

**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
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**Faculty of Letters and Languages  
Department of English**

**Rural –Urban Score Gap in Standardized Tests: A Comparative Study  
between 4<sup>th</sup> Year Learners in Mohammed Benhamou (Dermam/Sebdou) and  
Aouicha Hadj Slimane (Tlemcen) Middle Schools**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

**Presented by**

Mrs.Sarra BOUCHERIFI

**Supervised by**

Prof. Abdelkader BENSIFA

**Board of Examiners**

Prof. Zakia DJEBBARI

President

Prof.Abelkader BENSIFA

Supervisor

Dr.Maliha ABY AYAD

Examiner

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*Dedication*

*To the soul of my father,*

*To my dearest mother,*

*To my husband*

*To my dear children Ines and Mohammed,*

## *Acknowledgements*

Praise to Almighty Allah for his help and guidance in achieving this modest work.

I wish to express my deep sense of gratitude to my supervisor, Prof. Abdelkader BENSIFA , for his invaluable advice and precious help from the inception to the completion of this work.

Sincere gratitude is owed to to the jury members : Prof. Zakia DJEBBARI as a President and Dr. Maliha ABY AYAD as an Examiner for their valuable comments and precious remarks.

I would like to thank all the teachers and the learners involved in this study for their contribution.

## **Abstract**

Standardized tests in Algeria play a pivotal role in evaluating the academic performance of students across the country. They serve as a consistent measure to compare educational achievements and identify disparities among different regions and schools. These tests aim to enhance the overall quality of education and ensure equitable learning opportunities for all students in Algeria. Yet, the score gap in standardized tests between rural and urban schools required conducting research and studies to find out the influencing factors. Thereupon, this study endeavours to identify the factors responsible for the score gap between rural and urban schools in standardized tests. It also attempts to know whether EFL teachers are aware of the score gap between rural and urban learners in standardized tests. To this end, this comparative study opts for a mixed method, blending quantitative and qualitative research work techniques, using a questionnaire and semi-structured interview. The questionnaire is administered to fifty-three (53) fourth year middle school learners from both rural and urban schools in Tlemcen, Algeria. The interview is directed to seven (07) EFL teachers from the same research settings. The outcomes of this research revealed that most EFL teachers in middle schools are aware of the rural-urban score gap in standardized tests. It also found out that family background, living environment and teaching practices are main factors that greatly influence learners' achievements in standardized tests.

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## **List of Abbreviations**

**BEM** : Brevet D'Enseignement Moyen

**CLT** : Communicative Language Testing

**DT** :Didactic Tests

**EFL** :English as a Foreign Languge

**MS** : Middle School

# *General Introduction*

### **General Introduction**

Standardized tests are designed to demonstrate what learners have learned in the classroom setting. These tests allow school districts to measure and compare learners' success .

The results from the tests are used as standards for measuring the school's progress toward developing the skills and abilities of students .Tests are used to determine students skills and also measure teacher effectiveness .

Standardized tests scores inform educators what students have learned ,but do not tell educators how they know the information. Standardized tests do not take into account the social and educational backgrounds of students ,this is why they can be biased. The achievement of students in standardized tests largely depends on the area where they live .Because of this, it is necessary to look at the issues that hinder the academic performance of urban and rural school learners .

Therefore, the purpose of this study is to identify the factors that influence achievements of rural learners in standardized tests through comparing two middle schools from Tlemcen .

The first school is "Aouicha Hadj Slimane" located in urban area and "Mohammed Benhamou" middle school located in a rural area .

Such study points the importance of being aware of the fact that there is a difference between rural and urban learners' performance in standardized tests and this is due to a combination of factors.

This comparative study tends to answer the following research questions :

- 1)-Are EFL teachers aware of the academic achievement gap between urban and rural learners in standardized tests ?
- 2)-What are the factors responsible for the rural –urban score gap in standardized tests ?

Based on prior studies ,the following hypotheses were formulated :

- 1)- EFL teachers tend to be aware of the academic achievement gap between rural and urban learners in standardized tests .
- 2)-There are many factors that influence rural school learners' achievements in standardized tests like the living environment ,the family background and the pedagogical practices.

The confirmation or the infirmity of these hypotheses is to be gradually discovered through the two chapters of this dissertation.The first chapter provides an overview about the concept of standardized test and its criteria.It also sheds light on the differences between rural and urban areas and it emphasizes the different quality education.Chapter two is devoted to give a detailed description of the research design and methodology employed in the research work ,a description of the two middle schools ;namely,“Aouicha Hadj Slimane” and “Mohammed Benhamou” where the study occurred ,the sample population as well as research instruments employed to collect data.This chapter,also ,presents the analysis of the obtained data and the interpretation of the results.It attempts to validate or deny the proposed hypotheses.Besides,it introduces some recommendations that may be interesting and useful to bridge the score gap between the rural and urban schools in standardized tests.

# *Chapter One*

# ***Chapter One Testing and its Role in Teaching and Learning***

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## **1.1.Introduction :**

This chapter represents the theoretical part of this work. It offers some key concepts related to tests, types of tests, and the criteria of standardized tests. Moreover, it endeavours to display the differences between rural and urban areas in terms of geography, society and education. The different quality education is also considered in this chapter.

## **1.2. Definition of Tests :**

The origin of tests are deeply rooted in the history of human civilization, evolving from oral testing to sophisticated standardized tests used globally. These developments reflect the changing needs of societies maintaining fairness and objectivity.

In English, the word 'test' refers to exams, tests, researches and verifications in the broadest sense. Didactic Tests (DT) are tools used to control and evaluate the results of individual's learning process. Didactic tests contain various tasks that require time-consuming responses without increasing their difficulty.

According to Brown (2003), a test is a method to measure person's ability, knowledge and performance in a specific field. It involves a set of techniques, procedures, and items that must be explicit and structured.

In essence, test is a process administered to measure both general abilities and specific competence, aiming at assessing the learner's skills and achievements. It is a tool, technique or method designed to measure the learner's ability to perform in a particular field within a set time limit and with specific goals.

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### **1.3.Purpose of Testing :**

Testing serves as foundation in education providing necessary insights into learner's development and preferred learning styles and strategies as well as the stress level. Besides, it plays a crucial role in evaluating teaching methodologies and materials. Moreover, it is via tests that educators can measure learning outcomes and design ,accordingly,the curriculum .

Cooperation and creativity between teachers and learners are primary to effective learning and evaluation is a central tool that enhance the learning journey.

Spratt,Pulverness & Williams (2011 :145) summarise the purpose of assesment in the following table :

***Table 1.1. Assesment Tasks,Purpose and Marking***

|                 | Formal assesment  | Informal assesment  |
|-----------------|---|---|
| Assesment tasks | <ul style="list-style-type: none"><li>●tests</li><li>●examinations</li></ul>  | <ul style="list-style-type: none"><li>●normal classroom teaching and learning activities</li><li>●homework tasks</li></ul>  |
| Purpose         | <ul style="list-style-type: none"><li>●to assess overall language ability(proficiency test)</li><li>●to assess learning at the end of a course(achievement test)</li><li>●to assess learning at the end of part of a course (progress test)</li><li>●to decide if learners can continue to the next level</li></ul> | <ul style="list-style-type: none"><li>●feedback for the teacher (i.e to find out how successful our teaching has been)</li><li>●to help the teacher improve procedures or choose different materials or activities for future lessons</li><li>●feedback for learners about what they can do and what they still need to work on</li></ul> |
| Marking         | <ul style="list-style-type: none"><li>●learners receive grades (% ,A-F ,Pass/Fail ,etc.)</li></ul>  | <ul style="list-style-type: none"><li>●teachers keeps records of progress but does not give grades</li><li>●learners keep records of progress</li></ul>   |

