the test may have on the education system and/or society. In this very specific context, Bachman points out,

> **Tests are not developed and used in a value-free psychometric test-tube; they are virtually always intended to serve the needs of an educational system or of society at large.**
>
> (Bachman 1990: 279)

Yet what is washback and how does it affect the different partners involved in the educational chain?

3.2.2.1. Definition of Washback

Washback is a term all too often used in the literature of language testing. However, the word *backwash* can be found in some dictionaries and is defined as '*usually unpleasant results of an action, policy or event: the backwash effect of the war years.*' By the Oxford Advanced Learners Dictionary, and '*unpleasant after-effects of an event or situation*' by the Collin's Cobuild Dictionary of English Language.

Washback, commonly used in the field of applied linguistics, refers to **'the impact of a test on teaching'** (Anderson and Wall 1993: 41). On the other hand, Pearson notes that:

> **It is generally accepted that public examinations influence the attitudes, behaviours, and motivation of teachers, learners and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term washback.**

> (Pearson 1988: 98)

However, Biggs (1995) uses the term *backwash* to refer to the fact that testing drives not only the curriculum, but teaching methods and students' approaches to learning.

According to Anderson and Wall (ibid: 115), the notion that testing influences teaching is referred to as '*backwash*' in general educational circles, but it has come to be known as '*washback*' among British applied linguists, though they see no reason, semantic or pragmatic, for preferring either term[2]. Yet, the washback effect[3] can be harmful or negative

or beneficial or positive. In an important paper on testing listening comprehension, Buck (1988) notes:

> *There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom … is, of course, very important; this washback effect can be either beneficial or harmful.*

<div align="right">(Buck 1988: 11)</div>

Thus, Buck's definition stresses the impact of a test on what teachers and students do in classrooms. In our context, this phenomenon illustrates the power of the BEM and Baccalaureate examinations to change the behaviour of teachers and students in terms of classroom practice.

3.2.2.2. Positive/Negative Washback

Washback is an inherent quality of any kind of assessment, especially when pupils and students' futures are affected by the examination results, regardless of the quality of the examination. When learners hear the word TESTING, they feel nervous and tense. There is often a great pressure on them to succeed and if they don't pass, they are branded as failures.

All too often these negative feelings stem from the fact that there seems to be a divorce between the way the lessons are carried out in the classroom and the types of tests our learners are expected to pass (see Appendix I). When is washback negative or harmful?

- When training for a particular test comes to dominate classroom work.
- When teachers teach one thing and the test then concentrates on another one.
- When teachers end up "teaching to the test".

3.2.2.3. Washback Effect on Teachers

Needless to recall there is a strong belief among 4th AM and 3rd AS teachers that the curriculum is somehow "overloaded" and they should "cover the syllabus". This has lead teachers to select only those aspects of language that feature prominently in the BEM and Baccalaureate exams. What is more, it is common practice that Board of Education assesses the academic value, pedagogical progress of a school or educational institution in relation to the results obtained by the pupils/students in official exams –BEM and Baccalaureate.

However, this selective focusing teaching/testing may have a harmful washback effect on methodology as classroom teachers are under pressure to "teach to the test" in other terms, "to teach exam English" (see 2.5.). In this very specific context, Swain (1985: 43) notes that *'teachers will teach to a test: that is, if they know the content of a test and/or the format of a test, they will teach their students accordingly.'* What is more, Davies argues that *'Working under constant examination pressure also prejudices the balance between the subject itself and its examination. As this importance of the latter increases and it becomes a mere means to an end'* (Davies 1985:87). Yet, a few teachers cling slavishly to the textbook and believe they have to follow the textbook faithfully because the exam may test any of the content therein.

It is worth noting that many of the classrooms we have visited have 'dissolved': schools stop giving classes by mid May so that students could study on their own. We should also note that most teachers follow the textbook during the first two terms of the year but that the third term is very

different because teachers finish or abandon their textbooks and begin intensive work with past papers and commercial publications to prepare their students for the exam. At this point there is an obvious exam impact on the content of the teaching. This kind of test-preparation wave is probably most observable in the Baccalaureate exam than the BEM one.

However, washback need not always be negative. Generally speaking, if a test is congruent with the sentiment and purposes of the course objectives, beneficial or positive washback can be achieved. In very practical terms washback is positive

- When the test we choose is coherent with the course objectives and the teaching style we adopt.
- When the level of the test is suitable for learners.
- When learners see the test as a natural extension of daily work.

As teachers it is our duty to choose the best type of test which is in harmony with our teaching style. The test should mirror what we do in class. In other words, the tasks that we expect our learners to perform in classroom activities must be in concert with the tasks they are asked to do in tests in the sense that they must be familiar with the tasks and techniques that the teachers use to assess the learners' language skills or other study skills. A testing principle is worth noting here: the teacher should not use a technique not used in the teaching process as a test technique to have positive washback effect of testing on language learning and teaching (see 1.4.).

In short, as Cheng (2006) posits washback, be it positive or negative, is an educational phenomenon derived

from research studies into (a) the relationship between teaching, learning and testing and (b) the relationship of curriculum change and innovation. The extensive use of tests for various educational and professional purposes in society nowadays has made the washback effect a high-interest phenomenon in the day-to-day educational activities of teachers, researchers, policy-makers and others in the field of education.

3.2.2.4. School Tests vs External Tests

As clearly stated above, the washback effect refers to the impact of a test on classroom pedagogy, curriculum development and educational policy as a whole. In an attempt to compare internal or school tests with external tests, the BEM and Baccalaureate examinations, we can assert that the external tests have become most powerful assessment instruments, capable of changing and prescribing the behaviour of those affected by their results, such as administrators, teachers and students (Shohamy 1993).

Officials and decision-makers at the level of the Ministry of National Education, well-aware of the authoritative power of external tests, have often recourse to them as a top-down procedure to impose new curricula, textbooks and teaching methods. By analogy, in effect, most of our EFL teachers follow the new approach to language teaching, Competency-Based Approach, simply by adherence to the new textbooks. What is more, external tests are currently used as a means to motivate students to study more, as a means of reviewing material taught and as a means of urging teachers to teach more effectively and diligently.

The number of 4th AM and 3rd AS students attending private remedial and consolidating courses outside school is

increasing every year. The students spend evenings, weekends and even the holidays preparing for the test in teachers' homes or garages rent by teachers to offer coaching services. Supplemental education of this kind costs a good deal of money, and yet students and their families are willing to make such sacrifices. Ironically, it has become a fashion among those students to attend such courses (see 2.5.).

3.3. The BEM English Test

The teaching of English in Algeria has witnessed several approaches and methods since independence in 1962 (see 2.4.); so has the testing of English in the BEM examination. However, what seems to be somehow specific to the BEM examination is the different labels it has borne, from BEG (Brevet d'Enseignement Général) to BEM (Brevet d'Enseignement Moyen then to BEF (Brevet d'Enseignment Fondamental[4]) and finally now back to BEM. For the sake of clarity and comprehensiveness, samples of the BEM, BEF and BEM English tests have been selected for their text content and will form the basis of our analysis.

3.3.1. Samples of the BEM English Test

The BEM examination, a new version of the former BEG (Brevet d'Enseignement Général), was introduced in the academic year 1971-72. It coincided with the Arabization process (see 2.2.). However, the process did have an effect on ELT; hence no new test format was introduced. The following examples are representative samples of the BEM English tests of the 1970s:

Sample One

A Funny Story

My daughter Zina passed her B.E.M. exam last week so, she is going to invite her friends next Friday. My wife and I decided to make some cakes and buy some drinks for them. Yesterday I went to the market to buy some eggs. When I arrived there I got very surprised: a lot of people were pushing one another near the shop. I asked one of them:

"What happens here, please?"

"We are queueing up for eggs." He answered.

"I must buy eggs." I thought. So I queued up there. An hour later the grocer told us that there was no eggs left. Then I returned home angrily with hands empty.

I - Comprehension
- Why is Zina going to invite her friends?
- Why did her parents decide to do?
- Why did her father got surprised?
- Did he buy any eggs or not?

II – Vocabulary Give the opposites of the underlined words:
- I returned home <u>angrily</u> with my hands empty.
- Zina is <u>the best</u> pupil in the classroom, but Fatiha is ……………….one.
- This room is <u>dark,</u> but that one is ………….. .
- The baker is going to ……… But Zina's parents are going <u>to buy</u> them.

III – Grammar
A- Look at the underlined words and ask questions:
- We decided <u>to make some cakes.</u>
- I went <u>to the market.</u>
- <u>A lot of people</u> were pushing one another.

B – Write the correct tense of the verbs between brackets:
- As I (go) home, I (meet) my friend.
- Zina (do) her exercise every evening.
- She (invite) her friends a week ago.

Essay
Complete the conversation between Zina's parents.

Mother: Did you any eggs?

Father: …………………………

Mother: Why?

Father: …………………………

Mother: So, what are we going to do?

Father: We…………………………………………couscous.

Mother: But we haven't got any meat?

Father: Okay.

Mother: No, not tomorrow. You must buy some now.

Father: But I …………………………………………

Mother: Here are fifty dinars. Hurry up.

Sample Two

The Algerian farmers
In the past, the Algerian farmers lived in poverty under French colonialism. Their houses were bad. They worked very hard for the French and got very little money. There was no school for their children. They were considered inferior to the French. They produced a lot of food but could only have a little.

Today, they have got a new life with the agrarian revolution. They have grouped in "socialist villages" where they can find schools for their children, hospitals, mosques, shops, youth clubs…. Now they work for their country and they are very happy.

I - COMPREHENSION QUESTION
- How did the Algerian farmers live in the past?
- Did their children go to the school? Why?
- Where do they live today?
- Why are they happy?

II – GRAMMAR AND VOCABULARY
A- Write the verbs between brackets correctly:
Last week, I (visit) a farm with my father. We (go) there in our car. I (find) some farmers. When I (see) them they (cut) the grass. They always (do) it in spring and we (be) in April. If you (meet) farmers in their farm, they (invite) you to have lunch with them.

B – Ask questions on the underlined words like this:
    He visited the farm. What did he visit?

- The farmer works in the field.
- Yesterday he sold two cows.
- His wife has made a nice carpet.

C – Complete with the opposites:
My neighbour is a farmer, he never gets up late, he gets up ……His children are clean, they are not ……….. he is always happy, he never gets …………

III – ESSAY / Farouk is a journalist, he is asking Kouider, the farmer, some questions.
Farouk: Hello, I am ……from El-Moudjahid. Can you ……me about your past?
Kouider: Well, we ……………………………………………
Farouk: Did ………………………………………….to school?
Kouider: No, …………………………………………….
Farouk: Where are you living now?
Kouider: …………………………………………………………..
Farouk: Do you have everything you want?
Kouider: Oh, ………………and…………………happy.

3.3.2. Samples of the BEF English Test

The BEF examination started with the implementation of the Foundation School in 1984 (see Notes to Chapter 4). This mid-1980s' period coincided with the introduction and adoption[5] of the communicative approach, technically known under the term Communicative Language Teaching (see 2.4.3.) and the introduction of new local ELT textbooks: *The Learn English With Us series*: *Andy in Algeria* and *Madjid in England* to be replaced some years later by another home-made

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textbooks   series:   SPRING   (Book   One   and   Book   Two).   The
following   ELT   tests   represent   samples   of   the   BEF   exam   in
English:
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Sample One

Shopping in "Souk-el-Fellah"

        Majid spent his winter holidays in Algiers. One Thursday afternoon they went to "Souk-el-Fellah" to do their shopping. "Souk-el-Fellah" is a new kind of supermarket where you find nearly everything: fruit, vegetables, oil, meat, fish, rice, spaghetti… Things are cheaper than in small shops.

        It wasn't easy to find a place to park their car. Customers were queueing up near the doors; waiting for the opening time. Most of them were looking for imported things: mutton, cheese, eggs and bananas. Once again, it was difficult to push they metal trolleys through the crowded hall of the supermarket. They finally bought a lot of things. They emptied the trolleys, filled their bags, put them in the car and drove back home.

That day, they had a big dinner, but there was no desert.

"Why did you bring green bananas?" asked Majid.

"If you stay for ten days, you will eat a good yellow one" his aunt answered.

I- READING COMPREHENSION

Finish these sentences:

- Some people like doing their shopping in "Souk-el- Fellah" because ……
……………..
- Other people don't kike doing their shopping in "Souk-el-Fellah" because…
………………
– The bananas were not yellow, so …………………………………………

II- VOCABULARY

Choose the correct word.
- Mutton is (an animal, meat, a kind of cheese).
- Fruit, vegetables, meat, fish are (groceries, eating food).
- Customers (buy, sell, produce) things in the market.
- Once again, it was (full, hard, empty) to park the car.

III- Grammar

A – Complete with: for, since or ago.

- I haven't been to the supermarket ………… a long time.
- My father went there a week ……………………………
- They haven't imported any more eggs ……… last month.
- Majid hasn't had any eggs for breakfast ………he left England.

B- Give the form to the verbs in brackets.

- If you (to stay) for ten more days, you (to eat) a yellow banana.
- If he (to go) to the supermarket, he (to find) eggs and cheese.

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- They (to park) their car easily if they (to arrive) earlier.

VI- ESSAY

 This was the conversation between Majid and his cousin Farid before they went to the supermarket. What is Farid saying?

Farid: …………………………………………………………………..

Majid: "Souk-el-Fellah"? What is it?

Farid: …………………………………………………………………..

Majid: Oh, I see. What can we find there?

Farid: …………………………………………………………………

Majid: How shall we go there?

Farid: …………………………………………………………………

Majid: Sorry, Farid. I didn't know you have a car.

Sample Two

Madjer in Spain

Madjer went to school until he was sixteen years old. He wasn't very good at maths and French but he was fantastic at sport. His teachers and his friends liked his football very much. Madjer stopped going to school and got into the team of Algiers. He played very well and scored too many goals. Then he started playing for Algeria.

A few years ago, Madjer and his friends won all the matches in Africa and in June 1982, they played in Spain. Their first match was against the German footballers, but they won it for two goals to one. One of them was Madjer's. That was a big day for Algeria.

I- COMPREHENSION

- What's the text about?
- Why did Madjer leave school?
- Were the German footballers happy in June 1982? Why?

II- GRAMMAR

A- Put the verbs in the correct tense.

- Madjer never (smoke).
- Madjer has got a car, but he prefers (ride) a bicycle.
- If Madjer and Belloumi (not play) we (not win) the match.

B- Ask questions on the underlined words.
- We were happy in Algeria.
- Madjer practices football four times a week.

C- Put the superlative or comparative

- The Algerian goals were (beautiful) the German one.
- The first match was (good) the last one.
- The Algerian team wasn't the (bad) one.

III- ESSAY

This is an interview between a journalist and Madjer.

> Journalist: Why did you leave school too young?
> Madjer: ……………………………………………
> Journalist: ……………………………………………..
> Madjer: Yes, I was fantastic at football.
> Journalist: Now you play for Algeria, are you happy?
> Madjer: ……………………………………………
> Journalist: Did you play in Spain for the football match?
> Madjer: ……………………………………………
> Journalist: ……………………………………………..
> Madjer: I scored one.
> Journalist: That's fantastic.

3.3.3. Samples of the BEM English Test

The academic year 2004-05 marked the end of the Foundation School and the reintroduction of the BEM examination. Needless to recall, foundation education in Algeria had marked significantly the education system for some twenty years. The end of this system of education coincided with the implementation of the Competency-Based Education (see 2.4.4.). It is worth noting in this very specific context that this approach to education is part of the education level of integration which itself part of the globalization process (see Notes to Chapter Two 1). As for the BEM test of English, the following represent samples of the new era in the Algerian education system:

Sample One

On a <u>hot</u> and beautiful summer day, Ali and his friends went to the seaside. As soon as they arrived, Ali went into the sea and his friends played on beach. Some time later, they heard Ali shouting, "Help! Help! It's very deep! I can't swim! "His friends swam <u>quickly</u> to help him, but when they got <u>near</u> him, Ali laughed at them and said that it was a joke. His friends got angry and swam back, Ali went further into the sea. Then, they heard Ali shouting, again, for help. This time it was <u>true</u>, but his friends thought that it was another bad joke.

I – Comprehension: (06 pts)
1- Give a title to the text.
2- Did his friends want to help him the first time? Why?
3- Did they want to help him the second time? Why?

II – Vocabulary: (04 pts)
    Give the opposites of the underlined words:
    <u>Hot</u>, <u>quickly</u>, <u>near</u>, <u>true</u> .

III – Grammar: (05 pts)
1 - <u>Compare:</u> (02 pts)
    Summer is (hot) spring, but spring days are (beautiful) days of the year.

2 - <u>Give the correct form of the verbs in brackets</u>: (03 pts)
    Ali always (tell) lies. Last summer, he (make) a bad joke, but next time, he (be) very careful.

IV – Essay: (05 pts)
    Complete the end of story:
    Finally, …….. heard Ali and ……… to help him. But Ali had already drunk a lot of ………. So, they had to ………. him to the …………. .

Sample Two

Nobody could believe it, but it happened! The Titanic, which was the largest ship ever built, sank a few hours after hitting an iceberg.

The tragedy happened in 1912, on its first trip across the Atlantic Ocean. The Titanic was travelling from Southampton to New York with 2201 people on board. Only 711 of them could be saved by the Carpathia, a ship which was sailing some miles away, while 1490 people lost their lives in the accident.

Too many people died because there were not enough lifeboats for all of them and the crew was not prepared for such a catastrophe; they thought that the ship was safe in any difficult condition and could not sink. And also many passengers were sleeping and were not dressed warmly enough to survive in the very cold waters of the Atlantic Ocean.

New safety measures were taken after this accident and now ships carry enough lifeboats, lifevests and survivals kits for all the people on board and the crew is well trained for emergency situations.

                               (Adapted from various sources.)

Part one: (14pts)
Reading Comprehension (07 pts)

<u>Read the text carefully and do the following activities:</u>

<u>Activity one (03pts):</u> <u>Answer the following questions:</u>

1- Did the Titanic reach its destination?
2- Could all the passengers get into the lifeboats?
3- Are ships safer nowadays?

<u>Activity two (02pts):</u> <u>Complete the table with information from the text</u>.

A	B
number of survivors	
number of the dead	
number of passengers and crew members	
the year the Titanic sank	

Activity three (02 pts): <u>Match each word with its appropriate meaning.</u>

Ship	People travelling in a plane, boat, train….
Passengers	Take people or things from one place to another
Crew	Means of transport used to travel across water
Carry	People working on a ship (or a plane)

B – Mastery of language (07 pts)

Activity one (02pts): <u>Supply the punctuation and the capital letters where necessary.</u>

the tourists came to tamanrasset by plane didn't they

Activity two (03 pts): **Fill in the gaps with the suitable words. Choose from the following list: so – until – but – because.**

We usually travel by train, ……… yesterday we missed it …….. we didn't get up early. …….. we had to take a taxi.