## ***Chapter One Testing and its Role in Teaching and Learning***

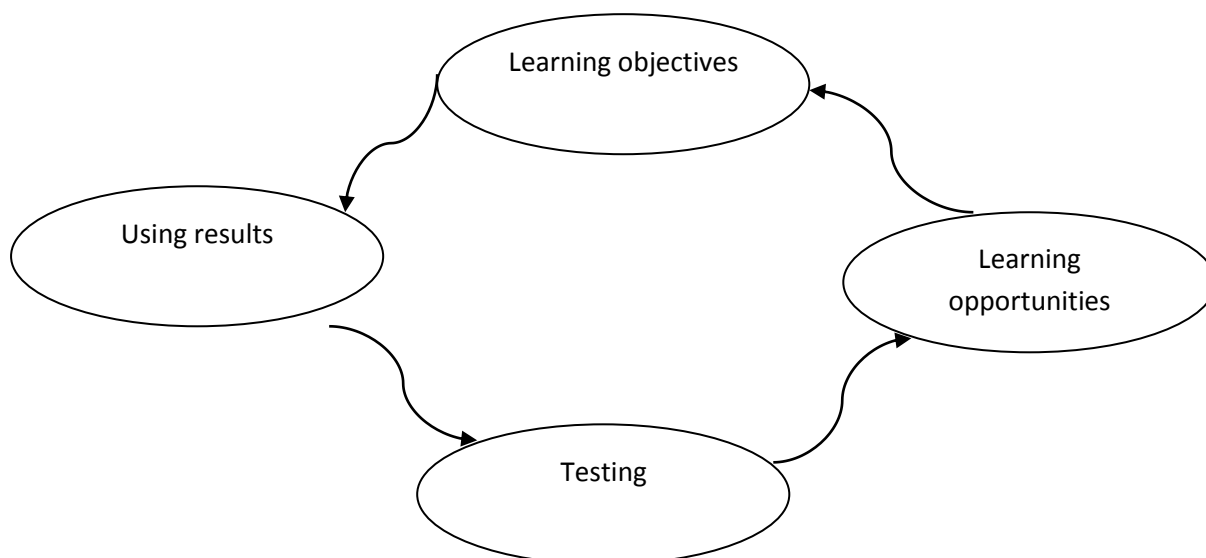
This table shows that there are many purposes for assesement .Therefore, when planning tests,we need to think first about our reasons for assessing learners.Then we can decide when and how often to assess them ,and choose what methods of assesement we are going to use.

Additionally, tests give an opportunity for learners to demonstrate their abilities, knowledge,aptitude and skills.

### **1.4.The Relationship Between Teaching ,Learning and Testing:**

Tests are very crucial ,they play a vital role in assessing learners' understanding and mastery of the material, highlighting their strengths and weaknesses.Through the analysis of student's achievement in tests ,teachers will be able to identify the learning needs and objectives.This enables them to provide learners with the opportunity to learn what they require.Consequently,teachers design tests or exams to determine that the learners have met their goals.At the last stage,the teacher will interpret the results to ameliorate and refine the course .

This process will help the teacher to reveal the lacks in his method ; Bachman (2004) clarified that the outcomes of tests are used to describe the procedures and the results of learning for the sake of recognizing and evaluating the achievements to make teaching and learning more effective and more efficient.



***Figure 01: Teaching, Learning and Testing Cycle***



## ***Chapter One Testing and its Role in Teaching and Learning***

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### **1.5. Approaches to Language Testing:**

The evolution of language testing approaches has been influenced by teaching methodology ranging from Behaviourists' contrastive analysis testing to today's interest on authentic, valid instruments.

#### **1.5.1. Discrete-Point and Integrative Testing:**

Discrete-point and integrative testing represent two different approaches to language testing that had been used throughout the 1970's and the early 1980's. In Discrete-point testing language skills (listening, speaking, reading, and writing) and components are assessed separately focusing on isolated language elements such as vocabulary, grammar and pronunciation. This approach provides a precise evaluation of specific language features, it allows for easy scoring and interpretation of results. However, it does not reflect learner's overall language proficiency and it does not assess his ability to use language in context or real-life communication.

The development in linguistics and the growing interest on communication authenticity and context brought with it the integrative approach to language testing.

Integrative testing evaluates learner's ability to integrate different language skills in authentic communication contexts. It tests the ability to understand and to interact meaningfully in the target language. Cloze test and dictation test are examples of this approach. Cloze test is a reading passage in which words are missing. The test-taker is supposed to put the right word in the blanks. In dictation tests, learners listen to a passage read aloud by an administrator and write what they hear.

This testing approach reflects learner's ability to communicate in real-life situations and it supports developing the communicative competence. Yet, it requires more time and resources and it is more challenging to score and evaluate.

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### **1.5.2. Communicative Language Testing (CLT):**

CLT is an approach to language testing that relies on principles of communicative language teaching which sheds light on using language for communication in real – life contexts. CLT emphasizes testing learner’s ability to use language effectively to convey meaning. Morrow (1977) argued that in communicative approach, it is essential to set up a context to test the learner’s ability to use language appropriately. Thus, role play, problem solving tasks, discussion and debates are regarded as best CLT testing tasks.

Communicative Language Testing lies on a set of principles:

- **Authenticity:** CLT advocates the use of authentic material that reflects real-life communication situations.
- **Meaningful interaction:** it emphasizes the importance of meaningful communication and interaction in language learning.
- **Task-based approach:** CLT uses tasks that are designed to be purposeful and meaningful to encourage learner’s to focus on communication.
- **Context:** language forms vary according to context (environment, role, attitude register and formality).
- **Integration of skills:** CLT tests learner’s ability to integrate various language skills in communicative tasks. Tests should reflect the interconnected nature of language use in real life situation.
- **Focus on fluency:** CLT values fluency. Tests must consider learner’s ability to communicate fluently and effectively. CLT provides a more authentic and meaningful test of learner’s language proficiency, it encourages engagement and interaction in language learning. Yet, it requires careful task design to ensure authenticity and validity, it requires training and support for teachers in implementing communication test practices effectively.

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CLT offers a valuable framework to design language tests that reflect the communicative nature of language use.

### **1.6.Types of Tests :**

There are various types of tests that are used to achieve learning and course objectives or goals.

#### **1.6.1.Diagnostic Tests:**

They are tests designed to identify learners' strengths and weaknesses in specific areas of knowledge or skill. Such tests help educators to know the level of their students and, accordingly, tailor instruction to meet individual needs more effectively. Diagnostic test helps in addressing specific students needs, it focuses time and resources that need improvement and it leads to better academic performance.

#### **1.6.2.Formative Tests :**

Formative tests or formative assessments are tools used to offer ongoing feedback that can be used by instructors to improve teaching and learning. Formative tests managed throughout the learning process, they aim at providing teachers with information to adjust their instructions and helping learners to identify their own gaps.

#### **1.6.3.Summative Tests :**

Summative tests are evaluation used to measure learners' learning and academic achievement at the end instructional period. These tests are high –stakes, they are used to determine whether learners have mastered the material and also to grade learners which allow comparison across different student groups or schools.

Examples of summative tests include :

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- Midterm or end-term tests and exams.
- End of chapter or unit tests.
- Standardized tests to show institutional accountability like the admission and progressive tests that takes students to the next class or level of education.

### **1.6.3.1.Midterm Tests :**

Midterm tests or exams are planned for learners' evaluation ,they are utilized to give both learners and teachers measures to identify their needs and to adjust the teaching strategies.

### **1.6.3.2.Standardized Tests :**

Standardized tests emerged in the 19<sup>th</sup> and 20<sup>th</sup> centuries .Inspired by the Chinese imperial examination system,the British civil service adopted competitive examinations.

Standardized tests are designed to assess and compare achievements of learners across diverse schools or districts .Their purpose is to measure learners' proficiency in different matters ,to compare the performance of learners from distinct areas and to identify who needs more aids to perform better.Ornstein (1993) views that standardized tests are used to compare learner's performance based on the performance of a sample population whose results create a norm that serves as basis for comparison.

Standardised tests are designed by experts using technical,statistical and research expertise;this is why,these tests demonstrate high reliability and validity.

According to administrators ,the goal of standardized tests is to increase instructions by providing reliable information on learners' strengths and weaknesses.

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### **1.7.Criteria of Standardized Tests :**

A test should maintain essential measurement principles to reach its goal.

Harmer (2007) highlights reliability and validity as the most important principles.

Conversely, Hughes (2003) stresses the significance of backwash.

Meanwhile, Bachman and Palmer (1996) favour the term 'qualities' rather than 'principles'. These qualities are :

Reliability, Construct, Validity, Authenticity, Interactiveness, Impact and Practicality.

Taking into consideration the different views, a good test requires a set of principles : reliability, validity, objectivity, authenticity, practicality and washback.

#### **1.7.1.Reliability :**

Reliability is defined by McMillan (2001) and restated by Brown et al. (2008) as the consistency, stability and accuracy of assessment results. Hence, a reliable test provides consistent outcomes.

Brown (2010) highlights the features of a reliable test as follows:

- ✓ Consistency in conditions.
- ✓ Clarity in scoring.
- ✓ Consistency in evaluation.
- ✓ Exclusion of ambiguous tasks for test takers.

Thereupon, reliability refers to the extent to which a test sustains consistency and stability in measuring what it intends to measure. Consistent results are obtained when the same method is applied under the same conditions to the same population.

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### **1.7.2.Validity :**

Validity is related to the evidence carrying out the appropriateness of inferences and outcomes of a test .It demonstrates the degree to which a test accurately measures what it intends to measure .It makes sure that conclusions attained from test scores are both justified and pertinent .If validity is high ,confidence in the results of the tests increases.Thusly ,validity safeguards the fairness of the test.

### **1.7.3.Objectivity :**

Objectivity in tests refers to the integrity and the fairness of how tests are administered and scored.It decreases subjectivity in testing to make sure that results precisely reflect the learners' abilities rather than being affected by exterior factors such as administrators' personal judgments.

When objectivity is achieved, it can be said that the test is reliable and consistent.

### **1.7.4.Authenticity :**

Authenticity is a fundamental principle in language testing .As defined by Bachman and palmer (1996) in Brown (2010),it refers to “the degree of correspondence of the characteristics of a given language test tasks to the features of a target language task” (p.23).This means that effective language tests mirror real –life language use. Authentic tests encourage learners to engage in real-life situations. Therefore,good tests contains tasks that take into consideration these authentic contexts .Thus teachers must use authentic materials in language testing whenever possible.

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### **1.7.5. Practicality :**

Practicality in testing is the usefulness and the adequacy of administering, scoring and interpreting a test. It is an important principle in the effectiveness of a test. A valid and reliable test may still decline if it is costly, time consuming and difficult to administer. To ensure the practicality of a test, the following aspects should be taken into consideration :

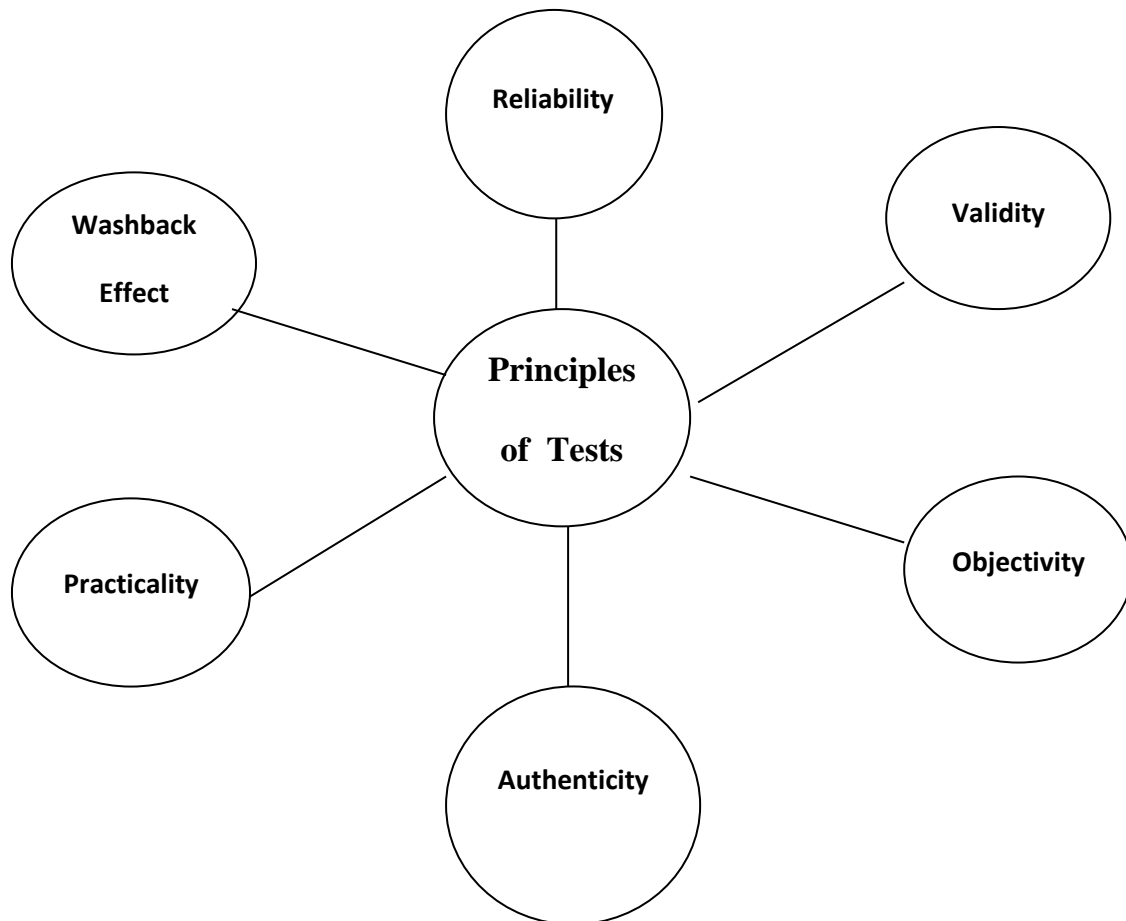
- Time –efficiency
- Ease of administration
- Ease of design
- Ease of scoring

Therefore, practicality can involve economics or costs, administration considerations such as time and scoring procedures.

### **1.7.6. Washback effect :**

The washback effect is the effect that testing has over teaching and learning processes. This impact can be positive or negative relying on the test quality and its goals. Negative washback takes place if teachers 'teach to the test', focusing only on test content and neglect educational objectives and also if learners aim only to pass the test without aiming at developing a deeper understanding of the subject.

Hence, the washback effect is a major principle in testing due to the fact that it can shape teaching and learning in significant ways.



***Figure 1.1. Basic Principles of Tests***



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### **1.8. Differences between Rural and Urban Areas :**

Human settlements can be split into rural and urban areas. They both shape the identity of the country. The key differences between the two regions include geography, population, social amenities and educational facilities.

#### **1.8.1. Geographical Differences :**

Rural and urban areas demonstrate geographical disparities that form their landscape, economics and ways of life. Rural areas are featured by fields and smaller settlements in open spaces and natural resources such as rivers and hills. In contrast, urban areas are described to have streets, high buildings with limited green spaces.

Moreover, rural areas have lower population in comparison with urban areas that have diverse populations attracted by job opportunities and advanced facilities for transportation and communication.

#### **1.8.2. Social Differences :**

The social differences between rural and urban areas reflect specific lifestyles and values. In rural regions, tight-knit communities stimulate strong social relations supporting each other. Traditions, values and customs are held. Conversely, in urban areas, individuals come from various cultural and socioeconomic backgrounds.

In urban settings, social relations are based on shared interests. Moreover, the most widespread social phenomena like poverty and crimes can vary between rural and urban regions.

Furthermore, social services and amenities vary between the two areas. In rural areas people struggle with limited access to healthcare and education.

Despite these differences, both urban and rural areas play a pivotal role in society by contributing to its diversity and cultural richness.

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### **1.8.3.Educational Differences :**

There are many implications on the academic outcomes and opportunities provided to students in urban and rural areas.

It is viewed that in urban areas ,educational infrastructure is featured by well equipped schools and access to technology.In contrast, rural regions have limited resources,outdated technology and inadequate facilities.Additionally,the socio-economic factors effect educational opportunities.Urban areas cover wealthy people,facilitating access to private schools and educational opportunities. While,rural areas face poverty that results lower academic outcomes.

Teacher quality is considered as a crucial aspect that contributes to academic differences .Most of qualified teachers and educators are attracted by urban schools. Moreover ,urban schools have better access to a high- speed internet and technological advancements while rural schools still struggle with limited internet. Furthermore,the urban areas enhance cultural exchange and exposure of different views .However,rural areas are more homogenous.

The socio-economic differences,teacher quality,cultural dynamics and technological access are regarded as crucial factors that led to disparities between rural and urban schools.

### **1.9.The Different Quality Education :**

Education is the pillar of the nation's development and the quality education is defined as the focus on learners to prepare them for life ,not just assessment .Yet, the quality of education differs between rural and urban schools due to the social and economic inequalities.

The inadequate infrastructure ,the lack of qualified teachers and the limited resources hinder the conveyance of quality education in rural schools.In contrast,

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urban schools profit better funding ,modern facilities and various educational opportunities

The lack of sufficient funding in rural schools is considered as primary challenge,resulting insufficient teaching materials and poorly maintained facilities.Moreover,the lack of qualified teachers is another issue in rural schools.Many experienced and skilled teachers choose to work in urban areas.

The disparity in education quality between rural and urban schools is a serious issue that should be taken into consideration to bridge the gap in education ensuring that every learner ,regardless of his geographic location has access to high quality education.