Activity three (02 pts): **Find in the text four words that have the following sounds:**

/aɪ/ (five)	/ɪ/ (sit)
1- 2-	1- 2-

PART TWO (06 pts) Written Expression.

The editor of the school magazine wishes to publish some articles about the means of transport. You are really interested in this topic. Write an article about the means of transport you prefer.
        The following hints can help you:
-   plane/ boat/ train………………..
-   cheap / expensive………………..
-   comfortable…………………….
-   quick…………………………..
-   safe………………………………..

3.4. The Baccalaureate English Test

        The Baccalaureate ELT test has always been subject to the variations and changes that have affected the English language teaching methodologies from the structural approach to the competency-based education en passant by communicative language teaching. These different teaching methods and

approaches have moulded the EFL tests according to their principles and objectives. The 1980s and early 1990s English tests consisted of four sections involving different elicitation questions:

Section One consisting of questions and answers: A text followed by two types of comprehension questions formulated as follows:

1) Give short answers to the following questions
2) Answer the following questions in full sentences. Use your own words. Do not copy the text.

Section Two consisting of gap-filling and completion: The candidate has to complete a sentence by filling a gap or adding something. The gap is signalled by a blank or dash; the word to be inserted is not given or hinted at.

Section Three consisting of rewriting: A sentence is given; the candidate rewrites it, incorporating a given change of expression, but preserving the basic meaning. However, in some tests this section consists of two sub-sections: writing a paragraph in which the candidate is given a number of related sentences; he is then asked to reorder them to make a coherent paragraph. Usually one irrelevant sentence must be left out. The second sub-section consists of a dialogue-completion activity. This part became part of communicative language testing (see 4.2.).

Section Four consisting of essay-writing: The candidate is given a topic and asked to write an essay of a specific length.

3.4.1. Samples of 1970s/1980s English Tests

The 1970s and early 1980s had witnessed the dominance of the structural approach. This approach marked significantly ELT in Algeria through the introduction of L.G. Alexander's textbooks *Practice and Progress* (1967) and

Developing Skills(1967). The influence of *Practice and Progress* is clearly noticeable in several EFL Baccalaureate tests. Most gap-filling and completion exercises are texts lifted faithfully from Alexander's textbook[6]. The following samples give an illustrative of the aforementioned elicitation techniques:

Sample One

Session: June 81
Série: Lettres

SECTION I: *Read this text carefully, then answer the questions.*

Time

Time, as we know it, is a very recent invention. The modern-time sense is hardly older than three hundred years. It is a consequence of industrialism.

Time is our tyrant. We are continually aware of the moving minute-hand, even of the moving second-hand. There are trains to be caught, tasks to be done in specific periods, records to be broken by fractions of a second. Our consciousness means something of the smallest unit of time is now acute. To us, for example, the moment 8.17 a.m. means something very important if it happens to be the starting time of our daily train. To our ancestors, such an old idea of time was without significance – did not even exist. In inventing the locomotive, Watt and Stephenson were part inventors of time.

The importance of time is also experienced in the factory and in the office. Factories exist for the purpose of getting certain quantities of goods made in a certain time. The old craftsman worked as it suited him; the result was that the consumers had to wait for the goods they had ordered from him. The factory is a means for making workmen hurry. The machine turns so often each minute; so many movements have to be made, so many pieces produced each hour. Result: the factory worker (and the same is true of the office worker) is obliged to know time in its smallest fractions.

In the past, there was no such obligation to be aware of minutes and seconds. Our awareness of time has reached such a degree of intensification that we suffer badly whenever our travels take us into some corner of the world where people are not interested in minutes and seconds. The unpunctuality of the Orient, for example, is shocking to people who come from countries of fixed meal-times and regular train services. For a modern American or Englishman, waiting is a psychological torture. An Indian accepts the empty hours even with satisfaction. He has not lost the fine art of waiting and doing nothing. Our notion of time as a collection of minutes, each of which must be filled with some business or amusement, is wholly unknown to the Oriental, just as it was wholly unknown to the Greek. For the man who lives in a pre-industrial world, time moves at a slow easy peace. He does not care about each minute for the good reason that he has not been made conscious of the existence of minute.

a) *Give short answers to the following questions*: (5pts)
    1. Is the time one the causes of industrialism?
    2. Did the moment 8.17, for instance, mean anything in the past?
    3. Do people all over the world care about time in the same way?
    4. Have factories had any effect on the increasing importance of time?
    5. Was there any need to be aware of the existence of minutes and seconds
       in the past?

b) *Answer the following questions in full sentences. Use your own words. Do not copy the text.*
(15pts)

    1. In what ways does the modern way of life prevents us from forgetting about time?
    2. What do modern people feel when they have to wait?
    3. How did workers get to know time in its smallest divisions?
    4. Why do people in agricultural areas not consider time as important?
    5. Explain: "Watt and Stephenson were part inventors of time?

Section II Fill in each gap with One word so that the text makes sense. (10pts)

    The workers, who could not put up with the bad conditions, decided to ………. on strike. They had also been …………. about low pay for months and they always ………… meeting the boss, although their representatives tried in vain to …………make them accept a discussion with him. ……….
Of them stated that they would stay away ……… the government intervenes.
    Yesterday, however, the minister visiting the place ………in reaching
an agreement about the major problems. Now   that the solution has been brought, everybody ……….. the workers to resume work tomorrow and ……… the wives are looking ……… to their going back because, they say, the strike has developed bad tempers and unusual reactions at home.

Section III Complete the second sentence so that it means the same as the one given (10pts).
    1. They did not come early because they did not receive the message in time.
       Had they…………………………………………………………

    2. "Let's go to the theatre", he suggested.
       He suggested that …………………………………………………...

    3. Everybody says that the Bermuda Triangle is dangerous.
       The Bermuda Triangle is ……………………………………………

    4. As soon as the snow started to fall, they called the children home.
       The snow had hardly ………………………………………………..

    5. They kept quiet. They did not want to be seen.
       They kept quiet so as …………………………………………………..

    6. "You never worked hard at school", the father said.
       The father wished his son ……………………………………………

    7. They built the new city in two years.
       It took …………………………………………………………………

8. He advised us not to visit the South in summer.
   You ....

9. They sent me two free tickets for the international fair.
   I .... for the international fair

10. It is not necessary to worry about him. He is feeling better.
    You .... He is feeling better.

Section IV Write a composition of about 150 words on one of the following subjects: (20pts)
Subject I Would you rather live in a traditional community or do you prefer a modern way of life? State your reasons.

Subject II Do you think young people should get on their parents' advice or make decisions alone concerning their future?

Sample Two

Session: June 85
Série: Lettres

The Great Extermination

Very soon some of the most spectacular animals in the world will cease to exist. And who's to blame? We are-we, who use products obtained from them.

Creatures like the whale and the tiger, the crocodile and the python have been hunted to the verge of extinction so that we can spread them on our faces, make ourselves smell nice, keep our money in them and wrap them round ourselves-not reason which could be considered essential or for which there is not an alternative.

As long as we continue to buy products made from wild animals, other people will continue to kill them. It seems that nothing speaks louder than profit.

Three or four centuries ago, there were about 13,200 known species of animals and birds. So far, 130 of them have become extinct. Most of them were obscure, so nobody cared much. The millions and millions of years it has taken for them to evolve, man has ended in almost the wink of an eye.

It's not as though it has all been one big accident. In 1900 there were only a few thousand buffalos left in America. They were partly shot for fun, but mostly for political reasons to destroy the Indians main source of food. Trainloads of men would stream into the prairies and stop surrounded by huge herds. As the buffalos had no fear of guns, they simply stood there. When the train left, the prairie would be littered with thousand of rotting carcasses.

The slaughter is not a thing of the past, the only difference is that now the main motivation is money. Every year exotic and very beautiful creatures are killed. Rhinoceros horn is now, weight for weight, more valuable than gold. But not for much longer. Many more animal will eventually be at risk if things continue as they are.

SECTION I:

I a) - *Give short answers to the following questions:*
   1- Are we to blame for the examination of wild animals?
   2- Is there any alternative to avoid the extinction of animals?
   3- Do we find all the species of animals?
   4- Were the buffalos given a chance to survive?
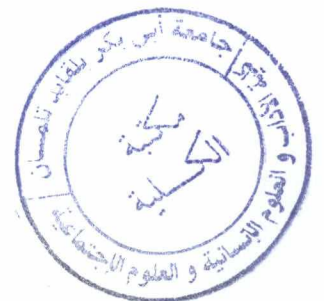
I b) – *Answer the following questions in full, using your own words:*
    1-Why are wild animals hunted in great qualities?
    2-Can we stop this slaughter? Give examples.
    3-Is the slaughter a thing of the past? Why?
    4-Which problems will man face if things do not change?
    5-Which elements in the text indicate the writer's attitude?

SECTION II (10 pts): *Fill in each gap so that the text makes sense copy it in full on your 'feuille de composition' and underline the word (s) used in each gap.*

    Every day a normal adult breathes in about 12 m^3 of………… A few minutes ……… breathing are enough to kill any human being. So ……… of us can afford to ignore the warnings we ……… In the newspapers about what ……….. happen to mankind unless we can prevent the pollution of the environment. Of course people who live in ……… have always been aware that you have to go to the country ……… some really fresh air. The problem of pollution is not ……….. but it has become more acute with industrialisation. More and more nations are now ………… the problem seriously and they hold the view ………. nothing but international cooperation can actually solve it.

SECTION III (16 pts)
III a) *Rewrite the following sentences to make a coherent paragraph. One sentence is irrelevant and must be left out.*
- As a consequence they can't stay submerged indefinitely to avoid hunters.
- Huge harpoons are fired into the body where, on entering, an explosive charge is ignited.
- Whales are warm-blooded mammals that breathe air.
- The main reason for killing them is their fur.
- This disintegrates internal organs.
- They must surface to breathe and this is when they're caught.

III b)- *This is a conversation. Imagine what A says and write the complete dialogue on your ' feuille de composition'.*
A: …………………………………………………………………..
B: Yes, that's right. A friend gave him to me when he was a baby dog.
A: …………………………………………………………………..
B: Five years ago.
A: …………………………………………………………………..
B: Well, he keeps the house when we are away and plays with the children who love him.
A: …………………………………………………………………..
B: Yes he can, he's able to understand what you ask him to do.
A: …………………………………………………………………..
B: Yes, of course. He's in the garden now.

SECTION IV: *Write a composition of about 12 to 15 lines on ONE of the following subjects (20 pts).*
Subject I: Do you think that destruction of nature is the price to pay for progress. Justify your answer through examples.

Subject II: Should wild life be protected? If so, how?

3.4.2. Samples of the 1990s English Tests

Starting from the academic year 1992-1993 a new test format was introduced in the Baccalaureate ELF test. The test in question consisted of three sections. **Section One** is composed of a text followed by reading comprehension questions. **Section Two**, entitled "Mastery of Language", consists of four sub-sections:

1. *Lexis* related to synonymy, i.e. asking the candidate to find in the text words, phrases and expressions that are closest in meaning to the words, phrases and expressions provided. Lexis related to antonymy, i.e. asking the candidate to find in the text words, phrases and expressions that are opposite in meaning to the words, phrases and expressions provided. Lexis related to definitions, i.e. asking the candidate to find in the text words, phrases and expressions whose definitions correspond to the words, phrases and expressions provided.

2. *Syntax* consisting of re-writing and dialogue completion.

3. *Close Test* in which words are omitted from a passage at regular intervals

4. *Writing a paragraph,* i.e. reordering sentences into a coherent paragraph.

Finally, **Section Three** deals with composition writing. In this section the candidate is given a choice between two topics. Topic one is a semi-guided composition consisting in using words provided and the second one is a free-composition writing. The following sample tests are illustrative examples of the new format:

Sample One

Session: June 94
Série: Lettres/Langues Etrangères

A Sport For All Seasons

One of America's most popular sports is jogging, and it has now spread across the world. Before driving to work many businessmen now prefer to get up early and jog. Housewives with their children jog to the shops and even some elderly people have taken it up. Parks and tree-lined avenues are invaded by early morning joggers. Others prefer to practise their favourite hobby late in the afternoon to forget about a tiring day's work.

Although doctors have warned people that jogging can cause serious health problems, it is increasing in popularity. Many doctors advise that for people who are not in good health, the physical effort of a long run can cause damage. People who are over-weight or with a weak heart, should cover short distances, pausing frequently for a drink of water.

Harry Baxter who lives in New York has the answer for all those people who must not jog but want to, or who want to, but haven't the energy. He offers a service called 'rent- a- jogger'. His advertisements in various newspapers promised: "if you rent me, I shall jog at least one mile for you each day for a whole year- for 2 dollars I shall do the jogging for you". And to prove it, Harry offers a certificate which says: "your jogger is gaining for you the benefit of a healthy body".

In the first week of the advertisement, 322 people wrote to Harry sending in their money. It's certainly doing Harry a lot of good. Although he is 45, he has the slim figure of a 20 year old man. But he is only running 1 mile a day not 322 miles. Harry said: "Each person can be sure that I'm doing it especially for him or her". Jogging or the thought of it, certainly does strange things for people!

SECTION I : *Reading comprehension* (7 pts).
  Answer the following questions according to the text.
1. According to doctors, which people shouldn't jog?
2. Where did jogging first start?
3. Find in the text phrases which describe the benefits of this popular
   sport.
4. How many miles does Harry jog every day?
5. How did Harry's customers know about this new service?
6. How much money did Harry 'earn' in the first week?
7. What is your opinion of Harry? Why?

SECTION II: Mastery of the language (7 pts).
  1.   Find in the text words or expressions that are closest in meaning to the following:
       a) to extend   b) fat   c) to acquire   d) to give notice of possible danger.

  2.   Find in the text words or expressions that are opposite in meaning to the following:
       a) young   b) fat   c) to work non-stop   d) relaxing

  3. Rewrite the second sentences so that they mean the same as the first ones given.
       1. a) Jogging can cause serious health problems.
          b) Serious health problems …………………

2. a) Harry Baxter, a successful manager has created a new company called "rent-a-jogger"

     b) A new company…………………………

3. a) Harry Baxter told to an elderly jogger: "if you send in a 2$ cheque, I'll jog for you".

     b) Harry Baxter told an elderly jogger that if……..………………

4. a) Early morning joggers have invaded parks and avenues.
     b) Parks and avenues……………………………………………..

4- <u>Dialogue completion</u>: This is a dialogue between Nabil and Salima . Complete what Nabil says.

Salima: Good morning Nabil! It's time to go for our daily jog.
Nabil: ………………………………………………………
Salima: You lazy brother! You told me to wake you up at 6 am.
Nabil : ……………………………………… .
Salima: I worked very late too, last night, but I'm up now.
Nabil: ………………………………………………………
Salima: Come on, I'm waiting for you outside. Here's your jogging suit.
Nabil: ………………………………………………………

5- <u>Close Test</u>: Fill in each gap so that the text makes sense.
    Chris and Jane started skating together in 76, after a teacher …….. them in Nottingham. After training very hard they …….. the championship. But, they ……... working full time and could only …….. from 9 to 12 pm. Finally they decided to give up their job …….. be able to spend more …….. training.

6- <u>Re-order the following sentences</u> into a coherent paragraph. One sentence is irrelevant and should be left out.
   a)   Jogging is a popular sport nowadays.
   b)   Nessim is a good tennis player.
   c)   At week-end he usually plays matches against other players.
   d)   Then he has a consistent breakfast before going to school.
   e)   Every morning he gets up early and goes jogging for one hour.
   f)   Late in the afternoon he trains with hiss coach for 2 hours.

SECTION III : Composition . Choose one of the following topics: (6 pts)

<u>Either topic 1</u>: Using the following notes, write a composition of about 150 words "Nourredine Morcelli: a talented athlete. Born in Tenes. 23 years old. Trained with his brother. Winner of several international championships. World records for 1500m, 1000m and the mile. Voted best athlete in 93.

<u>Or topic 2</u>: Which sport do you practise or watch? Describe it and say why you like it.

Sample Two

Session: 1998
Série: Lettres

Teachers in some secondary schools in Britain are worried that their jobs may become impossible shortly unless something can be done to restore discipline in the classrooms. In the problem schools, mostly in large cities, a small minority of teenage pupils deliberery/deliberately disrupt lessons to such an extent that teachers can no longer teach their class effectively.

Some within the teachers unions consider that the permissive nature of modern society is responsible. Small children who are continually encouraged to express their individuality without restriction are naturally reluctant to accept school discipline when they grow older. Perhaps the problem can be solved by improving facilities for the psychological guidance of these difficult children or by better cooperation between schools and the parents – for the parents may be mainly responsible for the aggressive behaviour of their offspring. But some of us believe that there ought to be a return to more "old-fashioned" methods. At present in some schools teachers may not even slap a child who misbehaves, but I personally feel that caning should be re-introduced and that this might produce the desired results.

(Ex- teacher, Beckenham.)

I) COMPREHENSION (4 pts)
Answer the following questions according to the text:
a. Which problem is the writer raising?
b. Who may be responsible for the misbehaviour of children?
c. Do all teachers in Britain beat there pupils?
d. Does the writer agree on corporal punishment?

II) MASTERY OF LANGUAGE
a) Lexis (2,5 pts)
A/ Find in the text words, phrases, or expression that are closest in meaning to: beating - re-establish – adolescents.
B/ Find in the text words, phrases, or expressions that are opposite in Meaning: to: possible - refuse.

b) Syntax (3 pts)
A/ Rewrite the second sentence so that it means the same as the first one :
Teachers may not slap a child.
A child ……………………..
Caning should be introduced by teachers.
Teachers …………………………………...
"Why did you leave the house yesterday?" he asked his sister.
His asked her…………………………..

c) Dialogue (3pts)
This is a conversation. Complete what B says:
A: Do you know what happened at school last week?
B: …………………………………………………
A: What did the administration do?
B: ………………………………...
A: Two days suspension for the pupil.
B: ………………………………….
A: What about the teacher?

d) **Close passage** (3pts)

Fill in the blanks so that the text makes sense:

Employment is always changing. Jobs …….. looked secure 20 years ago. Secretarial work, for instance, may not exist as we know it in the future. Pupils need to ……… what other types of education ……… Can move to, or if they ……… to enter a job, what sort ……… job they get with what prospects, advantages and disadvantages and where they can start looking for jobs and more information ………them.

III WRITTEN EXPRESSION (4.5 pts)

Choose one of the following topics:

A/ Using the following notes, write a composition of about 120 words:
- Cities of the present – unsuited to modern living – unbeathy/unhealthy traffic - noise.
- Cities of the future – no private house and private gardens – blocks of flats - all comforts – away from traffic – schools and shops near – no transport problem - designed for living.

B/ Write a composition about 120 words on the following topic:
What problems do you have at school, with you friends, teachers, administration? Suggest solution to them.