### **1.9.1.The Effects of Inequality in Education:**

When access to quality education is unequally distributed among communities ,there will be serious consequences in different domains.

One of these consequences is the impact on economic mobility.Children in marginalized communities aquire less skills and knowledge needed to succeed in the job market which may lead to poverty in these communities.

Educational inequality also reinforces th social classification.Richer families provide private education which gives their children opportunities to score better in academic assessements.Moreover,educational inequality leads the marginalized communities such as rural areas to face limited opportunities of advancement which reinforce poverty .

Educational inequality impacts the individual socio-economic prospects and national development.

**1.10. Conclusion :**

This chapter serves at providing us with the main concepts related to tests, as it defines rural and urban areas. Moreover, it points out that there are differences between rural and urban areas, namely geographical, social and educational. In a further sense, this chapter displays the different quality in education between rural and urban areas.

Notwithstanding, it still remains ambiguous about the factors responsible for achievement gap between rural and urban students in standardized tests. Thus, the next chapter is designed to explore the research questions through the comparative study between fourth year Middle School pupils from an urban school and a rural school.

# *Chapter Two*

**2.1.Introduction :**

This chapter represents the experimental phase of the study .It aims at investigating and gaining a deeper understanding of the factors being most responsible for the rural –urban differences in learners’ standardized tests performance by comparing fourth year learners from Mohammed Benhamou Middle School situated in Dermam (Sebdou) and Aouicha Hadj Slimane located in Tlemcen.

It provides a description of the cases of study,the settings, teachers’ and learners’ profiles.It also describes the research instruments used ,namely a questionnaire for learners and an interview for teachers.Besides, it analyses and interprets the obtained results.Finally ,it highlights some reccommendations and suggestions that may help bridge the score gap between rural and urban pupils in standardized tests.

**2.2.Education in Algerian Middle Schools :**

Middle School lasts for four(04) years ,reaching a final examination called the BEM .Learners who pass this exam are automatically upgraded to the first year of secondary Education,while the remaining learners have the possibility to repeat the year or to enter vocational training and start work on condition that they are sixteen years old.

The fundamental goal of middle school education is to provide learners with basic knowledge and skills that are helpful to form their identity in parallel with social and ethical values derived from shared cultural heritage .It aims at preparing learners for societal requirements.

Furthermore, midlle school education highlights the development of learner’s sensivity ,curiosity ,imagination ,creativity and critical thinking abilities .These skills are very important to understand the world and to solve problems ,so that to contribute effectively in the society.

**2.3.The Plan of Learning English in Algerian Middle School :**

To enhance teaching quality and educational performance ,the Ministry of National Education has introduced learning plans for level four (04MS) as complementary tool to the existing documents used in basic education (primary and middle).They aim at relating pedagogic assessment plan and continuous assessment scheme,to ensure consistency across the educational system.

**2.3.1. Level Four Yearly Learning Plan :**

The yearly learning plan serves as detailed framework involving learning objectives,resources ,assessments and educational projects designed to reach the overall competence of specific learning level.

It goes hand in hand with target competencies for each domain (oral interaction,written messages and production of oral and written messages)through an integrated set of learning sections.Each plan starts with the target competency to be achieved and is developed through a problem solving situation pertinent to learner's school or social life.

The plan also contains guidance from the 'support'document and the 'teacher's guide' as well as the estimated time allotted for each learning section.

**2.3.2.Level Four Yearly Pedagogic Assessment Plan :**

The annual educational assessment plan lines up the learning process with evaluating competency development .It starts with target competencies defined by standards involving :knowledge,methodology and values.These standards facilitate the assessment of both learning and learner's effort and supply objectives and constructive feedback.

*Table 2.1. Summary of Yearly Plan of Assessment/ MS 4*

*(source : Curriculum of English in Middle School)*

| <b>Term</b> | <b>Domain</b>                               | <b>Target Competencies</b>  | <b>Descriptors of Implementation</b>  |
|-------------|---|---|---|
| First Term  | Oral Interaction                            | In a situation of meaningful communication ,the learner will be able to interact, interpret oral or written messages and produce oral and written messages. | The pupil can ask questions and answer briefly.                                   |
|             | Interpretation of oral and written messages |   | The pupil can deal with situations related to his personal life.                  |
| Second Term | Production of oral and written messages     | In a situation of meaningful communication ,the learner will be able to interact, interpret oral or written messages and produce oral and written messages. | The pupil can give his opinion.   |
|             | Oral Interaction                            |   | The pupil can make recommendations .  |
| Second Term | Interpretation of oral and written messages | In a situation of meaningful communication ,the learner will be able to interact, interpret oral or written messages and produce oral and written messages. | The pupil can give and ask for advice.  |
|             | Production of oral and written messages     |   | The pupil can read ,understand and anticipate meaning in clearly stated opinions. |



|                   |   |  |   |
|-------------------|---|--|---|
| <p>Third Term</p> | <p>Oral Interaction</p> <p>Interpretation of oral and written messages</p> <p>Production of oral and written messages</p> | <p>In a situation of meaningful communication ,the learner will be able to interact, interpret oral or written messages and produce oral and written messages.</p> | <p>The pupil can exchange information on web.</p> <p>The pupil can understand short texts and produce different types of texts.</p> |
|-------------------|---|--|---|

**2.3.3.Level Four Yearly Continuous Assessment Plan:**

This plan serves as additional tool for teachers to assess the learner’s performance along the term.It allows them to evaluate learner ‘s progress in relation to the objectives set for specific themes.

**2.4.The BEM Exam :**

As mentioned above,after a period of four years in middle shool,learners sit for the BEM exam ( Brevet d’Enseignement Moyen).

### 2.4.1. Definition :

The BEM exam stands for ‘Brevet d’Enseignement Moyen’. It is a written academic examination taken by learners at the end of their middle school education. The BEM exam assesses learners’ knowledge and skills across a variety of subjects before they move to high school. It is similar to the ‘Diplome National du Brevet’ in France.

### 2.4.2. The Typology of the English BEM exam :

All teachers of English in middle schools are provided with a guide that helps them design their classroom tests accordingly, for the sake of training learners solving the different tasks. The following table shows the BEM exam typology :

*Table 2.2. BEM Typology (Source : BEM English guide 2018)*

| Parts | Sections  | Activities                              | Scoring scale |
|-------|-----------|---|---------------|
| 1     | A/Reading | - 2 activities related to comprehension | Act.1 03pts   |

#### 1.1. Introduction :

(14) This chapter represents the theoretical part of this work. It offers some key concepts related to tests, types of tests, and the criteria of standardized tests. Moreover, it endeavours to display the differences between rural and urban areas in terms of geography, society and education. The different quality education is also considered in this chapter.

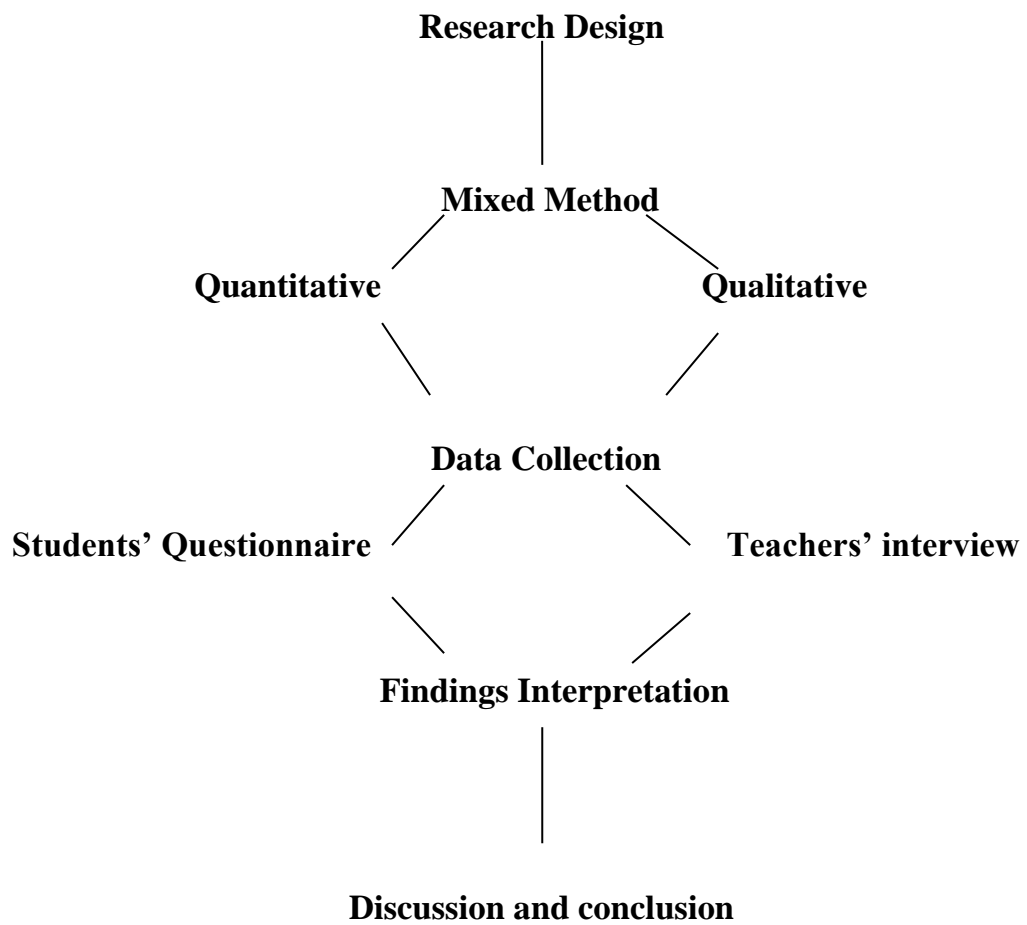
#### 1.2. Definition of Tests :