3.4.3. Samples of CBA-Based English Tests

As a result of the developments of the 1980s, language testing has emerged as a discipline in its own right within applied linguistics. The 1990s and early 2000s could be characterized as the decade of communicative language testing. The development of communicative tests draws its principles from communicative language teaching. The concept of communicative language testing will be dealt with in detail in Chapter Four. However, with the on-going globalization process and its educational level of integration, the competency-based approach to education, since 2003, has become *de facto* another government-prescribed approach (see 2.5.). The following test illustrates, so to speak, the principles underlying competency-based testing:

Sample One
Baccalaureate of Secondary Education
Session: 2008
Stream: Natural Sciences/Exact/Technology

Subject One

Section One: Reading Comprehension
Read the passage carefully then do the activities.

At 18 years of age, young people in the United States can take on the rights and responsibilities of adulthood. Before this happens, however, the American teenager, like teenagers elsewhere in the world, goes through the period of adolescence. Psychologists say that most young people experience conflict during this period of **their** lives. They are changing rapidly both physically and emotionally and they are searching for self-identity.

As they are growing up and becoming more and more independent, teenagers often develop different values from those held by their parents. American teenagers begin to be influenced by the values expressed by their friends, their teachers, and the media.

During **this period** of their lives, young people also begin to participate in social activities such as sporting events and other group projects, as well as to do more things in the company of members of the opposite sex and fewer things in the company of their families.

1. How many paragraphs are there in the above text?

2. Are these statements true or false according to the text?
     a. Adolescence comes at the age of 18.
     b. Teenagers do not always think like their parents.
     c. Teenagers spend more time with their parents.

3. What or what do the underlined words or phrases refer to in the text?
     a) Period of their lives… (§. 1)
     b) During this period… (§. 3)

4. In which paragraph is it mentioned that teenagers face problems of adolescence?

5. Answer the following questions according to the text.
     a) What happens to teenagers during the period of adolescence?
     b) How do they become independent from their parents?
     c) What social activities do they do?

6. Find in the text words that are closet in meaning to the following.
a)quickly(§1)   b)free(2§)   c)affected(§2)   d)take part(§3)

Section Two: Mastery of Language
1. Supply capitals, punctuation and apostrophes where necessary.
some young people have difficulty being understood by their parents a psychologist said

2. Follow the example given and complete the following table.

Verb	Noun	Adjective
Ex: to free	Freedom	free
………	Value	………
………	………	safe

3. Give the opposites of the following words keeping the same root.
     a) experience   b) legal   c) impatient

4. Rewrite the second sentence so that it means the same as the first one.
  a1) Parents do not always understand teenagers.
  a2) Teenagers……………………………………..
  b1) "Don't walk on the grass," the policeman told me.
  b2) the policeman ordered me ………………………..

5. Classify these words according to the pronunciation of the final's'.
  a) shoes   b) works   c) houses

/s/	/z/	/iz/

Section Three: Written Expression
Choose **one** of the following topics.

Either topic one: Expand the following telegram into a letter of 80 to 120 words.

DEAR PAUL – SORRY INFORM YOU – NOT FOUND BOOK YOU ASKED FOR – NOT AVAILABLE IN LIBRARY 6 – BETTER ORDER IT FROM BOOKSHOP – SUGGEST ANOTHER TITLE – YOURS – PETER

Or topic two: Write a paragraph of about 80 to 120 words on the following topic.
    What problems do Algerian teenagers face?

Subject Two

SECTION ONE: Reading Comprehension
Read the text carefully then do the activities.

  Many people believe that there are two kinds of students: the fit with bulging muscles and a low IQ (Intelligence Quotient), and the weak pasty academics who pass all their exams. The implication is that students are either intellectual or physical, which is not in fact the case.

  Recent studies have found that students who take regular exercise generally do better at school than those who don't. Success in exams depends on physical as well as intellectual fitness, and while there is no substitute for studying, keeping yourself in good physical shape will help you make the most of what you have learned. For example, twenty minutes of aerobic exercise will immediately bring about reduction in stress, and improve levels of concentration and memorization.

  Our bodies and minds are programmed to run to a particular schedule and our mental and physical abilities change during a day. For example, concentration, memory and the ability to work, all reach a peak in the afternoon, and fall to low in the middle of the night. Our body clocks are set by daylight. Confusing your body clock will make you less alert and less effective.

1. Are there any negative sentences in the first paragraph? If so how many?
2. Choose the best title.
  a) Physical Shape b) School Success and Fitness c) Type of Students
3. Are the following sentences True or False?
  a) Most people think that there are two types of students.
  b) Physical exercise can be a contributing factor to exam success.
  c) Aerobic exercise increases stress.
  d) People find it difficult to concentrate in the afternoon.

4. Answer the following questions according to the text.
   a) What are the benefits of physical exercise on students?
   b) What happens if you confuse your body clock?

5. Match words with their definitions.

Words	Definitions
1. peak	a) a time programme
2. substitute	b) alternative
3. fitness	c) the highest point
4. schedule	d) being in apparently good physical form

6. Find in the text words or phrases opposite in meaning to:
   a) high (§1)   b) strong (§1)   c) failure (§2)   d) rise (§3)

SECTION TWO: Mastery of Language

1. Supply capitals, punctuation and apostrophes where necessary.
   do you agree that studying while the tv or radio is on affects your ability to absorb what you re trying to learn

2. Divide the following words into roots and affixes.
   incredibly   unaffected   overweight

Prefix	Root	Suffix

3. Complete the following chart as shown in the example.

Verb	Noun	Adjective
Example: infect	Infection	Infected
....	....	Injured
Specialize	....	....
....	Strength	....

4. Give the correct form of the verbs in brackets.
   We (to jog) yesterday when it suddenly (start) to rain. We (get) wet before   we (can) find a shelter.

5. Complete the second sentence so that it means the same as the first.
   1a) The doctor checked my blood pressure.
   1b) My blood pressure ....
   2a) Twenty minutes of exercise reduce stress.
   2b) Stress ....
   3a) She practises sport, that's why she keeps fit.
   3b) If she didn't ....

6. Classify the following words according to the pronunciation of their final 's'.
         kinds   students   glasses   helps   exams

/s/	/z/	/iz/

SECTION THREE: Written Expression
       Choose ONE of the following topics:
Either Topic 1:
       Using the following notes, write a composition of about 80 to 120 words on the following topic: Many youths in the developed countries suffer from overweight and obesity.
<u>Causes</u>: increasing number of fast food restaurants – bad eating habits – lack of exercise
<u>Effects</u>: health problems – fatigue – stress
Or Topic 2:
       Write a composition of about 80 to 120 words on the following topic:
              How can your body benefit from physical exercise?

Sample Two

Part 1. Reading   **(15 points)**
a) Comprehension   **(08 points)**
       Read the text carefully then do the activities.

       Consumerism is a movement that promotes the interests of buyers of goods and services. **<u>It</u>** works to protect consumers from unsafe products; fraudulent advertising, labelling, or packaging, and business practices that limit competition. Consumerism, also known as consumer protection or the consumer movement, is active in many countries.
       Consumerism includes activities by consumers **<u>themselves</u>** as well as government action on the federal, state, and local level. The movement seeks to provide adequate information about products so that consumers can make wise decisions in purchasing goods and services. Consumerism also tries to inform consumers of effective means of obtaining compensation for damage or injury caused by defective products.
       The rise of the consumer movement has had major effects on business and industry. Many companies have become more responsive to the needs, wants, and safety of consumer. Other firms have not been responsive to these concerns.

1.The text is about:
       a) Consumers' rights and duties.
       a) Consumer movement and its roles.
2. Say whether the following statements are true or false according to the text.
       a) Consumer movement is present in many countries.
       b) The movement helps consumers take decisions about what products to buy.
       c) The movement gives money to consumers.
       d) All firms have responded to the movement's concerns.

3. In which paragraph is it mentioned that
       a) Consumerism deals with buyers' interests?
       b) Consumerism informs consumers about good ways of getting payment for damage and
          losses?

4. What do the underlined words in the text refer to?
       a) it (§1) - b) themselves (§ 2)
5. Answer the following questions according to the text.
       a) What does consumerism protect consumers from?
       b) What information does consumerism provide consumers with?
       c) What positive effects has consumerism had on business and industry?

b) Text Exploration   **(07 points)**

1. Find in the text words closest in meaning to the following:
    a) products (§1) – faulty (§2)

2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example: consume	Consumerism	consumable
………………	Loss	……………..
Economize	………………..	……………..
………………	Safety	……………..

3. Ask the questions that the underlined words answer.
    a) Consumerism promotes **the interests of consumers.**
    b) The movement is active **in many countries.**

4. Give the correct forms of the verbs in brackets.
    1) Governments should (take) serious measures to fight counterfeiting.
    2) After I (buy) the DVD, I found out that it was of a bad quality.

5. Match pairs that rhyme.

A	B
a) services	1) Responsive
b) rise	2) package
c) effective	3) practices
d) damage	4) wise

6. Reorder the following statements to make a coherent paragraph.
    a) For example, they are entitled to products
    b) Consumers have several basic rights
    c) They are also entitled to the protection against unsafe foods.
    d) whose quality is consistent with their prices.

Part 2. WRITTEN EXPRESSION   **(5 points)**
    Choose <u>one</u> of the following topics and write a composition of about 80 words.
    Either
        Topic 1:
    After being influenced by an advertisement on TV, you bought a product. When you got it, you realized that you had been manipulated by the ad. Write a letter of complaint, in which you give information about the product and the place where you bought it, to the manufacturer telling him about the defects of the product, the consumers' rights to adequate advertising, compensation, etc. You can use ideas from the text.

        Or
        Topic 2:
    In your city, you feel that consumers are not protected against the defects of the goods they buy. So you decide, with a group of friends to create an association of consumers.
Write a composition in which you expose the reasons and objectives of this association.
    You may use the following ideas:
    Reasons: counterfeit/ cheap products, lower quality/ harmful, not lasting
    Objectives: to sensitize the consumers, to protect them, to buy safe products

Subject Two

Part 1. Reading   **(15 points)**

Read the text carefully then do the activities.

Advertising is a message designed to promote a product, a service or an idea. In everyday life, people come into contact with many kinds of advertising. Printed advertisements make up a large part of newspapers and magazines. Poster ads appear in many buses, subways and trains. Neon signs along downtown streets flash advertisements. Billboards dot the roadsides. Commercials interrupt TV and radio programs …

The purpose of most advertising is to sell the products or service. Manufacturers advertise to try to persuade people to buy their products. Large business firms also use advertising to create a favourable "image" of their company. Local businesses use it the gain new customers and increase sales. Advertising, thus, plays a key role in the competition among businesses for the consumer's dollar.

Advertising is also used by individuals, political parties and candidates, social organisations, special interest groups, and the government. Many people advertise in newspapers to sell used cars, homes, or other property. Political parties and candidates use advertising to try to win votes. Social organisations and special interest groups often advertise to promote a cause or to influence the way people think or act.

a) Comprehension   **(08 points)**

1. Say whether the following statement are true or false.
    a) Advertising is a part of people's daily life.
    b) The main purpose of advertising is to sell products and services.
    c) Advertising has no influence on competition between large firms.
    d) Advertisements make political parties lose votes.

2. Fill in the table with information from the text as shown in the example.

Kinds of advertising	Where advertised
Example: a) printed	Newspapers and magazines
b) ………………..	buses, subways, train
c) neo signs	………………………
d) ………………	roadsides
e) commercials	………………………..

3. Answer the following questions according to the text.
    a) Who uses advertising?
    b) Why do social organisations and special interest groups use advertising?

4. In which paragraph are:
    a) the different kinds of advertising mentioned?
    b) the users of advertising I elections mentioned?

5. Choose the general idea of the text.
    a) Reasons for advertising
    b) The negative effects of advertising
    c) Consumer goods

b) Text Exploration   (07 points)

1. Find in the text words or phrases which are closest in meaning to the following:
   a) convince (§2)   b) very important (§2)

2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example: to advertise	advertisement	advertised
………………..	product	………………..
to sell	………………	………………
…………….	………………	useful

3. Classify the following words according to the pronunciation of the final's' (/s/ /z/ /iz/.
   - buses – roadsides – sites – services – sales – groups

/s/	/z/	/iz/

4. Ask questions that the underlined words answer.

   a) <u>Everyday,</u> people come into contact with many kinds of advertising.
   b) Many people advertise in newspapers <u>**to sell used cars, homes or other property.**</u>

5. Complete the following dialogue.
A …………………………………………
B. It is a message meant to promote a product or an idea.
A ………………………………………..
B. We can find advertising everywhere.
A ………………………………………..
B. Manufacturers, businessmen, politicians, almost everyone uses it.
A ………………………………………..
B. Yes, of course. Advertising is a big business.

Part 2. WRITTEN EXPRESSION   (05 points)

   Write a composition of 80 words on one of the following topics.
   Choose

Either
      Topic 1:
      A factory has just produced a new product. Using the following notes write a composition to show how to promote this product.
      • description of the product
      • its use
      • its advantages
      • its price

Or
      Topic 2:
      Are you for or against advertising? Justify your choice.

3.4.4. Reflections and Pedagogical Implications

The criticisms that can be made to the different Brevet English tests -BEM, BEF, and BEM- and Baccalaureate ones are partly general and specifically related to the testing items. In so far as, then, we have seen that language tests are used for a variety of purposes including: making inferences or predictions about test takers' language abilities or to make predictions about their capacity for using language to perform further tasks in contexts outside the tests itself (Bachman 1991; Cheng 2006). Is that the goal behind EFL testing? If so; this would lead us to assert that if language is the means by which we communicate our ideas, emotions and desires, a good language test should offer students the chance to demonstrate how well they can use the language to communicate their ideas, emotions and desires.

On the other hand, the theory of language testing assumes that language is a system of habits of communication (Lado 1961). These habits are based on the elements of language separately and in combination. The theory developed by Lado and other structural linguists assume that language is a system of habits which 'evolves matters of form, meaning, and distribution at several levels of structure', i.e. from the longer unit: the sentence to the smallest one: the phoneme. This type of testing, which has swept all educational fields and English language testing is no exception, is technically referred to as the discrete-point approach. Examples of discrete-point tests are grammar, vocabulary, and auditory discrimination tasks. Despite the criticism made to this type of tests they have become the only reliable (see 1.3.2.) and scientific way of measuring the language proficiency of ESL/EFL learners in many parts of the world.

It should be made clear that discrete-point testing holds a dialogic relationship with integrative testing. Some well-known integrative tests are the cloze test[7], dictation (see 4.4.), listening and reading comprehension, and oral interviews. Since the introduction of integrative language testing in 1961 by Carroll, there has been an on-going controversy between advocates of discrete point and integrative tests. All the aforementioned EFL tests, BEM and Baccalaureate, consist of sections covering both aspects of testing. Yet, it is true that a discrete-point test with a sufficient number of items may virtually function as an integrative test. Paradoxically, it is worth noting that speaking, the most active and the most common focus of English language classes and the hallmark of Communicative Language Teaching, is not tested at all (see 4.3.).

3.5. Conclusion

Language tests have always been used as an available tool for providing information that is relevant to several concerns in language teaching. Clear lists consisting of a set of reasons for testing have been set up by educationalists, tests designers and teachers (Ur 1996; Chapman and Snyder 2000). They also provide clear evidence of the results of learning instruction. This idea has become a common belief among teachers, school administration and pupils' parents that high pass rates in a formal examination such as the BEM or Baccalaureate reflect undeniably the teacher success and his competence and the seriousness of the educational institution.

At a micro level, language tests provide useful information that is highly relevant to making decisions about

individual learners, such as determining what type of teaching materials and remedial activities should be provided to learners making use of a diagnosis of their strengths and weaknesses. Most of the teachers who have been interviewed do admit that apart from the administrative task of assigning grades to students on the basis of their achievement, language tests provide evidence and feedback on the effectiveness of the teaching programme. They also note that as teachers it is our duty to choose the best type of test which is in sync with our teaching style, the test that best mirrors what we do in class. Finally, we may assert that specifically for 4th AM and 3rd AS classes teachers are under pressure to teach "exam English". Arguably, emphasis should be put on academic success and concentration on the pupil's development of his or her potential rather than on training them to ensure real communication in English across the four language skills. These fundamental aspects of communicative language testing will be dealt with in detail in Chapter Four.

Notes to Chapter Three

1. Though on the whole, there has been relatively little progress in language testing, language testing has made progress in some areas (Alderson 1991; Skehan 1991).

2. Spolsky (1994:5) commented that **'backwash is better applied only to accidental side-effects of examinations, not to those effects intended when the first purpose of examination is control of curriculum'**. In other words, 'backwash' refer to unintended and accidental side-effects by Spolsky and as 'negative washback' by Alderson and Wall (1993: 115). Likewise Andrews (1994) comments on the *backwash* versus *washback* nomenclature. Based on his own review of the literature, he comments that "in general education literature, the favoured term to describe this phenomenon is 'backwash,' while in language education there seems to be a preference for 'washback'"(Andrews 1994:2 67).

3. The *washback effect* is also referred to as *measurement-drive instruction* (Shohamy 1993: 186). However, the term *systemic validity* is used by both Berry and Pierce; Berry notes that **"One of the major issues within the field of assessment in the 1990s has been a concern with the systemic validity of tests – the so-called 'washback effect' or the effect a test has on classroom practice"** Berry 1994: 31. Pierce states that **"the washbak effect, sometimes referred to as the systemic validity of a test, refers to the impact of a test on classroom pedagogy, curriculum development, and educational policy"** (Pierce 1992: 687).

4. In 1984 the Foundation School was introduced to replace the so-called classical primary and middle-school education. This system gave pupils six years of primary education and three years in middle school instead of four years of middle-school education. This approach to education had drastically influenced the general style of teaching. Originally, the Foundation School was introduced on grounds of efficiency, i.e. as a remedy to the high rates of failure that had struck down primary and middle education. Such a system ensured nine years of schooling to all pupils. (see Benmoussat 2003).

5. The communicative approach, derived from Western models and implemented on the basis of concepts developed in the Anglo-American applied linguistic context, has been uncritically adopted to the Algerian foreign language teaching context. What is more, though Algeria was among the first countries to introduce CLT, little was done to prepare

the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach (see Benmoussat 2003).

6. As mentioned in 3.4.1., the influence of <u>Practice and Progress</u> is clearly noticeable in several EFL Baccalaureate tests to the extent that most gap-filling and completion exercises are texts lifted faithfully from Alexander's textbook (cf. Collection of Baccalauréate English Tests L.M.S & T Branches).

7. A cloze test is a type of test in which words are omitted from a passage at regular intervals (for example, every seventh word). Usually the first two or three lines are given with no gaps, e.g.
The United Kingdom consists of England, Wales, Scotland and Northern Ireland. However, the term Great Britain or .... is generally used to refer to the country as a whole. .... is the capital of England, but .... is also the capital of the ....

CHAPTER FOUR

LANGUAGE TESTING: STRATEGIES FOR CHANGE

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CHAPTER FOUR

LANGUAGE TESTING: STRATEGIES FOR CHANGE

4.1. Introduction

Arguably, the BEM and Baccalaureate EFL tests can be viewed from two different but complementary perspectives, as language achievement tests or language proficiency tests. As achievement tests, they state in clear terms, making use of the results obtained by the candidates, how effective and successful the teaching/learning process has been. It is worth noting that the school administration, the Board of Education and to a certain extent, the pupils' parents use pass rates as a reference of teacher success. As proficiency tests, they are devised to measure how much of a language someone has learned.