(06) word test is originally from the Latin word testor, testori, which means to testify, to prove. To us, this word came from English, where it means exam, test, research, verification in the broadest sense. A modern means of verifying and evaluating the results of an individual's learning process is didactic tests (DT). The quantity and quality of knowledge and skills of the teaching subjects are also quantify. Didactic tests contain a relatively large number of tasks designed to provide time-consuming responses but not to disturb the complexity of their solution (Turek, 1996).

According to Brown a test can be defined as “ a method of measuring a person’s ability, knowledge , or performance in a given domain”.(2003 :3). This definition has three important components. First, a test is a method .So, it involves a set of

**2.5. Research Design :**

The aim of the study was to know the factors that are responsible for the rural - urban score gap in standardized tests and whether teachers in middle schools are aware of this issue or not. Therefore, the following research design was undertaken :



*Figure 2.1. Research Design of the study*

**2.5.1.Mixed Method :**

In this comparative study ,the researcher selected a mixed method approach to provide conclusions by examining data from different angles.One method offers more depth ,while the other allows for broader insights ,completing each other.

Thus ,the combination of quantitative and qualitative data collection was considered appropriate for this study.The quantitative anlysis of this study comprises a questionnaire given to fourth-year middle-school learners from Mohammed Benhamou Middle school in Dermam,Sebdou and learners from Aouicha Hadj Slimane in Tlemcen.

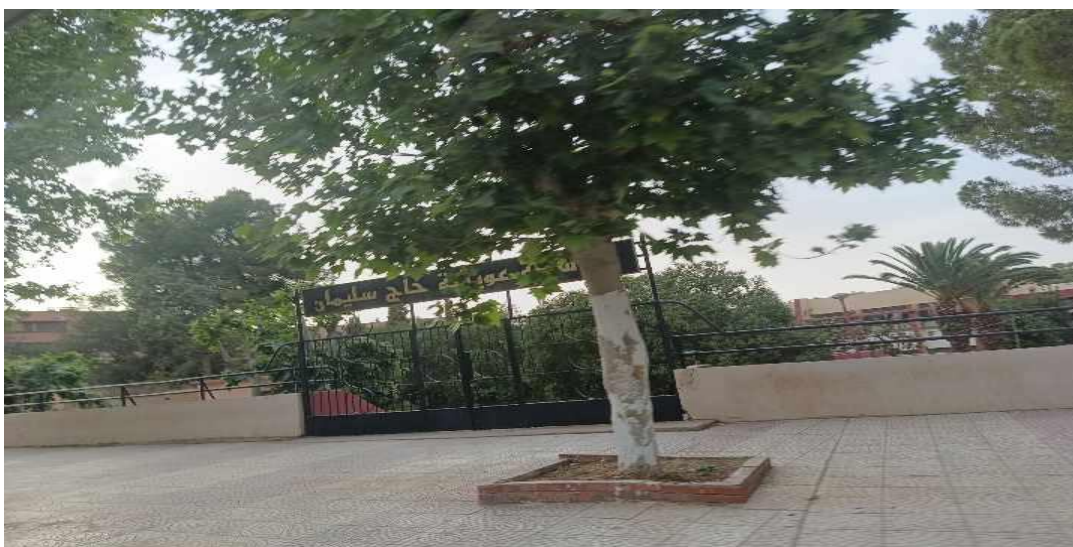
The purpose of qualitative insights is to explore facts to draw conclusions about teachers'perceptions of the rural –urban differences in standardized tests performance.The qualitative technique used in this study involves an interview with teachers in rural schools and teachers in urban schools.

**2.5.2.Settings :**

Based on the analysis of the results of BEM 2023 obtained from Tlemcen Department of Education,the choice of the settings was made.

According to BEM of English 2023 results,the best score was 59.57% achieved in Aouicha Hadj Slimane Middle School in Tlemcen.Yet Mohammed Benhamou Middle School located in Dermam/Sebdou achieved only 01.63%.

Aouicha Hadj Slimane Middle School is situated in Tlemcen.It involves 22 classrooms: 6 classrooms for 1MS , 5 classrooms for 2MS , 5classrooms for 3MS and 6 classrooms for 4MS.The number of learners registered in this school is 842. The number of 4MS pupils is 209.The number of teachers is 40 among whom there are 4 teachers of English.



The second setting is Mohammed Benhamou Middle School located in Dermam ,a 6 km away from Sebdou which is approximately 30 km far from the the city of Tlemcen.

Unlike Aouicha Hadj Slimane ,this school starts at 8 :30 due to the fact that learners come from other areas like ‘Tebbouda’ that is 2 km away from Dermam. Besides, there is only one bus that transports learners to school.

Mohammed Benhamou Middle School ,the number of learners is 592 among whom there are 469 learners who are supposed to stay in school at midday to have lunch at the school canteen.

The number of teachers is 31 among them there are 3 teachers of English.



**2.5.3. Research Participants :**

The participants of this comparative study were fourth year pupils from Aouicha Hadj Slimane Middle School and fourth year pupils from Mohammed Benhamou Middle School. Teachers of English from both schools were ,also, involved.

**2.5.3.1.Learners' Profile :**

The number of learners involved in this study was 53,with 23 learners from the urban school and 30 learners from the rural school .Their age ranges between 14 and 18 years.Arabic is their mother tongue ,French is the first foreign language and English is the second foreign language.They all have the same educational background and it is their fourth year that they have been learning English.

**2.5.3.2.Teachers' Profile :**

A sample of teachers has participated in this study.4 teachers belong to Aouicha Hadj Slimane Middle School and 3 teachers belong to Mohammed Benhamou Middle School.

5 teachers were females and 2 were males .Their teaching experience varies between 3 to 30 years .

**2.5.4.Research Instruments :**

To conduct this investigation ,two research tools were used .A questionnaire was designed for fourth year learners from both schools and an interview was held with the teachers of English from the two schools.

**2.5.4.1.Questionnaire :**

The questionnaire aims at identifying the factors responsible for the rural-urban differences in learners' standardized tests performance.It aims at investigating the research questions and hypotheses .

In this regard,the questionnaire comprised four sections.Section one concerns the background information related to age,sex and school location.In the second section,the participants were asked to select answers to describe the learning environment and resources available in their schools.Section three deals with answering questions about opportunities of using English outside school and family support to learn English.The fourth section describes their attitudes towards the standardized test and what factors contribute to the difference in their performance.

**2.5.4.2. Interview :**

Interviews have an important role in research, serving as a tool for collecting data directly from participants .They provide researchers the opportunity to inquire deeply about the prospects and insights of individuals related to the research theme.

Additionally ,interviews help to establish rapport between the researcher and the participant boosting trust and openness that enhance the validity of collected data.

To elicit information about the factors contributing in the score gap in standardized tests between rural–urban areas ,a semi-structured interview with five sections was directed to 7 teachers of English in middle schools.

Before conducting the study ,both learners’ questionnaire and teachers’interview were piloted with certain pupils and teachers to see if they were feasible ,clear and efficient.The feedback was helpful to improve the final structure of the questionnaire and the interview.