This is, however, another way of stating that as tests, the BEM and Baccalaureate English tests are considered to be valid as they clearly test the concepts of the English language as prescribed by the classroom textbook. Yet, the communicative aspects of language as advocated by the tenets of communicative language teaching, in other words, *use* seem not to be tested at all. This assertion would lead us to call into question communicative language testing.

4.2. Communicative Language Testing

Communicative Language Teaching (see 2.4.3.) is an approach of instruction which has received considerable

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attention in recent years. This approach based on the concept of communicative competence[1] as advocated by Hymes (1972) makes use of the assumption that Communicative Language Teaching will lead to the development of both linguistic competence, i.e. knowledge of the rules of grammar and communicative competence, i.e. knowledge of the rules of language use. The grammatical knowledge is only one aspect of the ability to use language to perform academic tasks (Bachman and Palmer 1996). While knowledge of the speaking rules is concerned with 'generalized abilities', to use Skehan's (1991) term, to refer to the abilities to express one's meaning by using appropriate language in various contexts.

We could infer form Bachman and Palmer's language structure framework that learners' language ability consists of two parts, one is language knowledge and the other is strategic competence. That is, learners need to know the vocabulary, grammar, sound system as well as to use coherent sentences in a certain language setting to achieve the communicative goals of language users. This is obviously another way of saying *'how well individuals perform on the test represents to some degree how they might be expected to respond outside the testing environment'* (Sax 1997: 304). Is that perspective really the one aimed at by the language learner, the teacher and all those who accord some importance to testing?

4.2.1. The Language Learner's Perspective

In a straight forward way, most pupils state that they see in the EFL test the mark or the grade that their teacher is to grant them. For virtually all the informants the concept of learning a foreign language to communicate is

often not the primary concern. What matters most for them is to pass for one class to a higher one. That is why pupils are constantly haggling over the marks. At the onset, we can see the seeds of a pronounced lack of motivation[2].

Indeed, experimental studies carried out by Lambert (1965) and Gardner and Lambert (1972) concluded that attitudinal and motivational variables could reveal a lot about the propensity to learn a new language. In this respect, Lambert (1965) contends that:

> **_The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and his orientation toward learning a second language._**

> (Lambert, quoted in Allen 1965:39)

Admittedly, high level of motivation predicts or correlates, to a greater extent, with success in language learning. Conversely, absence of motivation usually predetermines low achievement or even failure for most students. Yet, as regards the situation in Algeria, most teachers regretfully say that many pupils lack for the most part any real motivation, as they do not perceive a clear communicative need for the use of the English language outside school setting. This 'failure report' has been confirmed by many of our informants to the extent that in many schools, there seems to be no reasons for learning English at all, except that it happens to be on the school curriculum. As Harmer has rightly pointed out:

> **_Many students study English because they have to. English is part of the school curriculum because a decision has been taken by someone in authority that it should be so._**
>
> (Harmer 1983:2)

On the other hand, pupils often find themselves studying subjects that do not, on the surface, seem to fit their immediate needs and interests. Hence, there is neither instrumental nor integrative motivation to learn the language. Worse still, many teachers feel powerless to change anything and feel that their best efforts are showing few results.

4.2.2. The EFL Teacher's Perspective

Seen from the EFL teacher's angle, the pupils' test performance can be interpreted as an indication of their strengths and weaknesses on the one hand, and by cause and effect relationship as valuable sources of information about the effectiveness of learning and teaching. Like pupils, teachers accord an important place to their pupils' marks and the passing rates. Usually, the teacher's self-esteem and pride, inside and outside school, correlate with the passing rates of his/her pupils in the formal public examinations-the Baccalaureate and BEM.

However, if we were to speak about communicative language testing, we would say that it is, as its name implies, intended to evaluate how an individual is able to actually use language, and refer to a scale of proficiency rather than a number score. Our informants have always insisted on the paradoxical nature of the tests. They note that the problem in all the BEM and Baccalaureate EFL communicatively-designed tests is that they have been conceived to measure the students' ability to memorize vocabulary, verbs and grammar rules. In gross, the tests have not been designed to assess language learning in a practical, communicative sense.

On the other hand, the teachers, we interviewed, have noted something that has become common place in our society. The number of 4th AM and 3rd AS students attending private remedial and consolidating courses outside school is increasing every year. The students spend evenings, weekends and even the holidays preparing for the test in teachers' homes or garages rent by teachers to offer coaching services. Supplemental education of this kind costs a good deal of money, and yet students and their families are willing to make such sacrifices (see 3.2.2.4). Unfortunately, all our informants agree on the fact that the primary concern behind such time sacrifice and money spending is to pass the exam. The use of language for communicative purposes has never been 'our cup of tea'. Is it the same vision shared by the pupils' parents?

4.2.3. The Pupil's Parents' Perspective

Over the last few months, we have had the opportunity to talk to many pupils' parents who have a son or a daughter preparing a BEM and/or BAC exam to sit this year (2009). We have been struck and surprised by their responses concerning the use of English for communicative purposes. In a lamentable way, one of them said: "The Beatles and Bee Gees generations have all grown up now; they've been replaced by the rai generation[3]." Another one noted: "Our use of the English language outside school was, in fact, an expression of a need for personal communication with pen-pals, especially when travelling abroad." A third one clearly stated that the choice of speaking English was often motivated by popularity of the language created through pop-music.

4.2.3. Developing Communicative-Oriented Testing

The EFL test should have a positive effect on learning, and teaching should result in improved learning habits. As an in-class activity, it should aim at locating the specific and precise areas of difficulties experienced by the class or the individual student so that assistance in the form of remedial practice and corrective exercises can be given and geared up. The test should enable the teacher to find out which parts of the language program cause difficulty for the class. In this way, the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he is using.

A good test should also motivate by measuring the performance of the whole students, and in no way should it be setting "traps" to catch them out. A well-developed test should provide an opportunity for students to show their ability to perform certain language tasks. A test should be constructed with the goal of having students learn from their weaknesses. In this way a good test can be used as a valuable teaching tool. Yet, what are then the characteristics of a communicative-oriented test?

A communicative approach to language testing emphasizes the importance behind the use of language orally rather than providing an accurate representation of the form and structure on an exam sheet. Is dialogue completion-activity part of Communicative language testing? That is the rationale of the criterion of construct validity (see 1.3.3.2.). This fundamental paradox of communicative language testing would lead us to touch on this issue. There are many tests claiming to test oral skills. The students are asked to fill in the missing parts of dialogues. Certainly dialogues are part of our everyday conversation, however, while we are speaking, we

do not express our ideas, emotions and desires on paper. The communicative approach stresses how people actually use language for a variety of different purposes.

Communicative testing is an attempt to integrate the testing of oral skills, pronunciation, fluency, vocabulary knowledge, and grammatical control, and not separate them as the traditional approaches do. Communicative tests are based on precise and detailed specifications of the needs of learners. Each student's communicative performance is evaluated individually rather than in relation to the performance of other students (see 4.3.). In other words, testing in communicative-oriented language classes are, in effect, intended to evaluate how the individual learner is actually able to use language, and consequently, language proficiency is assessed in relation to a scale of proficiency rather than in relation to a mark. In sum, one can draw the conclusion that communicative language testing is criterion-referenced while more traditional language testing is norm-referenced[4].

4.3. Introducing a Speaking Component

Though straightforward one may say that introducing a speaking component as part of an EFL test would be, technically speaking, possible only with the help of "Aladdin's wonderful lamp". The main hurdle remains the number of candidates, for example, for the 2007-2008 BEM examination; some 578,937 pupils were reported present on the first day of the exam. The information was reported by the daily newspaper *Le Courier d'Algérie* dated 03 June 2008. Nevertheless, with some goodwill and cooperation on behalf of the teachers at the level of the Middle and Secondary schools, the technical issue could be overcome and *The*

Speaking Test, as would be called, can take place locally and steadily a couple of weeks before the D-day examination. During that period classrooms have 'dissolved' and the students are free all day long. A notification letter is addressed to the candidate specifying the date and time of the oral test. This is not an easier-said-than-done procedure.

The test is conducted for individual candidates by a single examiner. It is recorded and reassessed by another examiner. The proposed test has three parts and lasts a maximum of 12 minutes per candidate.

Part One: Interview (4 minutes)

This is a face-to-face interview with the examiner where the candidates are expected to answer questions about themselves, their studies, their interests/hobbies or their future career.

Part Two: Presentation (4 minutes)

The candidate is given a choice of three topics and has one minute to prepare a short presentation on one of the topics. This is followed by some questions on the presentation.

Part Three: Information Exchange and Discussion (4 minutes)

This part involves a simulated situation, which is presented on a task sheet and the candidate and examiner take on roles to carry out a task. This is followed by a short discussion on a related topic.

Candidates are assessed by the examiner conducting the test and by another examiner who listens to a recording of the test. The criteria of assessment are based on the following:

- How accurately and appropriately they use the language (grammar and vocabulary).

- How well they develop the conversation and organise their ideas.
- How fluently they speak.
- How comprehensible their pronunciation is.
- How positively they contribute to the conversation.

In so doing the candidate takes part in a communication activity with the examiner which is made up of an exchange of information and a discussion. This face-to-face speaking test will certainly ensures real communication skills. A word of caution is in order here, the only difference between the BEM and BAC Speaking Test lies at the level of degree of language proficiency. Alternatively, a poor substitute can be introduced to compensate for the lack of an effective evaluation of the speaking skills: dictation.

4.4. Dictation: An Overview

In this part, we want to argue in favour of a very much "underestimated" teaching technique and by putting forward some suggestions as to how dictation can form an integral part of a testing programme. In its simplest form, dictation, or standard dictation, refers to a person reading some text aloud so that the listener can write down what is being said. When used in the language classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. The purpose of this section is to convey the value of dictation as a testing device bearing in mind that as a test it has had its ups and downs among professional language-test writers. However, one should note, first, some aspects of dictation as a teaching device.

Dictation is a valuable language learning device that has been used for centuries. However, for some teachers these days, the word *dictation* is synonymous with *old-fashioned*, *boring*, and *teacher-centred teaching/testing technique*. While others have stressed its pedagogical value. One of the 20th century's most influential linguists, Leonard Bloomfield (1942), strongly advocated the use of dictation as a learning device. Today, many applied linguists, teachers and test-designers are at least inclined to agree with Finocchiaro's summary of its value: **"[Dictation] ensures attentive listening; it trains pupils to distinguish sounds; it helps fix concepts of punctuation; it enables pupils to learn to transfer oral sounds to written symbols; it helps to develop aural comprehension; and it assists in self-evaluation."** (Finocchiaro 1969:176).

When dictation began to be used in foreign language teaching at the end of the Middle Ages, however, its purpose was to help students write and interpret the new language. Since then, it has been adopted, as we know, by the grammar-translation method for teaching the language system, phonology, grammar and vocabulary of the new language; and by the direct method for teaching the sounds and spellings. Later, in the audio-lingual era of foreign language teaching, dictation fell into disfavour, as did other techniques related to the grammar-translation and direct methods.

Now that a more integrative approach to foreign language teaching and testing is favoured by most methodologists, dictation is regaining its former popularity (see 3.4.4.). After many years of relative unpopularity, dictation is now being recognized as an effective diagnostic device for the classroom teacher and an excellent integrative test to

include in a language proficiency test battery (Oller 1973). Indeed, research in the classroom shows it to be a valuable technique for language teaching and for testing students' competence in the language they are trying to learn.

Similarly, Heaton (1988:17) posits, **'the integrated skills involved in tests of dictation include auditory discrimination, the auditory memory span, spelling, the recognition of sound segments, a familiarity with the grammatical and lexical patterning of the language, and overall textual comprehension,'** and claims, **'dictation tests can prove good predictors of global language ability'**. What is more, dictation has numerous uses in the ELT classroom, often involving very little preparation and a lot of creativity and interest. Used imaginatively, it can be an effective tool for working on accuracy and fluency in all four skills

4.4.1. Advantages of Dictation

Though it has been argued, principally by Lado[5] (1961), that dictation in fact tests very little, there are several benefits that can be drawn from dictation, if properly varied. The following arguments, call somehow, into question Lado's view:

- Dictation can help develop all four language skills in an integrative way.
- As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
- Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- Practice in careful listening to dictation will be useful later on in note-taking exercises.
- Dictation can serve as an excellent review exercise.

- Correcting dictation can lead to oral communication.
- If the students do well, dictation is motivating.
- Dictation involves the whole class, no matter how large it is.
- During and after the dictation, all the students are active.
- Correction can be done by the students.
- Dictation can be prepared for mixed-ability classes.
- Dictation can be prepared for any level.
- The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
- Research has shown the learning to write down what you hear can encourage the development of literacy.
- Dictation can be a good indicator of overall language ability.
- During and after dictation all students are active.
- Dictation gives practice in correct forms of speech.

(Adapted from various sources)

In sum, then, we can say that dictation, as a teaching activity in general and a testing device in particular, has here revealed much about the language proficiency of the learners, and in a most economical way, as the dictation usually takes a short time to administer and mark. All these facts indicate the value of dictation as a testing tool through which students are encouraged to develop accuracy in both listening and writing.

4.4.2. Administering Dictation

Dictation passages may be presented in a number of ways. Of those ways, we have opted for Valette's (1967) way for its simplicity of use and pedagogical effectiveness. She recommends one effective technique for administering dictation:

First, the whole passage is read at normal speed. The students are told not to write, just to listen carefully. Then the passage is read a phrase at a time, with pauses during which the students write down what they have heard.

> *At this time the teacher may read each phrase either once or twice, as long as he is consistent. Finally, the entire passage is read again at normal speed, and the students are given a few minutes for final revision. It is imperative that the teacher never repeat a particular phrase at a student's request* (Valette 1967: 140).

In the same line of thought, it is worth remembering in this very specific context that the student is not supposed to know the spelling of proper names and proper adjectives. For example, the spelling of names like *Edinburgh* and *Leicester* and adjectives like *Scottish* and *Briton* is to be provided by the teacher. The words are either written on the board or individually spelt out. One can extend this to words in which the sound-spelling correspondence is seriously noticed, for example, *lieutenant* and *colonel*. In a formal test, the instructions should made clear to all teachers concerning this point. Yet, which texts are most suitable for use of dictations purposes?

4.4.3. Text Selection for Dictation

The major emphasis in dictation is on listening comprehension skills and on the active re-interpretation by the learner of a text presented aurally. As the key to success in using dictation as a testing technique depends largely on a sensitive choice of the material, it is essential that the texts be self-contained and cohesive. We would also suggest that the topic should be potentially interesting to the learner, and the text relatively short (around 100 words for a BEM EFL test and around 190 words for a BAC EFL test).

We should note here that pedagogically speaking and from a testing perspective the shorter texts are sufficiently long to demonstrate the learner's ability to reprocess the text,

and to elicit a number of errors that will form the basis of testing points. On the other hand, the longer the text, the more time is spent on reading by the teacher.

4.4.4. Scoring Procedures

The scoring of the dictation test may be done in various ways. In the old school days, the scoring of the dictation was quite severe and simple in the sense that five mistakes renders the dictation test nil. Another advantageous method would be to fix the score to 20 and take off half a point for each spelling error and one point for each other error. A third method would be to give a certain number of points for each word/phrase transcribed correctly.

Alternatively, two other scoring methods can be made use of: error-counting method and correct words-in-sequence method. The former, as its name suggests, proceeds as follows: the number of errors are counted and the sum is subtracted from the total number of words in the text. The latter is based on the number of correct words and are assigned one mark each. The total is given out of the total number of words in the original text.

4.4.5. Reflections and Testing Implications

Straight away, one can assert that dictation does not work for everything or for everyone, but by looking again at this traditional method, we can add to our classroom techniques a touch of the familiar with a little innovation. Dictation is a test of integrative skills and a most useful tool in listening training. As a technique for both teaching and testing languages, dictation has gone through significant changes. In some periods it has undergone criticisms while, for some times it has been considered positively effective.

Anderson (1953) considers dictation as a very indirect and inadequate test of auditory comprehension. According to Lado (1961) dictation does not test word order or vocabulary since they are given by the teacher and it tests very little of language proficiency (see Notes to Chapter 5). Heaton (1975) also thinks that dictation is not an effective means of assessing any one skill because it measures too many features. Davies (1977) also suggests that dictation is too imprecise in diagnostic information.

However, Oller (1979) while admitting the limitations of dictation, considers it to be a reliable device to test language proficiency (see 1.3.2.), if it is administered and scored properly. According to Oller (ibid), dictation meets both the criteria of pragmatic tests[6], if the sequences of words or phrases to be dictated are from normal prose, dialogue or some other natural form of discourse[7].

We have suggested some possible uses of dictation in EFL formal tests. Results obtained through interviews and questionnaires with both teachers and students (besides practical work with students inside classes) prove dictation to be a useful learning/testing device suitable for a wide range of levels and ages. Our EFL inspectors have both noted that dictation offers a wealth of new techniques to extend the traditional language-learning activity of dictation. Yet a thought-provoking question as: *Who selects the text?* can be left open to the test-developers. In gross, as a testing method, dictation has been confirmed to be reliable and valid (see 1.3.2. and 1.3.3.) by many researchers and should be revisited and re-established as a means of testing.

4.5. Test Anxiety

To do well on tests in general and EFL tests in particular, our learners should try to develop an attitude of relaxed confidence. This state of the mind, according to psychologists, does not arise by itself. It grows within the student as he takes specific and positive actions to prepare himself in several interrelated ways: academically, mentally, physically and psychologically. The student is the one in charge of his attitude. He is to do whatever is needed to do to help himself, just as he would advise his best friend or younger brother or sister. As a bright language learner he should draw upon this asset to boost his self-confidence. Similarly, as an average or dull language learner, he should remind himself that at any time, his life can change for the better, once he decides to make it so. This will hopefully help our learners overcome, or at least, reduce the test anxiety.

4.5.1. Test Anxiety Defined

Test anxiety is a feeling of nervousness and stress before a test or an exam. It is a natural state to fell a little tension or somehow a bit ill at ease. Most of our informants experience it. However, too much nervousness can be harmful and consequently can negatively affect the test-taker performance. Actually, test anxiety is a part of a wider phenomenon which psycholinguists *term performance anxiety*. This feeling manifests itself when a person takes part in any event where his performance is assessed and evaluated by others. Once again to overcome, or at least, to reduce the tension, the candidate must first understand the nature of his anxiety, in terms of its type, causes, symptoms

and effects. Then he can choose the mechanisms that best cope with the situation.