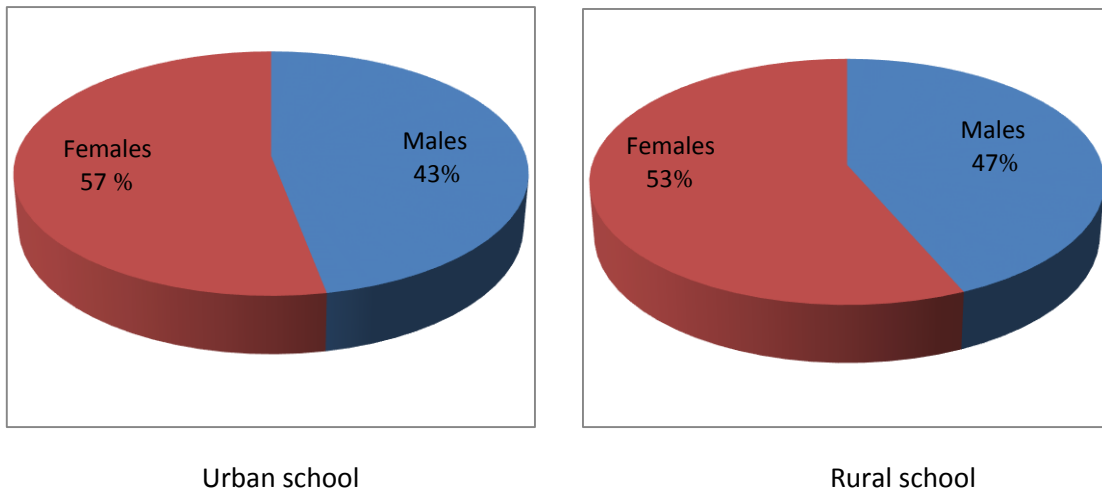
**2.6..Data Analysis :**

The analysis includes quantitative and qualitative data.The former is based on learners’ questionnaire whereas the latter relied on teachers’interview.



**2.6.1.The Analysis of the Questionnaire :**

Section one :background information

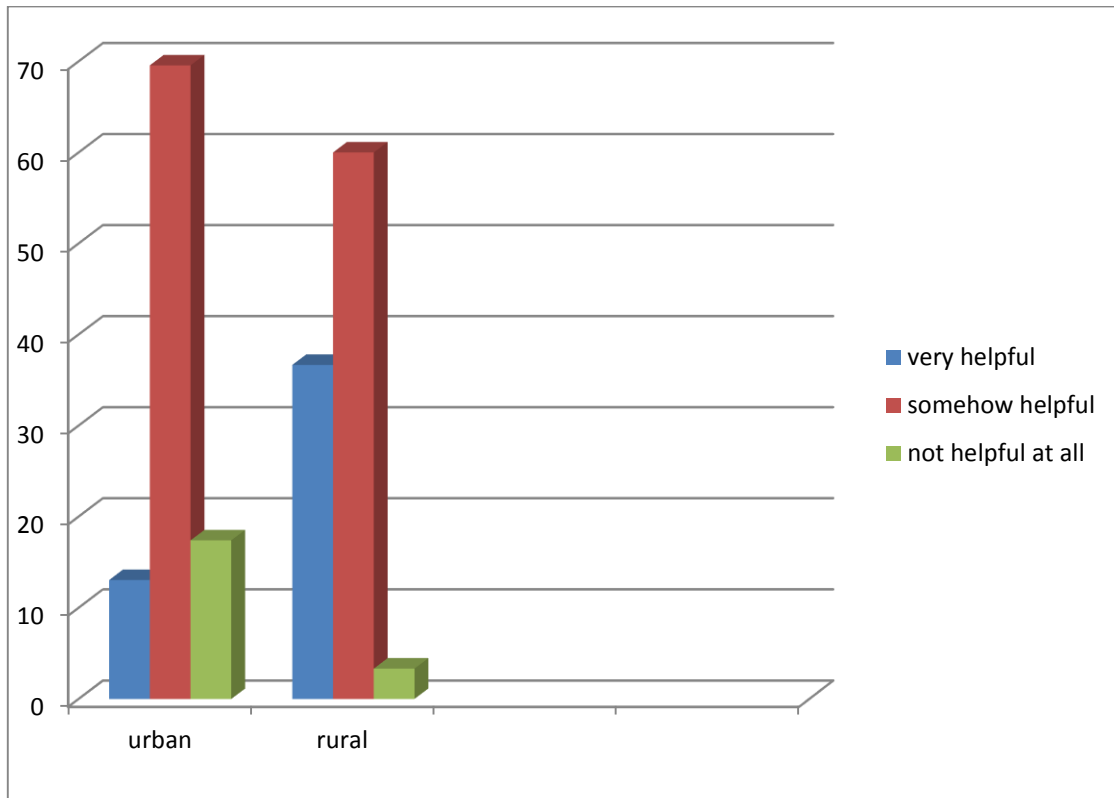


**Figure 2.2.Distribution of the sample**

As figure 2.2 indicates,the sample is differently split between the selected participants : 43% males and 57% females from the urban school.47% males and 53% females from the rural school.

Section two :Learning environment and resources :

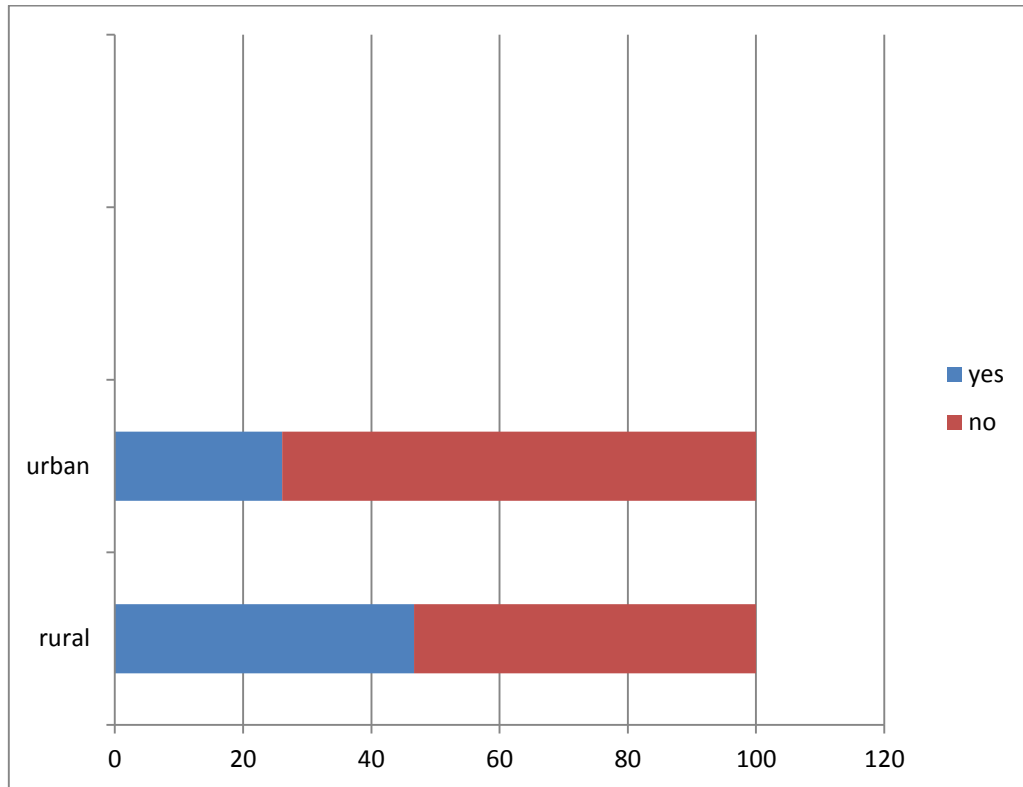
Question one : How would you describe the learning environment in your school ?



**Figure2.3.Learning environment**

The data displayed in figure 2.3 shows that the majority of respondents in both schools (70% in urban and 60% in rural )consider the learning environment as somehow helpful. 37% of the participants from rural school describe the learning environment in their school as very helpful.Yet , 17% of participants from urban school describe it as not helpful at all.