4.5.2. Types of Test Anxiety

Four types of test anxiety have been identified: *rational, irrational, anticipatory* and *situational*. To effectively handle one's anxiety, it is necessary to consider if the stress is rational or irrational. For example, if the candidate has not prepared adequately in the sense that he has not reviewed and revised the material and has not worked through any practice exercises, his fear may be rational. However, if the candidate prepared well, did continuous revision and practice tests and still feel extremely tense, his anxiety may be irrational. There are obvious ways to reduce such tension through the adoption of different strategies to overcome the fear. On the other hand, some students feel heavily stressed well before the test. In fact, they may even feel nervous and agitated when preparing for the test or just about thinking about the day of the test. This is known as "anticipatory anxiety". Other students feel nervous and distressed during the test itself. This is called "situational anxiety".

4.5.3. Symptoms of Test Anxiety

The symptoms of test anxiety are numerous and can be divided into three main categories: *Physiological, cognitive and emotional.* The following table summarises the anxiety symptoms experienced by our informants:

Physiological	Cognitive	Emotional
• My stomach feels like it has knots. • My hands perspire and shake. • I feel breathless. • My heart pounds and races. • I feel like throwing up. • My mouth feels dry • I feel too cold and too hot. • My muscles feel tense. • I have a headache. • I feel like I'm going to faint.	• I can't concentrate or focus. • My mind sometimes "goes blank". • I can't remember things I know. • I feel confused. • I forget what I'm supposed to do. • I can't organize my ideas. • I can't remember key words. • My mind drifts to other thoughts. • I remember the words or answers after the test is over.	• I feel that every-one else is fine, except me. • I feel frustrated easily. • I think I'm going to fail the test. • I feel helpless. • I feel disappointed in myself. • I feel angry. • I feel depressed. • I feel "I can't do this". • I feel overwhelmed. • I feel like crying.

There are a number of strategies to reduce and minimize test anxiety before taking a test in general and an EFL test in particular. These strategies could be divided into three broad psycho-physiological areas: mental, physical and emotional.

4.5.3.1. Mental Strategies

This part provides the learner with some mental strategies which aim at developing effective study habits. By preparing adequately and well in advance, the learner will build some confidence and reduce the amount of fear, stress and tension. The strategies in question, prescriptively addressing the learner, can be laid as follows:

- Start preparing in advance, so you will have plenty of time to make progress.

- Set up a study plan based on the time you have available.

- Study in a clean, well-organized environment. The word clean is to be considered in its inclusive sense.

- Keep your study material in the same place so you can find them easily.
- Form a study group and meet on a regular basis, say twice a week, to keep motivation high.
- Read, listen, speak and write as much English as possible.

4.5.3.2. Physical Strategies

It is self evident that the brain can perform at its best only if one has taken good care of one's body. This physical hygiene includes many different elements, as described below:

- Maintain a healthy lifestyle.
- Sleep adequately. Being exhausted will not help you in any way.
- Take short, frequent breaks while studying.
- Exercise regularly to keep you body fit.

4.5.3.3. Emotional Strategies

As an individual person, never underestimate yourself. You have many strengths and talents. The following ideas may help you feel stronger:

- Be strong, positive and calm.
- Don't think of all or nothing; remember "grasp all lose all".
- Plan time for relaxation.
- Expect some anxiety. It's normal.

4.6. Affective Variables: Key to Success

One of the areas considered to make up the individual differences between learners and which influence their degree of success in foreign language learning is the affective

area, and motivation and attitude are generally regarded as the two major affective variables. The influence of attitudinal and motivational variables in learning a second language was first examined in a study conducted by Gardner and Lambert. Their study unveiled the issue of such variables as factors determining both learner's level of proficiency and their rate of success in language learning. Brown (1994) defined motivation as an inner drive, impulse, emotion or desire that moves people to a particular action.

A number of studies conducted in the field of ESL/EFL learning have shown that motivation is crucial to successful ESL/EFL learning. *'The integratively motivated student,'* wrote Masgoret and Gardner (2003:123) *is one who is motivated to learn the second language, has openness to identification with the other language community and has favorable attitude toward the language situation.'* This is another way of saying that high achievement in EFL tests correlates with positive attitudes combined with some motivational drive, be it integrative or instrumental.

4.6.1. Enhancing Motivation: A Teacher's Duty

In discussing the place of English in the school curriculum with our informants, most of them, all too often, have evoked that the only driving force that motivates them to re-consider the English language as a subject-matter at both levels, middle and secondary, is that it helps them gain additional points which, in turn, increases their chance to pass the BEM/BAC exam. This clear academic perspective displays a tendency on behalf of our students to exhibit negatively-oriented attitudes and a utilitarian motivational outlook in their attempt to learn English. Actually, they are to approach the language with a positively-oriented attitude

and a sustained motivational drive; knowledge of the English language in today's world is a treasured possession.

This would lead us to open up a debate and allow some leeway to our teachers to revisit their teaching methodologies in search for an EFL teaching that would be more responsive to the needs of our students. This would hopefully root a seed of desire in our students' attitudinal stance and motivational path conducive to a better apprehension of the role of English in the fields of science, technology and world communications (see 4.6.2.). Arguably, the ball is in part in the teacher's court; more than they have done so far, teachers need to devote much more time and effort to the task of sensitizing their students to the benefits that can accrue to those who 'tend to be more Anglophone' in their studies.

4.6.2. Knowing English: An Academic/Scientific Must

No one would refute the fact that the English language has become a *de facto lingua franca* of the academic and scientific world. During the Middle Ages and 19th century, Latin and French were respectively regarded as models of excellence in European education. Today it is the turn of English. As Crystal (1990:7) notes, **'it is a development which could be reversed by a massive change in the economic fortunes of America, and in the overall balance of world power.'** An illustrative example showing the hegemony of the English language in international scientific meetings would be to anticipate that there will come a day in which any scientific paper that is not presented in English will have little or no chance to be accepted. One can take this step further so as to assert that there will be a day in which any

article that is not written in English will have little or no chance to be published.

Our EFL teachers are well aware of this future perspective. They are to implement and to do all their best to support Gardner's famous axiomatic model that positive attitudes towards learning English serve as a motivational support which eventually leads to success in learning English. As Krashen has rightly pointed out,

> *Learning a language can be exciting and productive or painful or useless … The difference often lies in how one goes about learning the new language and how the teacher goes about teaching it. To be successful, a learner need not have a special inborn talent for learning languages. Learners and teachers simply need to "do it right".*

> (Krashen 1982:3)

This quotation is, in effect, a convenient summary of the role of the teacher in stimulating a constructive debate about the importance of English in today's world, not least science and technology. While, on the other hand, it invites teachers to provide a supportive classroom atmosphere and a favourable EFL learning environment in which 'seemingly demotivated' learners, so to speak, would hopefully look forward to English lessons. This is obviously a challenging task which needs careful consideration and some know-how. However, EFL teachers know all too well that tests usually provide learners with a sense of accomplishment that is necessary to create positive attitudes towards the teacher, the classroom, and the learning experience in general.

4.6.3. Better Washback Effect

Several recommendations have been stipulated in the literature to help teachers achieve a positive washback effects in the teaching/learning process. In our very specific context, a context characterised virtually lack of

testing and assessment courses in in-service training (see 4.6.) we recommend that EFL teachers undertake extensive reading of the literature closely relating to testing in general and EFL testing in particular (see 4.6.2.). Also, teachers need to engage in scientific conferences, symposia, study days and the like that embrace other teachers and colleagues to discuss issues relating to the assessment of language knowledge. Finally, teachers should engage in collaborative test development projects in which they share the processes of developing test specifications, item writing, trialling and piloting in a way that ensures the consistency of the testing content and techniques with the teaching practices adopted and therefore increases the likelihood that the tests will have beneficial backwash on teaching.

4.7. Lack of a Course on Testing

Still at present, there is not a course on "Testing and Assessment" in our EFL Departments as part of a pre-service teacher training programme. If it exists, the students are given some information about test types, but they are not instructed how to design, how to construct and how to administer the tests when assessing language areas and skills. Many teachers and especially novice EFL teachers do not know what the characteristics of a good language test are and how they are to evaluate language tests. They prefer to use ready-made tests made by other testers/teachers or the tests offered in the textbooks.

It is unfortunate to note that the disadvantage of using others' tests is that, as noted by Korsal (2006), we teach but others test what we teach. Some steachers have reported indiscreetly the case of the same classroom tests that have
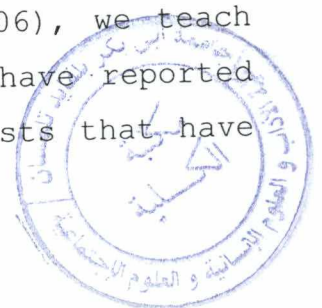
been used without any revision or editing. One can step further by asserting that many teachers are not aware of the nature of the exam and what is really being tested. They may never have received or attended training sessions that would explain the skills language learners need to succeed at various test tasks.

4.7.1. Testing and Assessment: A Modular Course

Working on the assumption that testing constitutes an integral part of a foreign language teaching, or rather a key link in the foreign language teaching process, where there is teaching, there should be testing. The objective here is to make a proposal relating to the introduction of an academic modular course, which would be entitled, "Testing and Assessment". The module in question would be part of the TEFL module or ideally a modular course in its own right. In so doing, the proposed modular course will add, in effect, an important bonus and a valuable asset, so to speak, to the general pedagogical formation and in-service training of our EFL students or would-be-teachers. However, the aim pursued is not to overweigh testing at the expense of teaching, but to remedy the would-be-teachers' almost lack of knowledge about testing.

4.7.2. Suggested Detailed Course Outline

There is an urgent need for testing to be brought in line with the current methods and approaches to language teaching. However, the testing approaches have been either overlooked, for example, testing based on the principles of the grammar translation method (see 1.1.), or ignored in the main mainstream approach, for example, communicative language testing which does not faithfully mirror its counterpart

communicative language teaching in the testing and assessment of the student's learning and performance (see 4.1.).

To this end, we should note that the proposed outline relating to "Testing and Assessment" is actually a sheer guideline, certainly of interest to teachers in general and novice teachers, in particular, for whom 'knowledge-about-testing' is no familiar ground. The overall aims of the proposed course outline are manifold:

- To look at areas of difficulty in the relationship between teaching and testing and how these difficulties can be overcome.

- To provide students with a substantial knowledge about the main test types that form part of the EFL testing literature.

- To provide students with sound principled guidelines for test preparation and test administration.

- To identify strengths and weaknesses in various approaches to testing.

- To consider how knowledge of the language system, mainly grammar and vocabulary, is best tested and measured and what is the place of grammar/vocabulary in a skill-based approach to teaching and testing.

These general principles can be translated in terms of a general objective: to provide the students with **'a conceptual foundation for answering practical questions regarding the development and use of language tests'** (Bachman 1990: 1). The

proposal made concerning the course outline falls under six main headings; it is also accompanied with a selected bibliography:

Course Outline

1. Approaches to Testing

1.2. Testing Defined

1.3. The Pre-Scientific Period

1.3. The Psychometric-Structuralist Period

1.4. The Psycholinguistic-Sociolinguistic Period

1.5. Communicative Language Testing

2. Requirements of a Good Test

2.1. Reliability

2.2. Validity

     2.3.1. Content Validity

     2.3.2. Construct Validity

     2.3.3. Criterion-related Validity

     2.3.4. Norm-related Validity

     2.3.5. Face Validity

     2.3.6. Empirical Validity

2.4. Practicality

2.5. Discrimination

2.6. Usefulness

3. Kinds of Tests

3.1. Proficiency

3.2. Achievement

3.3. Aptitude

3.4. Diagnostic

3.5. Placement

3.6. Progress

3.7. Cloze

3.8. Discrete-Point/Integrative

4. Testing Formats

4.1. Multiple-Choice Questions

4.2. True/False Statements

4.3. Yes/No Questions

4.4. Composition

4.5. Dictation

4.6. Gap-Filling and Completion

4.7. Matching

5. Testing the Language Skills

5.1. Testing Listening

5.2. Testing Speaking

5.3. Testing Reading

5.4. Testing Writing

6. Testing the Linguistic Components

6.1. Testing Grammar

6.2. Testing Vocabulary

6.3. Testing Pronunciation

6.4. Testing Functional Language

Selected Bibliography

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Weir, C. (1993) *Understanding and Developing Language Tests.* New York: Prentice Hall.

Worth noting here is that the bibliography has been selected on the basis of language simplification and ease of understanding and getting the message through, as well as on the pedagogical nature underlying the courses offered by the authors.

Our initiative represents a sheer attempt to provide our EFL students and teachers with a detailed outline in EFL testing, that would serve as a springboard for the development of a substantial knowledge which, as far as we

know, has not been fully covered on a sound methodological basis in our EFL Departments and Sections throughout the country. We believe that with the implementation of a testing approach as part of the TEFL module or a modular course in its own right, we are hopefully meeting a real need to bridge the gap between teaching and testing. On the other hand, we should regard tests as mirrors in which both teachers and students can see their reflections clearly. The proposed outlined, though seemingly detailed, is by no means exhaustive.

4.8. Conclusion

Admittedly one cannot speak about communicative language teaching without having a test component that does assess the speaking skill and, to a lesser extent, the listening skill; these being the hallmark of CLT. In this vein, the introduction of an oral test (oral examination component) will certainly have a very positive educational impact. Most EFL teachers also feel that the test will successfully promoted learning, particularly of oral skills. Most of our informants believe that to add an oral component to the examination will encourage the teaching and practice of oral skills. This would lead teachers to exploit the test to achieve positive and worthwhile educational goals. On the other hand, to add an oral component to the BEM and BAC EFL tests will lead to the publication of new textbooks with accompanying audiotapes and videotapes directed towards the improvement of the oral skills.

Although virtually all the EFL teachers we have interviewed hold academic qualifications, either a 'Licence' from a national university or a Diploma from the former

Technological Institutes of Education, (ITE) in Teaching English as Foreign Language, they may not have been necessarily prepared to be language teachers due to their poor knowledge about language testing. Hence, language testing was not a component of the course plan of their preparation programme. Our proposal relating to the introduction of modular course on testing would hopefully remedy the situation. Surprisingly, the majority of the respondents expressed their desire to train in modern techniques in language testing. Not only does this finding confirm the need of EFL teachers to keep on training in language testing, but it also asserts their eagerness to keep abreast of and be familiar with recent developments in the field.

Notes to Chapter Four

1. The concept of *communicative competence* has been developed by Canale and Swain (1980). They identify four sub-components within communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence refers to linguistic competence in the Chomskyan sense. Sociolinguistic competence denotes an understanding of the social context in which communication takes place, taking into account role relationship the shared information of the participants and the communicative purpose of their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relation to the entire discourse or text. Finally strategic competence involves the knowledge of communicative strategies that the language learner intends to make use of in order to get meaning across to overcome his imperfect command of the language. These strategies involve paraphrasing, avoidance of difficulty, simplification and so on.

2. Lambert and Gardner (1972) introduced the concept of intregrative motivation and instrumental motivation. The former refers to the desire to achieve proficiency in the new language to participate in the life of the community that speaks the language. It **'reflects a sincere and personal interest in the people and culture represented by the other group.'** While the latter refers to the desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job. It **'reflects the practical value and advantages of learning a new language.'** (Gardener and Lambert 1972:132.

3. *Raï* is a popular music style that originated in Algeria in the 1930s. It became popular among young people who sought to modernize the traditional Islamic values and attitudes. Regional, secular, and religious drum patterns, melodies, and instruments were blended with Western electric instrumentation. *Raï* music mixes with hip hop, reggae, funk, blues and with North African beats and rhythms. After the election of the new president Chadli Bendjedid in 1979, Raï music had a chance to pick up because of his lessened moral and economic restraints. Shortly after this *Raï* started to form into *Pop-Raï* with the use of new instruments such as new electrical synthesizers, guitars, and drum machines. The new sound of this music attracted the Algerian youth more than

ever, and then messages of the songs were very attractive to the people as well. The new sound also challenged many puritan views and more subjects like sex and alcohol started to be mentioned by the singers.

4. Richards *et al.* (1985) define a criterion-referenced test (CRT) as: *a test which measures a student's performance according to a particular standard or criterion which has been agreed upon. The student must reach this level of performance to pass the test, and a student's score is therefore interpreted with reference to the criterion score, rather to the scores of the students.* That definition is very different from their definition for a norm-referenced test (NRT) which they say is: *a test which is designed to measure how the performance of a particular student or group of students compares with the performance of another student or group of students whose scores are given as the norm. a student's score is therefore interpreted with reference to the scores of other students or group of students, rather than to an agreed criterion score.*

5. Lado (1961) noted that *"Dictation … on critical inspection, appears to measure very little of language. Since the word order is given …it does not test word order. Since the words are given …it does not test vocabulary. It hardly tests the aural perception of the examiner's pronunciation, because the words can in many cases be identified by context. The student is less likely to hear the sounds incorrectly in the slow reading of the words which is necessary for dictation."* (Lado 1961:34).

6. Oller (1979) proposed what came to be known as the **Unitary Competence Hypothesis**, that is, that performance of a whole range of tests (which he termed pragmatic tests) depended on the same underlying capacity of the learner – the ability to integrate grammatical, lexical, contextual, and pragmatic knowledge in test performance. In this very specific context, Oller notes that *"It is possible to be somewhat more precise in saying what a pragmatic test is: it is any procedure or task that causes the learner to process sequences of elements in a language that conform to the normal contextual constraints of all language and which require the learner to relate sequences of linguistic elements via pragmatic mapping to extra-linguistic context… Moreover, the constraints must be of the type that are found in normal use of the language not merely in some classroom setting…"* (Oller 1979: 38-39).

7. As for dictation Oller (1979) noted that *"… a simple traditional dictation meets the naturalness requirements for*

pragmatic language tests. First, such a task requires the processing of temporally constrained sequences of material in the language and second, the task of dividing up the stream of speech and writing down what is heard requires understanding the meaning of the material- i.e. relating the linguistic context (which in a sense is given) to the extra-linguistic context (which must be informed)." (Oller 1979:39).

GENERAL CONCLUSION

GENERAL CONCLUSION

This dissertation has presented a detailed analysis and description of the current situation and status of the preparation of the EFL teachers in Algeria in the field of language testing. Several important conclusions can be drawn from this work. Most importantly, however, is the fact that there is still much to be done to prepare our EFL teachers and qualify them to be good test developers able to generate positive test washback and bring about meaningful language learning experiences in their classrooms.

However, this research work is in no way a 'nuts and bolts' dissertation on how to write language tests. Beyond the descriptive and analytical aspects of testing it has dealt with, the dissertation has touched on fundamental issues in language testing in general and English language testing in particular as part of both the BEM and Baccalaureate examinations. In sum, the rationale underlying this work has been the researcher's attempt to provide, hopefully, a conceptual basis for answering practical questions closely related to the use and development of EFL tests as part of in-class use in general and as part of the formal public examinations in particular.

Considering the growth of international relations of Algeria with other nations as a major outcome of the on-going globalization process, and the extended interest towards today's growing technology, science and commerce throughout the world, learning English as a global language has found a greater importance compared to previous years. A knowledge of the English language permits one to open the linguistic gate

to international business, science and technology. This new state of affairs would lead all those involved in the field of ELT to think about, work out and accordingly develop EFL tests with new formats that best fit the requirements of the linguistic integration imposed by globalization.

Needless to say teachers have stressed the need to promote assessment of the listening and speaking skills and bring them closer to the centre of attention in the language classroom focussing on their share in testing activities. However, in an attempt to remedy this serious lack relating to testing communicative skills, a dictation should be added to the EFL as a way of assessing the student's ability to perform listening tasks. Put differently, though many of our students can easily demonstrate reasonable command of reading and writing skills, they often fail to express themselves orally and face serious comprehension problems of oral messages. The analysis of questionnaire and interview data from EFL teachers and inspectors has revealed the lack of emphasis on the testing of spoken English. This lack of emphasis in testing speaking seems to be due to a greater extent the over-crowded classes which in some cases, the number of students are fifty per class.

Most of our informants among EFL teachers in this study have shown a high degree of awareness in assessing the needs and determining the language testing priorities and the ways they ought to implement them. On the other hand, they have stressed their desire to be well informed about the most effective language learning assessment and evaluation techniques and practices which should be presented to them in the most practical and meaningful contexts. The numerous and responsible opinions stated by EFL teachers in this study

should be highly regarded by ELT methodologists and other concerned authorities in the country as they reflect true concerns and authentic needs that should be considered as precise, genuine, and meaningful guidelines for any well structured and rightly targeted preparation or training effort of pre-service or in-service EFL teachers in the most important aspect of language testing.

The implications of the benefits of moving away from traditional testing should encourage educators to create more practical language exams that concentrate more on speaking and understanding the target language in real situations than memorizing its rules and regulations. Yet, it is found that the BEM and BAC EFL tests put too much emphasis on vocabulary and grammar. Dialogue-completion activities, an overused test format, cannot be regarded as part of communicative language testing; language is what one actually expresses orally his feelings, emotions and desires in a very natural and spontaneous way. A communicative language test would clearly show a student's competence level in using the target language in real-life situations, a goal that has never been realized in any EFL test.

Students are to be required to produce speech in response to various questions and interactive conversations in addition to the traditional reading, writing and listening portions of the exam, creating a truly communicative language test. Integrating speaking skills also aids in transitioning from the former belief of a valid test as one that tests what it is intended to test to validity based on the results of the test. How well a student scores on in an EFL test denotes to a larger extent how he might be expected to respond outside the boundaries of the testing environment. This is

obviously another way of saying that in designing an EFL test, we need to consider the characteristic of the language use situation and tasks.

In very down-to-earth terms, we have come up to one underlying pattern is that the BEM and BAC EFL tests, in their various forms, have fixed contents; the changes are so to speak, cosmetic. The contents have been taught to the candidates, in the sense that they 4th AM and 3rd AS students, respectively at this level and purposefully, have always been taught to the test. It is worth noting that the school administration, the Board of Education and to a certain extent, the pupils' parents use pass rates as a reference of teacher success. Most importantly, the teacher's self-esteem and pride, inside and outside school, correlate with the passing rates of his/her pupils in the formal public examinations- the Baccalaureate and BEM.

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APPENDICES

APPENDICES

Appendix I: Questionnaire for PEM and PES

Appendix II: Learners Questionnaire

Appendix III: Official Ministry Documents

Appendix I

Questionnaire for PEM and PES

Questionnaire for Teachers
(PEM & PES)

Dear colleague,
You are kindly requested to answer the following questions by putting a circle round the answer that best reflects your opinion, and making comments whenever you feel it is necessary; sometimes more than one answer can be given:

1. Is there a module entitled "Testing and Assessment" in EFL Department as part of the pre-service programme?
    Yes   No
    Comments:

2. Do you support the idea of introducing a modular course on "Testing and Assessment"?
    Yes   No
    Comments:

3. Do you construct your own tests?
    Yes   No
    Comments:

4. Do you use ready-made tests?
    Yes   No
    Comments:

5. How do you assess your knowledge about testing?
    Good   Fair   Poor   very poor
    Comments:

6. Are you in favour of reintroducing 'dictation' as a testing item?
    Yes   No
    Comments:

7. Are you in favour of introducing an oral examination component in the BEM/BAC EFL Examinations to assess students' ability to perform listening and speaking tasks?
    Yes   No
    Comments:

8. Do you do something to reduce test anxiety in your students?
    Yes   No
    Comments:

9. Notwithstanding the coefficient, what is your opinion of the students' attitude towards BEM/BAC EFL tests in the pass procedure?
    A. Very important
    B. Important
    C. Less important
    D. Unimportant
    Comments:

10. Does the School Administration make use of pass rates to evaluate teachers' academic and professional competence?
    Yes   No
    Comments:

11. Does the School Administration consider English as important as the other subject-matters?
    Yes   No
    Comments:

12. Do you think that the BEM/BAC EFL tests need improvement?
    Yes   No
    Comments:

13. Do you think that there is a gap between teaching objectives and testing items?
    Yes   No
    Comments:

14. Do you teach to the test?
    Yes   No
    Comments:

15. The following statements specify the pedagogical purposes of ELT testing. Please put them in your order of importance.
...... To motivate students to study.
...... To review material taught.
...... To diagnose students' strengths and weaknesses.
...... To assess students progress.
...... To evaluate the effectiveness of different ELT approaches.
...... To give a mark to the student and school administration.

                Thank you very much for your collaboration

Appendix II

Learners Questionnaire

Questionnaire for Students
(4th AM & 3rd AS)

Dear student,
You are kindly requested to answer the following questions by putting a circle round the answer that best reflects your opinion, and preferences.

1. Age: ....
2. Sex: ....
3. Class level: ....
4. Stream: ....
6. Number of years in English learning: ....

1. Do you feel good at learning English?
   Yes   No

2. According to you is mastery of English an important academic benefit in today's world?
   Yes   No

3. According to you is mastery of English an important social benefit in today's world?
   Yes   No

4. According to you is mastery of English an important professional benefit in today's world?
   Yes   No

5. Do you give as much importance to English as to the other subject-matters?
   Yes   No

6. Are you eager to attend extra English courses if opportunity is offered to you?
   Yes   No

7. Do you revise your English lessons on a regular basis?
   Yes   No

8. Do you do your English homework alone?
   Yes   No

9. Do you rely on someone else's help in doing your English homework?
   Yes   No

10. Are you taught to the test?

Yes   No

11. Do you think that there is a gap between teaching
objectives and testing items?
    Yes   No

12. Do you feel somewhat anxious on the eve of the EFL
BEM/BAC test?
    Yes   No

13. Do you feel relaxed and confident before the start of the
EFL BEM/BAC test?
    Yes   No

14. Are you in favour of introducing an oral examination
component in the BEM/BAC EFL test to assess your ability to
perform listening and speaking tasks?
    Yes   No

15. Are you in favour of introducing a standard dictation in
the BEM/BAC EFL test to assess your listening abilities?
    Yes   No

Thank you for your collaboration

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استمارة للطلبة المتعلمين
(السنة الرابعة متوسط و السنة الثالثة ثانوي)

أيها الطلبة الأعزاء

إن الهدف من تصميم هذا الاستفتاء الذي أمامكم هو تشخيص بعض العناصر الهامة و المؤثرة في عملية تعليم الانجليزية كلغة أجنبية و اجتياز امتحانات شهادة التعليم الأساسي وشهادة الباكلوريا .

المطلوب منكم هو الإجابة عن الأسئلة التي يحتويها هذا الاستفتاء بحيث تكون الإجابة معبرة عن شعوركم الشخصي تجاه هذه العناصر ،و الإدلاء بالإجابات الصادقة لان ذلك سيعرفكم على العناصر المؤثرة في عملية تعليم اللغة الانجليزية و اجتياز شهادة التعليم الأساسي و شهادة الباكلوريا.

سوف تعامل أجوبتكم بسرية تامة و ستستخدم لأغراض إحصائية فقط و لن يطلع على إجابتكم سوى الباحث نفسه.إني اقدر تعاونكم في هذا المجال.

الرجاء وضع علامة أمام الإجابة المناسبة.

1. السن:
2. الجنس:
3. السنة الدراسية:
4. الشعبة:
5. عدد سنوات دراسة اللغة الانجليزية:

1. هل تعتقد انك جيد في تعلم اللغة الانجليزية؟
   نعم   لا

2. حسب رأيك،هل إتقان اللغة الانجليزية له أهمية تربوية في عصرنا الحالي؟
   نعم   لا

3. حسب رأيك، هل إتقان اللغة الانجليزية له أهمية اجتماعية في عصرنا الحالي؟
   نعم   لا

4. حسب رأيك، هل إتقان اللغة الانجليزية له أهمية فنية في عصرنا الحالي؟
   نعم   لا

5. هل تعير أهمية كبرى لمادة اللغة الانجليزية على غرار المواد الأخرى؟
   نعم   لا

6. هل أنت على استعداد لتلقي دروس إضافية في اللغة الانجليزية إذا ما توفرت الفرصة السامحة لذلك؟
   نعم   لا

7. هل تراجع دروس اللغة الانجليزية بتداول؟
   نعم   لا

8. هل تقم بواجباتك المنزلية في مادة اللغة الانجليزية بمفردك؟
   نعم   لا

9. هل تعتمد على شخص آخر أثناء انجاز الواجبات المنزلية في مادة اللغة الانجليزية؟
   نعم   لا

</div>

10. هل يتم إخباركم عن مواضيع الامتحانات؟

نعم   لا

11. هل تعتقد أن هناك فجوة بين الدروس الملقاة و مواضيع الامتحانات؟

نعم   لا

12. هل تشعر بالقلق ليلة امتحانات شهادة التعليم الأساسي و شهادة الباكلوريا الخاصة بمادة اللغة الانجليزية؟

نعم   لا

13. هل تشعر بالارتياح والثقة قبل الشروع في امتحانات شهادة التعليم الأساسي و شهادة الباكلوريا الخاصة بمادة اللغة الانجليزية؟

نعم   لا

14. هل تؤيد إدراج الامتحان الشفوي ضمن امتحانات شهادة التعليم الأساسي و شهادة الباكلوريا الخاصة بمادة اللغة الانجليزية لتقييم و تحسين قدراتك السمعية و الكلامية ؟

نعم   لا

15. هل تؤيد إدراج الامتحان الإملاء ضمن امتحانات شهادة التعليم الأساسي و شهادة الباكلوريا الخاصة بمادة اللغة الانجليزية لتقييم و تحسين قدراتك السمعية؟

نعم   لا

Appendix III

Official Ministry Documents

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

دليل بناء اختبار

مادة الإنجليزية - لغة ثانية -

في امتحان

شهادة التعليم الأساسي

جانفي 2001

بسم الله الرحمن الرحيم

عرفت شهادة التعليم الأساسي في السنوات الأخيرة جهودا مختلفة سواء على مستوى المناهج الدراسية أو الكتب المدرسية بمختلف موادها ، أو النصوص القانونية والمذكرات التي توضح عناصر الامتحانات واسسها، وعلى الرغم من أهمية الجهود التي بذلت فإن الواقع يشير الى وجود تفاوت من مؤسسة الى أخرى في نوعية مواضيع الاختبارات التي تقدم الى التلاميذ ، وفي مقاييس بنائها ومعايير تقويمها وتحديد أهدافها، وبعضها يبتعد ابتعادا كبيرا بالتلميذ عن ما يقتضيه التقويم في شهادة التعليم الأساسي .

من ثمة كانت الحاجة ملحة لوضع دليل مرشد للاساتذة يوضح كيفيات بناء اسئلة اختبارات شهادة التعليم الأساسي لكل مادة لتسهيل مراعاتها عند التقويم الدوري وتحقق الاعداد المناسب والاستعداد الكامل للتلاميذ لخوض الامتحان . من اجل هذا نقول إن دليل بناء الاختبارات وثيقة منهجية يستعين بها الاستاذ على بناء الاختبارات وفق قواعد علمية صحيحة يتمكن من خلالها من تقويم الاهداف المسطرة في البرامج الرسمية وكذا المهارات والقدرات التي يعمل على ان يكتسبها تلاميذه.

دليل بناء الاختبارات وثيقة تكوينية تسهم في تكوين الاستاذ على كيفية بناء الاختبارات واكتساب القدرة على ذلك.

وهي بالنسبة للتلميذ تساعده على ان يتعود في قسمه على طريقة معينة من الاختبارات حتى لا يتفاجأ في امتحان شهادة التعليم الأساسي بطريقة مختلفة عما تعود عليه في المدرسة الأساسية بل يجد نفسه امام وضع مألوف ومنهجية مضروقة من قبل معلميه ، وتهدأ نفسه.

لذا فعلى كل استاذ ان يسهر على بناء الاختبارات الفصلية وفق ماجاء في هذا الدليل وعليه لا بد من دراسة هذه الوثيقة دراسة جيدة، وتطبيق ماجاء فيها من منهجية في بناء الفروض والاختبارات الفصلية التي ينظمها لتلاميذه في السنة التاسعة أساسي حتى يتعودوا عليها حتى يكتسبوا هذه القدرة وهذه المهارة فعلى الجميع

1

دراسة هذه الوثيقة في جلسات خاصة تنسيقية مع الاستاذ مسؤول المادة وبإشراف مدير المؤسسة في كل فصل من فصول السنة قبل موعد الاختبارات . حتى تكون الاختبارات المطروحة مبنية وفق هذا الدين.

وعلى الاستاذ ان يحدد الاهداف المرجوة من كل اختبار ، ويحدد كذلك القدرات والمهارات الواجب تقويمها في الاختبارات المطروحة من طرفه، وعليه ان يقيم هذه الاختبارات من كل الجوانب، خاصة الجوانب المعرفية والقدرات والمهارات وفق ماهو موجود في البرامج الرسمية المسطرة من وزارة التربية الوطنية.

واذا ما تم ذلك فاننا نكون قد حققنا الاهداف التالية:

- بناء الاختبارات وفق قواعد علمية صحيحة محددة الغايات والاهداف.
- التقويم الصحيح والسليم للاهداف والقدرات والمهارات المسطرة في البرامج الرسمية.
- تكوين الاستاذ على طريقة بناء الاختبارات وعلى تحديد الاهداف والمقاصد واخيرا على تقويم هذه الاهداف والمقاصد.
- اعداد التلميذ لخوض امتحان شهادة التعليم الاساسي بتعويده في الاختبارات الفصلية على نفس الطريقة التى تبنى بها مواضيع شهادة التعليم الاساسي.
- وفي الاخير حتى نتمكن من تحقيق الاهداف المرجوة فانني انبه الى ضرورة خضوع المواضيع المطروحة للمعايير التالية:
- ان تكون مبنية بطريقة تتماشى وطبيعة الاختبارات الموجودة في ادلة بناء الاختبارات المرسلة اليكم والموجودة على مستوى المؤسسات التعليمية.
- التطابق التام مع البرامج الرسمية.
- التماشي والوقت المحدد للاختبار حسب كل مادة.
- تغطية اكبر نسبة من البرنامج الرسمي.
- ان لا تؤخذ من اي حولية او اي امتحان سابق.
- تفادي كل الاخطاء سواء ماتعلق منها بالمادة او اللغة.
- ان تصاغ اسئلتها بشكل واضح ودقيق ومفهوم وغير قابل للتأويل.
- ان تحرر بدقة ووضوح بخط مقروء
- ان تكون قابلة للحل وفي الوقت المخصص لها.

2

- ان تتجنب المواضيع الطويلة جدا والتي تأخذ وقتا طويلا للقراءة من طرف المترشح .

- ان يعد مع كل موضوع الاجابة النموذجية وسلم التنقيط.

- ان يسهر كل استاذ على القيام بتصحيح اختبارات تلاميذه بعد انجازها تنبيههم الى كيفية تحاشي الاخطاء الواردة او المحتملة. وينور سبيلهم بكل مايفيدهم لتجنب العثرات مستقبلا ويزودهم بمنهجية واضحة للاجابة عن أي سؤال يوجه اليهم .

تتمنى ان يكون هذا الدليل دليلا فعلا يجد فيه الاستاذ ضالته ، كما نرجو ان تزودوا الديوان الوطني للامتحانات والمسابقات بملاحظاتكم واقتراحاتكم .

وفقنا الله جميعا لما فيه خير البلاد والعباد

مدير الديوان الوطني للامتحانات والمسابقات
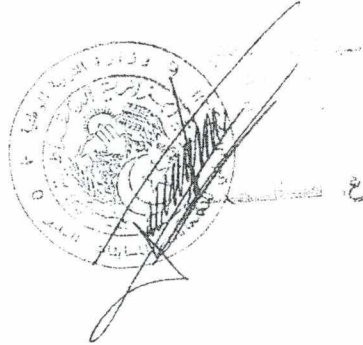
ع .

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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
الديوان الوطني للامتحانات والمسابقات

رقم : ١١٢/إوت و/دوام/2001   الجزائر في 17 جانفي 2001

مدير الديوان الوطني للامتحانات والمسابقات
الى
السادة مديري الفروع (للمتابعة)
السيدات والسادة مديري التربية (للمتابعة)
السيدات والسادة مديري المدارس الأساسية (للتنفيذ)
السيدات والسادة مفتشي التربية والتعليم الأساسي (للتنفيذ)

الموضوع : أدلة بناء الاختبارات

يشرفني أن أوافيكم بنسخة من أدلة بناء الاختبارات لمجموع مواد امتحان شهادة التعليم الأساسي، وهذا بعد إدخال التحسينات عليها في ملتقى الجزائر المنعقد أيام 07،08،09 جانفي 2001. وتعميما للفائدة، فإني أطلب منكم عقد جلسة مع أساتذة كل مادة لدراسة محتوى ما جاء فيها والعمل على تطبيقها ميدانيا، كما أطلب منكم تنبيه الأساتذة إلى ضرورة دراسة هذه الوثيقة في الجلسات التنسيقية لكل مادة وعند التحضير لكل اختبار، وهذا حتى تكون هذه الاختبارات متطابقة في بنائها مع طريقة بناء اختبارات امتحان شهادة التعليم الأساسي، وحتى لا يجد المترشح أي إشكالية في الطريقة.

وفي الأخير أرجو السهر على تطبيق محتوى هذه الوثيقة وموافاتي بتقرير مفصل حول هذه العملية.

مدير الديوان الوطني للامتحانات والمسابقات

ع. صـــــــــالحي

PREAMBLE

The analysis of the B.E.F. English papers has shown some incoherence, such as:
-A lack of correspondance between the teaching objectives and testing items.
-Ambiguities in the wording of the instructions, which to a certain extent, invalidate this paper as an objective assessing tool.
The instructions that follow aim at providing a working framework on the form of a set of theoretical principles and practical recommendations together with a sample of a test based on these principles.

> **VERY IMPORTANT**:
> **The newly added activities are meant for the B.E.F 2002**
> **The teachers are required to integrate them from now on, in both their teaching and testing inputs for the 8A.F. classes.**

THE EXAMINER'S GUIDE FOR THE B.E.F PAPER

MAIN CONCERN:
Provide teachers with a tool to devise and evaluate the B.E.F paper and a sample on which all formal papers should be based.