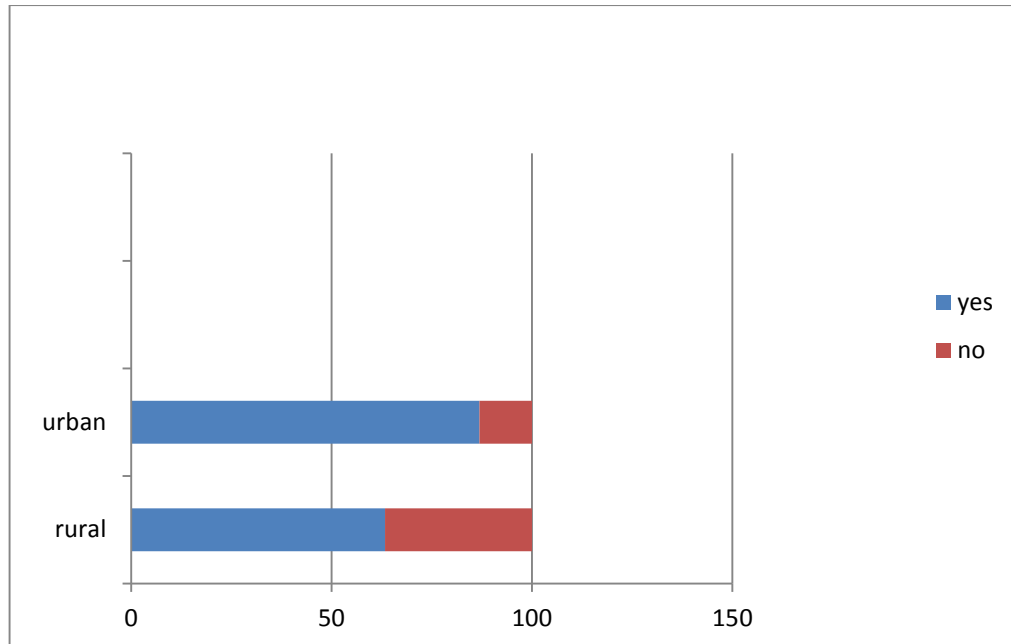
Question two :Do you think that there are enough resources (books, datashow,computers ) in your school ?



**Figure 2.4.Resources in school**

As it appears in figure 2.4,the greatest part of learners in urban school(74%) agree that resources in their school are not enough.While 47% of learners from rural school regard that the resources are available and fair enough.

Question three : Do you receive support from your teachers to perform well in English ?

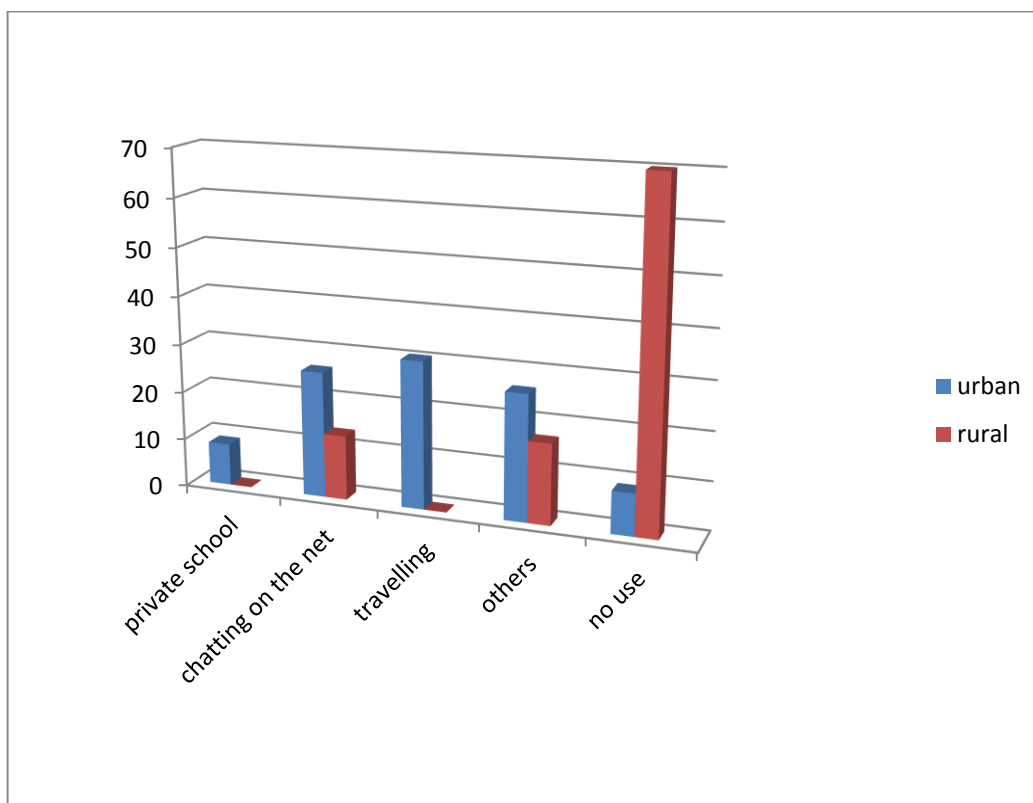


**Figure 2.5. Teachers' support**

Figure 2.5 indicates that 87% of learners from urban school feel the support of their teachers of English. On the other hand, in rural schools 63% of learners notice the support of their teachers of English, but 37% don't feel this support.

Section three : Supports and opportunities

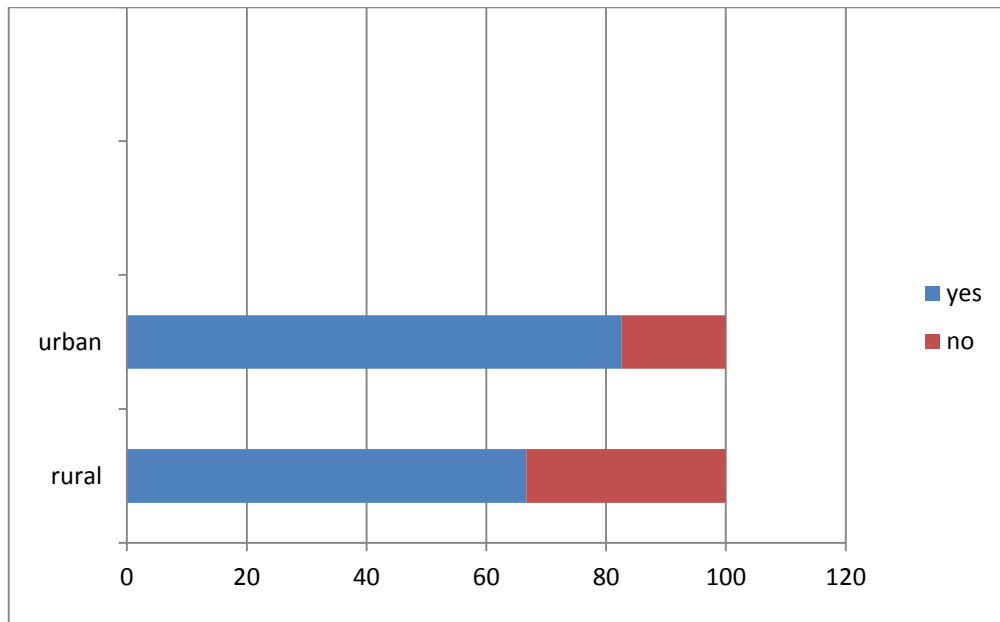
Question one :Do you use English outside school ?If yes where ?



**Figure 2.6.The use of English outside school**

In figure 2.6,it appears clearly that most of learners (70%) in rural schools don't use English outside school. Whereas ,13% of them use English in chatting on the net and 17% in talking with friends. In contrast,only 9% of learners in urban school don't use English outside school. Yet 30% of them use English when travelling, 26 % in chatting on the net and 9% use and learn English in private schools for languages.

Question two :Does your family encourage you to learn English ?

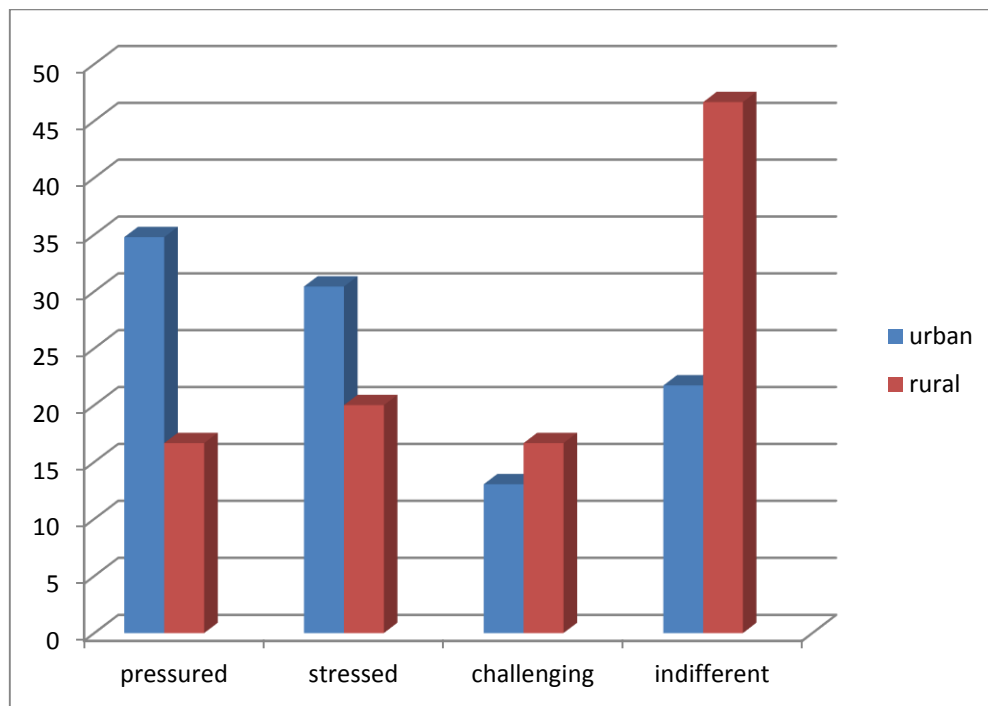


**Figure2.7.Family support**

Figure 2.7 elicits that 83% of learners from urban school are encouraged by their families to learn English. While ,67% of learners from rural school are supported by their families to learn English.