A - THE OFFICIAL INSTRUCTIONS:
Examination in English: The second foreign language.
Coefficient : 1   **Duration: 1 Hour**
The exam should consist of a text of about 10 lines, followed by a set of activities.

SECTION ONE:
Reading Comprehension (8 pts) Three activities:(questions, plus one out of the four plus lexis)
1-Activities related to comprehension (6 pts)
     1.1-Three questions.(3 pts)The three questions are compulsory.
     1.2- One activity. (3 pts) Only one out of the four.
     1.3- True or false. (three items: 01 point each)
     or-M-C-Q   (three items: 01pt / each)
     or-Fill in the table   (three items: 01pt / each)
     or-Fill in the form   (three items: 01 pt / each)
2-Activities related to lexis (2pts)
     2.1 - Two synonyms. (1 pt: 0.5 each) (only two items)
      - And two opposites. (1 pt: 0.5 each) (only two items)
     2.2 - Two definitions. (1 pt: each)

SECTION TWO
     Mastery of language. (6 pts) (Three activities: give one of each)
       1- Mechanics: one activity. (2 pts) only four items per activity: 0.5 pt each)
       2- Morphology: one activity. (2pts) (only four items per activity: 0.5 each)
       3- Syntax: one activity (2 pts) (only four items per activity:0.5 each)

SECTION THREE:
     Written expression (6pts)
     Give one activity out of the four. The candidate will have to answer only one.

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B - ADEQUATION BETWEEN SET OBJECTIVES AND B.E.F PAPERS
I-What is set but not tested.
- Oral skills
- Group and pair work
- Study skills
- psycho-motor and affective skills.

II- What is not tested but should be.
-Study skill : Use of a dictionary

III- What is tested but should not be.
-Vocabulary that has never been taught.
- Topics that are only remotely related to the syllabus.

C - WHAT TO WATCH FOR WHEN SETTING PAPERS.
I-Congruency with
- Official syllabus regarding both content and cognitive objectives.
- Official instructions (number of activities, timing, coefficient)
- Wording of instructions.
- Teaching methodology (spoonfeeding versus autonomous efforts)
II- Other points
- Secrecy: the paper should not be given in any form to the pupils.
- Originality: The paper should not have been given previously in any form.
- Correctness: It should be mistake free.
- Acceptance by all: the text should not deliberately hurt or insult anyone.
- Meaning: In spite of its size, the text should still be meaningful, without any ambiguity.

D - RECOMMENDATIONS
I- All papers should be accompanied with:
- model answers (including the written section)
- scoring scale.
- parts of the official syllabus covered regarding discourse type, functions, grammar and any other input.
- cognitive skill(s) tested for each type of question.
- author, sources and photocopy of the original text together with the writer's name and the complete source.
II-Publish a sample on which all formal papers be based.
III- The lexical register of 8AF and 9AF should be published and all tests should comply with it.
IV- The instructions to the pupils must be worded as stated in the present document.

E - OBJECTIVES OF THE EXAMITION PAPER
The English examination paper aims to evaluate the candidates:
I- Ability to understand a sample reading passage , either adapted or in its original version , based on a topic selected from the syllabus, through their answers to questions on the reading passage.
II-Mastery of the language and ability to manipulate its ground work in the fields of lexis, mechanics, morphology, syntax and discourse.
III-Ability to express themselves reasonably correctly through the writing of a guided composition.

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ORGANISATION OF THE EXAMINATION PAPER

A - The examination is made up of the three following sections.

Section one:
1- Reading Comprehension:
   This section focuses on the global and detailed understanding of a reading passage through reference and inference questions with or without justification and one of the suggested activities.
What is an open-ended question ?
   An open-ended question is a question that requires actual production of language for its answer.
Example of open-ended questions
      -Is Mr Smith and old person?
      -Is Mrs Smith a nurse? Justify
      -Give a title to the text.
      -List the words that show that Mr Smith is happy.
What is a reference question?
   A reference question's answer is given explicitly in the text either in exactly the same words or in words expressing the same idea or synonyms or opposites.
Examples of reference questions:
   -Without justification: Do dolphins attack people?
   -With justification: Are dolphins clever creatures? Justify your answer
2- Activities related to lexis, i.e. vocabulary

Section two:
Mastery of language:
This section deals with grammar, through activities related to the topic

Section three:
Written expression
This section deals with the knowledge and use of the language through a guided composition.

B - Types of activities

Section one:
Reading comprehension
   Read the text carefully and do the following activities.
1-Activities related to comprehension : Three questions.
   Typical instructions: *Answer the following questions*
2-The teachers choose one activity out of the following
a-Multiple choice questions
   Typical instruction: *Choose the correct letter (A,B,C)*
b-True or false
   Typical instructions: *Write true or false. Correct the wrong statement.*
   Pupils are asked to write « true or false » at the end of a limited number of correct and wrong statements and correct the wrong ones.
c-Fill in the form - Fill in the table:
Typical instruction:
   Read the text and fill in the table with the right information
   Pupils have to complete one of the following : a form, a chart, a table, a diagram or a plan with pieces of information drawn from the text.

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Example 1:
Read the text and fill in the table with the right information

Name	Age	Occupation	Nationality	Language
Betty	16			
				Arabic

Example 2:
Read the text and fill in the plan with the right information

			Bed Room
Garage			

3 - Activities related to lexis:

This part will test the pupils' control of vocabulary in different ways. It will deal exclusively with synonyms, opposites, definitions or items to be found in the text.

a - Synonyms: (two items)

Typical instruction:

Find in the text words, phrases, or expressions that are closest in meaning to the following.
The pupils are given a few words and they are asked to find their synonyms in the text. Because true synonyms hardly exist, they are asked to them in meaning

Example:

big = large.   slow : not too quick

b - Opposites:

Typical instruction

Find in the text words, phrases, or expressions that are opposite in meaning to the following:
Here again the pupils are given few words or phrases and they are asked to find their opposite in the text

Example:

- short - long   - useful - useless   - regular = irregular   - not happy - pleased

c - Definitions:

Typical instruction

Match each word with each definition. simple definitions are given to the candidates and they have to match them with the words.

Example:

A person who repairs cars = a mechanic

Section two

Mastery of language

Give three activites out of two points each.
-This section deals with mechanics, morphology and syntax.

1-Mechanics. Give one activity . 2 points

1-1- Capitalisation and punctuation

Typical instruction : *Write the punctuation and capitals where necessary.*

1-2- Alphabetical order

Typical instruction : *Reorder the following words alphabetically*

1-3- The odd items.

Typical instruction : *Find the words and write them on your paper* (4 lists)

1-4- Complete the list:

Typical instruction : *Add a word to the following list* (4 lists)

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2 - <u>Morphology</u>: Give one activity. 2 points
2-1-singular / plural nouns
<u>Typical instruction</u> : *Complete the table.*
A list of 4 words is given to the pupils to change from singular to plural and vice versa.

2-2-supplying the past tense and / or the past participle
<u>Typical instruction</u> : *Complete the table.*
2-3-supply comparative and / or superlative
<u>Typical instruction</u> : *Complete the table with the correct comparative and / or superlative*

3-<u>Syntax</u>:Give only one activity. 2 points

3-1-Transformation:

<u>Typical instruction</u> :*Write the following sentences in the active or the passive*

a-Pupils are asked to change sentences from active to passive voice or / and vice versa.
Example:

Algeria exports oil.   Oil is exported

b-Singular / plural forms.
Turn into plural or singular.
Example :
-The pupil is playing
-The pupils are playing.

c-Negative form.
Turn into negative.

3 - 2 - Sentence formation

<u>Typical instruction</u> : *Combine the two statements into a new one using : but, if , while, since, and, because, so, to (in order to).*
Example: It was raining. Betty was cooking.
Betty was cooking while it was raining

3 - 3 - Fill the gaps using the following words:
(linkers, sequencers, vocabulary / grammar items)
Example:
The pupils joined the class.
The teacher came in.
He was happy.

3 - 4 - Asking questions

<u>Typical instruction</u> :*Ask questions on the underlined words.*

3 - 5 - Tenses

<u>Typical instruction</u> : *Write the correct form of the verbs in brackets*
The pupils are given a paragraph with the verbs in the infinitive :to work / not to work. They are asked to put the verbs between brackets in the correct tense.
Example

Betty is on her way back to London after a stay with Rafik in Algiers. She (to fly) to Paris four hours ago, but she (not to arrive) home yet. At this moment, she (to cross) the Channel to Dover on a ferry-boat. She (to arrive) in London in the evening.
(flew — has not arrived — is crossing — will arrive)

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(flew - has not arrived - is crossing - will arrive)

III - Section three:

Written Expression

This section deals mainly with compositions. The pupils are given only **ONE** activity out of the following ones.

1-Notes to expand
Typical instruction :
Write a composition of about four (4) to six (6) lines using the following notes
The pupils are given notes related to the topic. They are asked to expand them to produce a paragraph.
The notes should be in the form of phrases.

2-A dialogue to complete (four to six exchanges)
Typical instruction :
This is a conversation between A and B . Complete what B says.
The pupils are given a conversation with the moves of one speaker.
They are asked to guess from context the moves of the second speaker.

3- Sentences to re-order
Typical instruction :
Reorder the following sentences and write a coherent paragraph.

4- Gap filling activity:
Typical instruction : Fill in the gaps so that the text makes sense:
A paragraph is presented to the pupils with some gaps. They are asked to put the right words (either function words or content ones) in the right gaps. The words are not provided .

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SAMPLE FOR B.E.F 2002.

More Machines, Fewer People.

Some years ago, the office was a place where there were more people. Today, offices are full of machines: photocopy machines, fax machines, computers.

A manager in a big computer company thinks that machines work better than people." In offices, many of the secretaries and receptionists were very lazy ", he said. They took long breaks and left work early. But machines are hardworking. They don't take breaks and they never go home.

His company makes robots:machines that look like people. These machines do all the work in the office. The manager tells the machines what to do, and they do it. It's fantastic! But machines are still very expensive. Many companies cannot buy them. For this reason, people will not lose their jobs in the near future.

SECTION ONE:

READING COMPREHENSION .

A- Read the text and answer the following questions.
 What do we find in offices today?
* Who thinks that machines work better than people?
* Will people lose their jobs in the near future?

B- 1.Write true or false. Correct the wrong statement.
* Many secretaries and receptionists were very lazy.
* Machines do all the work.
* Computers are very cheap.

 2. Choose the correct letter to complete the sentence.
* Computers are ....
  a - offices   b - machines   c - companies
* Receptionists are ....
  a - robots   b - jobs   c - people
* A manager is ....
  a - a secretary   b - a boss   c - a headmaster

 3. Fill in the table according to the text.

Machines	People

C- Activities related to lexis
* Find in the text words that are closest in meaning to the following.
  several =   produces =
* Find in the text words that are opposite in meaning to the following.
  worse ≠   cheap ≠
* Match each word with its definition.
- The machine that stores information:
- A person who makes car:

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SECTION TWO

MASTERY OF LANGUAGE.

A. 1- MECHANICS: GIVE ONLY ONE ACTIVITY

- Write the punctuation and the capitals where necessary.
  fatiha always prepares breakfast cleans the rooms goes shopping and cooks lunch

- Reorder the following alphabetically.
  people - apple - fantastic - company

- Find the odd words and copy them on your paper:

A	B	C	D
Algeria	onions	mother	white
Morocco	bananas	brother	green
French	carrots	teacher	red
Egypt	beans	sister	ruler

- Add a word to the following lists:

A	B	C	D
a builder	a bank	a bus	telephone
a mechanic	a post office	a car	fax
a teacher	a library	a lorry	internet

2- MORPHOLOGY: GIVE ONLY ONE ACTIVITY

- Singular plural nouns. Complete the table:

Singular	plural
	Men
child	
	Ladies
knife	

- Past simple past participle. Complete the table.

infinitive	past simple	past participle
to be		
to cut		
to do		
to clean		

3 - SYNTAX: GIVE ONLY ONE ACTIVITY.

- Write the following sentences in the passive:
  - Algeria exports oil.   -They make nice carpets in Ghardaia.
  - Oil ....   - Nice ... .

- Combine the two statements into a new one using:
  because   -   while   -   since   -   but
  Ali was reading.His sister was cooking.

- Ask questions on the underlined words
  - Last summer. Ali went to London.
  - Mr Black works in an office

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- Fill in the paragraph using words related to the following list : (linkers - sequencers - vocabulary - grammar items ...)

  factory - the - were - was

  The boss arrived to his .... early yesterday.

  All .... workers .... there . He .... happy.

- Complete the table correctly :

adjectives	comparative	superlative
good	better than	
tall		
difficult		the most
far		

- Turn into negative :
  - He will travel to Canada
  - He has won a prize.

B. TENSES :

1- Write the correct form of the verbs in brackets:

Betty is on her way back to London after a stay with Rafik in Algiers. She (to fly) to Paris four hours ago, but she (not to arrive) home yet . At this moment, she (to cross) the Channel to Dover on a ferry-boat. She (to arrive) in London in the evening.

2- Put in : since / for / ago.
- My father has been a lorry driver .... 10 years
- My grandparents went to Mecca a year ....
- She hasn't seen her friend .... she left Algeria
- He saw that documentary two weeks ....

SECTION THREE:

WRITTEN EXPRESSION

Give only one activity out of the four

1- Fill in the gaps with one word so that the paragraph makes sense

Modern achievement in electronics are making life easier

People use computers .... home in offices .... factories .... are also found in universities, schools and libraries. They have become .... to hospitals and many public services. Computers .... very helpful, because the store a lot of ....

2- Complete the following conversation
- Michael: Do you have a computer?
- Mary: ....
- Michael: Did you buy it?
- Mary: ....
- Michael: .... ?
- Mary: My father offered it to me on my birthday
- Michael: How often do you use it?
- Mary: ....
- Michael: How lucky you are!

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نماذج من اختبارات
شهادة
التعليم المتوسط

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات و المسابقات

مادة اللغة الانجليزية

في امتحان شهادة التعليم المتوسط

2007

بسم الله الرحمان الرحيم

بعد هذا الدليل وثيقة منهجية يستعين بها الأستاذ على بناء الاختبارات وفق قواعد علمية صحيحة يتمكن من خلالها من تقويم الأهداف المسطرة في المناهج الرسمية، و كذا المهارات، و الكفاءات التي يكتسبها التلميذ ، زيادة على أنها وثيقة تكوينية تساهم في تكوين الأستاذ على كيفية بناء الاختبارات .

أما بالنسبة للتلميذ تساعده على أن يتعود في قسمه على منهجية معينة من الاختبارات حتى لا يتفاجأ في امتحان شهادة التعليم المتوسط بمنهجية مختلفة عما تعود عليه من قبل، بل يجد نفسه أمام منهجية مألوفة من قبل فيطمئن و تهدأ نفسه.

لذا فعلى كل أستاذ أن يسهر على بناء الاختبارات الفصلية وفق ما جاء في هذا الدليل وعليه أن يدرس هذه الوثيقة دراسة جادة ، و تطبيق ما جاء فيها من منهجية في بناء الفروض و الاختبارات الفصلية التي ينظمها لتلاميذه في السنة الرابعة متوسط حتى يتعودوا عليها. وحتى يكتسبوا هذه الكفاءة فعلى الجميع دراسة هذه الوثيقة في جلسات خاصة تنسيقية مع الأستاذ مسؤول المادة و بإشراف مدير المؤسسة في كل فصل من فصول السنة قبل موعد الاختبارات، حتى تكون الاختبارات المطروحة مبنية وفق هذا الدليل.

و على الأستاذ أن يحدد الأهداف المرجوة من كل اختبار، و يحدد كذلك الكفاءات الواجب تقويمها في الاختبارات المطروحة من طرفه، و عليه أن يقيم هذه الاختبارات من كل الجوانب خاصة الجوانب المعرفية و مختلف الأهداف المسطرة في المناهج الرسمية .

و إذا ما تم ذلك فإننا نكون قد حققنا الأهداف التالية :

- بناء الاختبارات وفق قواعد عليمة صحيحة محددة الغايات و الأهداف.
- التقويم الصحيح و السليم للأهداف و الكفاءات المسطرة في المناهج الرسمية.
- تكوين الأستاذ على طريقة بناء الاختبارات و على تحديد الأهداف و المقاصد .
- إعداد التلميذ لخوض امتحان شهادة التعليم المتوسط بتعويده في الاختبارات الفصلية على نفس الطريقة التي تبنى بها مواضيع شهادة التعليم المتوسط.

وفي الأخير حتى نتمكن من تحقيق الأهداف المرجوة فإنني انبه إلى ضرورة خضوع المواضيع المطروحة للمعايير التالية:

- أن تكون في مستوى الطالب المتوسط لأننا نجري امتحانا لا مسابقة .
- أن تكون مبنية بطريقة تتماشى و طبيعة الاختبارات الموجودة في أدلة بناء الاختبارات.
- التطابق التام مع المناهج الرسمية.
- التماشي و الوقت المحدد للاختبار حسب كل مادة.
- تغطية اكبر نسبة من المنهاج الرسمي.
- الا تؤخذ من أي حولية أو أي كتاب أو امتحان سابق.
- تفادي كل الأخطاء سواء ما تعلق منها بالمادة أو اللغة.

- أن يكون الجزء المخصص لمعالجته بالمقاربة بالكفاءات واضحا و ذو دلالة بحيث يقيس فعلا كفاءات المتعلم المحددة في المناهج .
- أن تصاغ أسئلتها بشكل واضح و دقيق ومفهوم و غير قابل للتأويل.
- أن تحرر بدقة ووضوح .
- أن تكون قابلة للحل و في الوقت المخصص لها.
- أن نتجنب المواضيع الطويلة جدا و التي تأخذ وقتا طويلا للقراءة من طرف المترشح.
- أن يعد مع كل موضوع الإجابة النموذجية و سلم التنقيط.
- أن يسهر كل أستاذ على القيام بتصحيح اختبارات تلاميذه بعد الامتحان لتنبيههم إلى كيفية تفادي الأخطاء الواردة و المحتملة، و ينور سبيلهم بكل ما يفيدهم لتجنب العثرات مستقبلا و يزودهم بمنهجية واضحة للإجابة عن أي سؤال يوجه إليهم.

و على الأستاذ أن يختم عمله بتقويم موضوع الاختبار وفق بطاقة التقويم التي زود بها هذا الدليل .

وفقنا الله جميعا لما فيه خير للبلاد و العباد

مدير الديوان الوطني للامتحانات و المسابقات

PREAMBLE

This B.E.M. guide is meant to provide a framework and hints to all users to help them devise exams in accordance with the competency-based approach.It also reflects the contents and the format of the official exam.

The ultimate objective is to see how well we want our learners to demonstrate the competencies according to set criteria (e.g. :accuracy, fluency, lexical command,range).
We focused on the objectives related to the competencies that can be feasibly assessed (the interpretive and the productive ones) in the available format (written ones only).

The interactive competence not being assessed,the part devoted to pronunciation is limited to sound recognition and rhymes.
Looking at the exit level profiles we determined the text types and the tasks that would be needed to demonstrate all aspects of the competencies to measure what we want our learners to be able to do and what they need to do it.

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FORMAT OF THE ENGLISH PAPER IN THE BEM EXAM

Part One (14 points)

A.Reading Comprehension : (7 points)

-2 activities related to the comprehension of the text (5 points)

-1 activity related to lexis(2 points)

B.Mastery of Language : (7 points)

- 2 activities related to syntax (5 points)

- 1activity concerning pronunciation (2 points)

Part Two : (6 points)

Written Expression :   Situation of Integration

Types   of Texts

- Letter (formal and informal) .
- Dialogue .
- 2 short texts .
- Advertisement (one or two) .
- Magazine/newspaper cut-outs.
- Recipes .
- Tables .
- Notices .
- Instructions/directions .
- Diaries .
- Transport schedules .
- Text (descriptive/narrative/argumentative/expository) .
- Reports .
- Straightforward text (doesn't contain idiomatic expressions) .
- E-mails .
- Fairy tales .

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THE COMPETENCIES AND OBJECTIVES

> INTERPRETIVE COMPETENCE

> EXIT PROFILE

The student can :

- understand the main points and some important details of longer texts (two to four paragraphs) on familiar topics (e.g. school, interests, health, experiences and well-known events or issues that are straightforward and clearly written .
- can understand the gist of clearly written simple arguments or opinions .
- understand the main points of descriptions of personal events,feelings and wishes found in letters .

> Types of texts across the competency

- Short,straightforward,factual texts,short reports,instructions, directions, familiar news articles,stories,fairy tales,description of trips and events,news and magazine stories or reports,straightforward comics,advertisements,personal diaries,diaries entries,e-mails,recipes .

> Objectives related to the Interpretive competency

The student will be able to :

- Find necessay information in everyday material .
- Recognize essential information in straightforward news articles on familiar subjects .
- Make connections between the sentences in the paragraph by taking account of relationship markers,chronology,etc ......
- Use linguistic signals(title,sub-heading,paragraphs)and typographical signals(lay out,bold type,punctuation) ,graphic and relationship markers to make predictions and grasp global meaning.

6

```
┌─────────────────────────────────┐
│    PRODUCTIVE COMPETENCY        │
└─────────────────────────────────┘
              ↓
      ┌────────────────────┐
      │   EXIT    PROFILE  │
      └────────────────────┘
              ↓
```

<u>The student can :</u>
- Produce a paragraph of connected ideas using basic connectors on familiar topics of personal interests .
- Write simple, coherent instructions and directions, e.g. recipes, travel ....

```
      ┌──────────────────────────┐
      │  Objectives related to the │
      │  productive competency    │
      └──────────────────────────┘
              ↓
```

<u>The student will be able to :</u>
- carry on personal correspondence using appropriate routine language and form.
- Write short descriptions and comparisons in simple, routine letter, factual information(description, comparison)conventional format .
- Produce a coherent paragraph comprised of topic sentence and in which all sentences are linked by topic .
- Use appropriate connectors .
- Produce a straightforward narrative or description as a linear sequence of points .
- Describe possibilities or predictions for the future .
- Describe plans giving reasons for choices and stating the advantages and disadvantages of various options .
- Write short notes of instructions and directions with or without an accompanying visual .
- Write a letter of apology ,with explanation .

<u>Situation of integration</u>

 This phase is meant to the reinvestment of the resources in terms of the « knows » and the « know how to do ».

 The activities suggested in the previous phases should be built up towards the final output and help the pupils to be ready to produce a piece of writing in accordance with the situation of communication

7

CRITERIA FOR THE INTEGRATION

Situation of integration
or
target situation

- Authentic documents
- significant
- Motivating
- Illustrations
- realistic practice takes into account the local means.
- adapted to the level of the pupil
- in accordance within the pedagogical objectives
- in accordance with the context of work
- integrates the knows and the know how to do.
- conveys positive values
- should be within a situation of communication
- In accordance with the target competence
- should be within reach
- Readable formulation
- formulation rather than a question
- a set of instructions

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Examples of situations of integration:

1.More and more people are getting fat and suffer from obesity. You have decided to do a research on this phenomenon and the best remedy is changing our eating habits.
The health department of your town has organized a contest about an ideal menu/recipe.

   Write a menu/recipe.

2 . A friend of yours is coming to visit you. He doesn't have any information about your town/country. He is interested in many aspects of life related to your town/country.

   Write a letter to her/ him . Tell her/ him about:
   - The location of your town / country.
   - The weather.
   - The dressing habits, the cooking habits.

3. You are surely fascinated by a hero dead or alive, known for her/his good deeds towards her/his people and country her/his struggle for peace, the advance in medicine…….
You want your friend to learn more about him/ her.

   Write an article for your school magazine in which you inform your schoolmates about her/ his:
   -place of birth/nationality.
   -famous works/what s/he did /accomplished/invented
   -her/his contribution to the well-being of people.
   -prize s/he won.

4.You went on a trip with your schoolmates to visit the ruins of Djemila/Timgad/Tipaza.You saw many monuments and statues. A guide gave you a lot of information and details about the history of the site ,the people who lived there and how life was organized.

   Write a report/article to inform the other students about your visit.
5.You don't agree with your school regulations. They are very forceful and you think that there are too many restrictions.
You intend to convince your headmaster to change the regulations. Suggest a new school chart in which you state your rights and duties.

9

GRID FOR EVALUATING THE SITUATION OF INTEGRATION

Criteria for evaluating the productive competency.

Situation

Your friend suffers from obesity and wants to lose weight. S/He asked you for help. Give him/her pieces of advice. Write some recommendations to convince him / her to :

- change her/his eating habits(eat less fat or junk food)
- have a medical check up
- practise sports.

Criteria	Indicators	
1. Relevance The criterion is reached when the learner produces a piece of writing in accordance with the situation of communication by formulating advice and recommendations.	-The student writes pieces of advice -The student accomplishes the task using imperatives, should, must... . -The student uses the vocabulary related to eating habits, fat food, health	02 pts
2. Syntactic coherence and correct use of linguistic elements	There is a syntactic order within the sentences produced -There is a correct use of tenses related to the situation of communication	02 pts
3. Semantic coherence	The sentences produced have a meaning There is a logical link between the sentences	02 pts
4. Excellence	Good presentation of the paper The paper is not scribbled over	01 pt

Do not penalise students for spelling mistakes

10

Parts	Task Type	Instructions
Part one : Reading Comprehension	Matching	- Match each title/heading/idea with the corresponding paragraph. - Match the questions in column A with the appropriate answers in column B. - Match the dates with the corresponding events. - Match people and their corresponding activities.
	Information transfer	-Complete the table/diagram/plan/chart/form with information from the text. -Complete the table with the events that correspond to the dates. -Complete the table with the dates that correspond to the events. -Complete the table with appropriate information about the following (places ,animals, people).
	MCQ	- Choose a, b, c or d to complete the following sentences. - Choose the correct answer to complete these sentences. - Complete the following sentences according to the text. Choose a,b,c, or d. - Which sentence best summarizes each paragraph. (provide three sentences). - Which sentence best summarizes the text (provide three sentences). - Choose the most appropriate title (provide four titles). -The text is about : a)…….. / b)…… / c)……. /d)……..
	Auxiliary Questions	Answer the following questions.
	Listing	- Find in the text four similarities/ differences between……(people, places, animals…). - Find in the text two similarities and two differences between…. - Find in the text what happened to X and Y. - Find in the text what happened in the following dates/places/etc….. -Find in the text four -places X visited/went to -objects X bought -ingredients X used in the recipe.
	True/False/Not mentioned	-Read the following statements and put a cross in the right box. (provide a table). -Read the following statements and write « true », »false », or not mentioned.

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B.Mastery Of Language	MCQ	- Choose a, b, c or d to complete the following sentences. (tenses, prepositions, conjunctions). Note: even if the sentences are isolated they should be related to one another and to the topic of the text.
	Matching	- Match the questions in column A with the answers in column B. - Match the short answers in column B with the corresponding questions in column A. - Match A and B to form correct sentences. (provide complex sentences). Note: even if the sentences are isolated they should be related to one another and to the topic of the text.
	Word sequencing	- Reorder the following words to get coherent sentences/questions.
	Tense concord	- Write the correct form of the verbs in brackets. - Rewrite the following sentences (or passage) with the correct verb forms. (Give three verb forms).
	Transformation	- Rewrite the following passage or sentences using the imperative/ the third person singular/ the future/ the past simple or continuous, etc... - Change the following sentences/ passage to negative/ passive/ active/ plural/ singular. - Make one noun/ verb/ adjective/ adverb from each of the following words. - Choose the correct prefix to form the opposites of these words.
	Editing	- Spot the mistakes and write the corrected sentences (or passage) on your answer sheet. (Any type of mistakes). Note: even if the sentences are isolated they should be related to one another and to the topic of the text. - Supply the punctuation and the capital letters where necessary.
	Completion	- Fill in the gaps with the suitable words(only structural words. They can either be provided or not). - Complete the following questions with the correct question word.(provide the answers) - Find the questions to complete the following dialogue. - Complete the following sentences with the correct relative pronoun (provide more relatives than gaps).
	Combining	- Combine the following phrases (or sentences) using: (connectors, linking words...). Note: provide more connectors that needed.

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	Recognition/ Identification	- Find in the text four verbs describing past actions. Complete the table. 	Regular verbs	Irregular verbs
1-	1-
2-	2- | - Find in the text four verbs describing present/ future….actions. - Find in the text four verbs describing continuous actions. - Pick out from the text four words that have prefixes and or suffixes.
---	---	---
Pronunciation	Sound recognition	- Find in the text four words that have the following sounds. 	/eɪ / (take)	/ aɪ / (five)
1-	1-
2-	2-	 - In each list , pick out the word with a different vowel sound.(four words in each list). Example: face – take – fat – mate Note: Give 4 words containing the same vowel letter among which one has a different vowel sound. - Write the following words in the right box according to their consonant sound. 	/ s / (safe)	/ʃ/(sure)
1-	1-
2-	2- | - Copy down these words and circle the silent letter(s). - Pick out from the text four verbs and complete the table according to the pronunciation of their final –ed. | / t /	/ d /	/ ɪd /
---	---	---
1-	1-	1-
2-		| Note: the number of verbs in each column can vary from one to two but the pupils should complete the table with four verbs only. - Pick out from the text four words and complete the table according to the pronunciation of their final –s. | / s /	/ z /	/ ɪz /
---	---	---
1-	1-	1-
		2-	 Note : same as above.

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	Identification	- What do the underlined words in the text refer to? - In which paragraph is it mentioned that ....?
Lexis	Matching	- Match each word with its appropriate definition/meaning (words should be taken from the text). - Match the words in column A with their equivalents /opposites in column B.
	MCQ	- Choose the correct meaning/definition for these words 'from the text (provide 4 definitions for each word). - What do these words mean?(provide 4 meanings/synonyms for each word)
	Word attack (Inferring meaning from context)	- Find in the text words that have the following definitions/meanings. - Find in the text words that are closest in meaning to the following. - Find in the text words that are opposite in meaning to the following.
	Completion (gap-filling)	- Fill in the gaps with the appropriate words from the list below (4 gaps, but 6 topical/content words) - Fill in the gaps with the appropriate words from the text. (no gap in the first sentence)
	Word association	- Find in the text 4 words that can be associated with happiness/ feelings/love/health ...... - Find in the text 4 words related to ... (refer to suggestions above) - Find in the text 2 words related to generosity and 2 words related to selfishness.

*A*4

	Rhyme	- Read the text and find one word that rhymes with each of the following (four words provided). Example: bin (in the text: pin) / hall (in the text: tall) / sight(in the text night) . - Match the words that have the same rhyme. One word in column B has no rhyming word in column A.

1-pair	a-me
2-cake	b-care
3-laugh	c-tour
4-sea	d-mate
	e-rough

- Read the text and add a word to each of the following lists according to their vowel sounds.

/ a: /	/ɔ:/	/ eɪ /	/ eə /
car	talk	make	mayor
far	call	fame	fair
park	fall	waste	pear
……..	………..	……….	………

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TASK   TYPE

AND

INSTRUCTIONS

17

At the restaurant	Welcome to El Woroud Restaurant

Waiter: Are you ready to order, sir?
John : Yes. I'd like some tomato salad for the starter, please.
Waiter: Ok What about the main course, sir?
John : I'd like a steak with French fries, please.
Waiter: How would you like you steak? Rare, medium or well done.
John : Medium, please.
Waiter: What would you like for dessert?
John : Some dates. And I'd like a cup of coffee, please.
Waiter: What about you, madam?
Kate : I'd like a fish soup, some spaghetti with fried chicken and some orange juice, please.
Waiter: With ice?
Kate : Yes, please.
(Some time later)
John : Can we have the bill, please?
Waiter: Yes, sure

The Menu

	Prices
The starter	
Tomato salad	100 DA
Fish soup	300 DA
Egg-mayonnaise	85 DA
The main course	
Cheese omelette	150 DA
Fried chicken	245 DA
Steak with French fries	350 DA
Dolma	250 DA
Dessert	
Oranges	80 DA
Apples	100 DA
Dates	100 DA
Drinks	
Coffee	60 DA
Orange juice	70 DA
Soda	100 DA

Part One 14 points

A/ Reading Comprehension (7 points)

Read the text carefully and do the following activities.

Activity One (3 points)
  Choose a, b , c, or d to complete the following sentences
1/ The customers are.... ....
   a/ in a restaurant   b/ in El Woroud restaurant   c/ in a café   d/ in a pub
2/ The waiter is ....
   a/ upset   b/ polite   c/ bored   d/ rude
3/ Kate's meal is .....
   a/ 710 DA   b/ 615 DA   c/ 516 DA   d/ 610 DA

Activity Two (2 points)
  Complete the table with information from the text about John's meal.

Starter	Main course	Dessert	Drink

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Activity Three (2 points)
Match each word with its appropriate meaning.

1/ The waiter	a/ meat grilled for a long time
2/ The starter	b/the amount of money to be paid
3/ Well done	c/ a person who serves people
4/ The bill	d/ a dish that people have at the beginning of a meal

B/ Mastery of Language (7 points)

Activity One (3 points)
Rewrite the following passage with the correct verb forms:
My brother is twenty-five. He (eat - eats - is eating) too much. Last week, the doctor (said -- has said -- will say) to him :"If you go on a diet, you (would -- have to -- will) feel better.

Activity Two (2 points)
Rewrite the following passage using the imperative:
The doctor told him: "Kamel, you mustn't eat fat and sugar and you should do some exercise."

Activity Three (2 points)
Find in the text four words that have the following vowel sounds:

/aɪ / (rice)	/iː/ (meat)	/eɪ / (grapes)	/ e / (bread)
1-	1-	1-	1-

Part Two . Written Expression (6 points)

Your pen friend is fat.S/he has sent you a letter to ask for help. Write a menu with recommendations and advice to help him lose weight. These clues can help you:
- what he should eat
- what he shouldn't eat
- exercise

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Key to the exercises

PART ONE   (14pts)

A/ Reading Comprehension (7pts)
    Activity One (3pts)
      1- b (1pt)   / 2- b (1pt)   / 3-d (1pt)

Activity Two (2pts)

Starter	Main course	Dessert	Drink
Tomato soup (0.5pt)	Steak with French fries (0.5pt)	Dates (0.5pt)	(a) cup of coffee (0.5pt)

    Activity Three (2pts)
      1- c (0.5pt)   2- d (0.5pt)   3- a (0.5pt)   4- b (0.5pt)

B/ Mastery of Language (7pts)

  Activity One (3pts)
  My brother is twenty-five. He <u>eats</u> (1pt) too much . Last week, the doctor <u>said</u> (1pt) to him:
"If you go on a diet, you <u>will feel</u> (1pt) better.

  Activity Two (2pts)
    The doctor told him : " Kamel, <u>don't eat</u> (1pt) fat and sugar and <u>do</u> (1pt) some exercise.

Activity Three (2pts)

/ aɪ / rice	/ i: / meat	/ eɪ / grapes	/ e/ head
Like (0.5pt) Or fries/ ice	Please (0.5pt) Or medium	Dates (0.5pt) Or steak	Ready (0.5pt) Or French/well/yes

PART TWO : Written Expression (6pts)

Refer to the grid for evaluating this part

2.0

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زارة التربية الوطنية   الديوان الوطني للامتحانات و المسابقات

بطاقة تقويمية لموضوع شهادة التعليم المتوسط

المادة : الإنجليزية

—تقويم الموضوع :

1—الصلاحية الخارجية

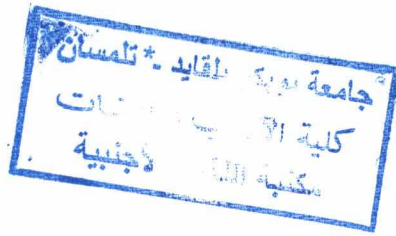| رقم		المقياس	غير مقبول	مقبول	حسن	جيد	جيد جدا
	المنهاج	التطابق مع المنهاج الرسمي					
		التغطية					
		التطابق مع طبيعة الاختبار					
		التطابق مع دليل بناء الاختبارات					

تغطية الموضوع للبرنامج : نسبة التغطية: .... %

2—الصلاحية الداخلية :

رقم		المقياس	غير مقبول	مقبول	حسن	جيد	جيد جدا
1	الأهداف	شمولية القدرات المستبدلة					
		التدرج في القدرات المستبدلة					
		التوازن بين القدرات المستبدلة					
2	المادة العلمية	نوعية الدعائم المستعملة					
		النص طوله Longueur					
		محتوى Thème et contenu					
		حديث يتماشى والزمن D'actualité					
		Authentique					
		المعارف					
		المنهجية					
		الترتيب المنطقي للمفاهيم					
		التدرج في الصعوبة					
		الدقة العلمية					
		تدرج الابتكار					
3	الأسئلة	وضع الأسئلة وملاءمتها					
		أ—دقة استعمال أفعال الإشارة					
		ب – عدم القابلية للتأويل					
		التدرج					
		التنوع					
		الشمولية					
4	مواصفات شكل الموضوع	سلامة اللغة ووضوحها					
		وضوح الدعائم					
		النص					
		الأسئلة					
		الحجم الزمني ك الملاءمة مع الوقت المخصص للاختبار					

2 – الإجابة النموذجية وسلم التنقيط:

الرقم	المقياس		غير مقبول	مقبول	حسن	جيد	جيد جدا
1	الإجابة النموذجية	صحة الأجوبة ودقتها المنهجية					
		شمولية الأجوبة					
2	سلم التنقيط	توزيع النقاط حسب درجة أهمية الأسئلة المطروحة					
		مدى توزيع النقاط على الاستدلال					
		تفصيل النقاط في السلم علامات إجمالية ، علامات جزئية					

– الخلاصة :

_____
_____
_____
_____

عضاء اللجنة

الرقم	الاسم واللقب	الوظيفة	الامضاء

التاريخ :   رئيس اللجنة