Section four :Standardized testing

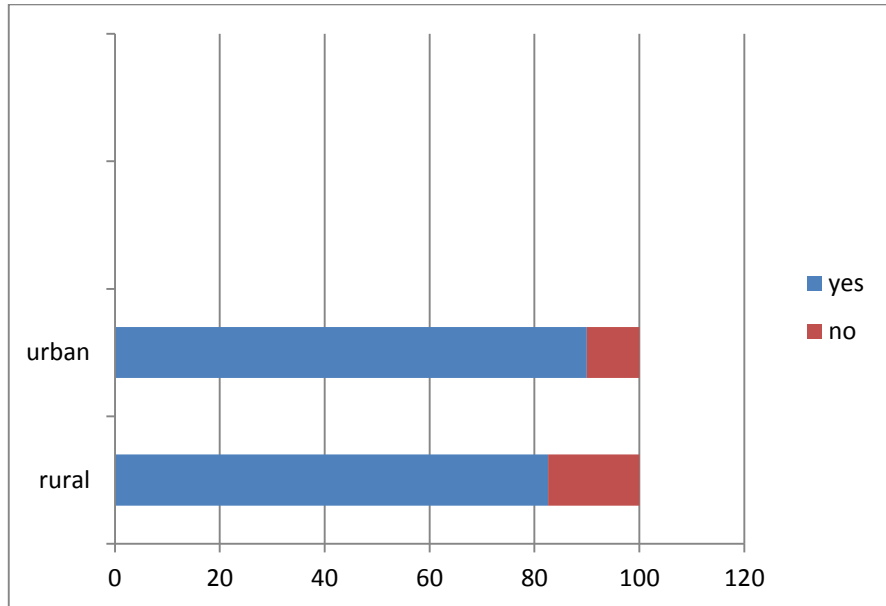
Question one :How do you feel about standardized testing(BEM Exam) ?



**Figure2.8.Attitudes about standardized testing**

As far as learners' attitude towards standardized tests is concerned, figure 2.8 shows that the majority of learners from urban school (35%) feel pressured of the standardized test, 30% of them feel stressed and 22% feel indifferent. However, in rural school 47% of learners feel indifferent about standardized test. 19% feel stressed, 17% feel pressured and 17% of them find it challenging.

Question two :Do pupils in urban schools perform better than pupils in rural schools in standardized tests ?



**Figure 2.9. Urban pupils' performance**

Figure 2.9 demonstrates that 90% of rural school learners believe that learners in urban school perform better in standardized test.



**2.6.1.1. Discussion of Questionnaire Results :**

The addressed questionnaire is conducted to compare the urban and rural learners' attitudes towards standardized tests and to find out the factors that are responsible for the differences in standardized tests performance.

The findings attained from learners questionnaire reveal that urban school learners feel stressed and pressured about the BEM exam (standardized test) whereas the majority of learners in rural school feel indifferent about the BEM.

A great portion of learners in both schools assume that the learning environment in their schools is somehow helpful. Besides, learners from the urban school claim the lack of resources in their school, while rural school learners react positively towards resources availability in their school.

The majority of participants from both schools feel the support of their teachers of English. The results, also, disclose that most learners in rural areas do not use English outside the school context. Yet, in urban areas, most of learners use English when travelling, chatting on the net and enhancing their English learning in private schools for languages. As regards to family support to learn English, results revealed that learners in urban school are more supported by their families to learn English.

Additionally the analysis shows that learners from both schools agree on the fact that learners in urban areas perform better than learners from rural areas due to some reasons such as rural school learners do not have access to the net and not all of them have phones.

Some learners from urban school argue that parents in urban areas know the status of English and its importance in the different fields unlike parents from rural areas who hate languages. On the other hand, learners from rural school claim that urban school learners live near schools not like them who have problems of transport; they usually come late to school and go back home very late and tired; they can just eat and sleep to wake up early in the morning. In addition to family problems because they live in groups.

**2.6.2. Teachers' Interview Analysis :**

The interview was addressed to teachers of English in both rural and urban schools. It comprised 08 questions that will be analysed as below.

**Question 01 :How long have you been teaching ?**

The teaching experience of the four teachers from urban school ranges between 18 years and 30 years .However ,the teaching experience of the three teachers from rural school is 3 years ,7 years and 11 years .

**Question 02 :How would you rate the availability of educational resources in your school ?**

2 teachers from urban school claim that the availability of resources is poor. Yet ,two other teachers assume that it is fair. On the other side, in rural school ,2 teachers consider the resources availability as fair and one teacher regards it as poor.

**Question 03 :Have you received any specific training to address the needs of learners from rural areas ?**

All teachers agree on the fact that they haven't received any specific training to teach in rural areas. This lack of specific preparation leaves them feeling unprepared to address the unique challenges and opportunities presented by rural education. They often find themselves struggling to adapt their teaching methods to the diverse needs of rural students, who may face different socio-economic conditions.

**Question 04 :How aware are you of the existence of the score gap between learners from rural and urban areas in standardized testing (BEM) ?**

The 3 teachers from the urban school are aware of the score gap between rural and urban learners in the BEM exam but the fourth one is not. However ,all teachers from the rural school are aware of this fact.

**Question 05 :Do you think that standardized test is a fair way to evaluate learners from rural and urban areas?**

All teachers don't think that standardized test is a fair way to evaluate learners from rural and urban areas because rural learners do not have the same opportunities as the urban learners. This perspective stems from the significant disparity in opportunities available to students based on their geographic location such as extracurricular activities and experienced teachers.

**Question 06 : Do you think that there is a geographical/social bias in standardized test ?**

All interviewee teachers ensured that there is ,indeed,a geographical and social bias in standardized tests since most test designers live in urban areas.They claimed that this geographical and social bias in standardized tests can contribute to a wider achievement gap and can unfairly disadvantage students who do not share the same urban experiences and backgrounds as the test designers.

**Question 07 :In your opinion,what factors contribute to rural-urban score gap in standardized tests ?**

All teachers from urban school believe that the family background and the living environment,as well as differences in teaching practices are the main factors which contribute to the rural –urban score gap in the BEM exam.However the 03 teachers from the rural school consider that the major factor that contributes to this score gap is the family background and the living environment.One of these teachers claims that ideologies play an important role in shaping the performance of learners in rural schools ,for example, if parents believe that English is the language of science and technology ,they are more likely to encourage their children to work hard in English tests and the opposit is correct.

Another teacher argues that in urban areas parents are more involved in their children’s school life.Whereas ,in rural areas parents are less concerned with the school life of their children.Additionally,an interviewee teacher assumes that the educational level of parents has important impact on their children.In urban areas, parents take care of their children grades but in rural areas , parents do not give much importance to grades and school in general.

**Question 08 :What strategies do you think could help bridge the score gap between rural and urban learners in standardized tests ?**

Teachers from both schools have suggest some solutions to bridge the score gap between learners from the urban and rural areas.Some teachers suggest to connect rural school learners with urban ones to improve their awareness about the importance of English.Other teachers propose that rural schools should have access to well trained and motivated teachers who are equiped to address the specific needs of rural learners and also to create supportive learning atmosphere . Additionally,teachers advocate that they should regularly assess learners’ performance and adjust their strategies and interventions according to learners’

areas of weaknesses. Moreover 03 teachers recommend awareness compaigns in order to engage rural parents in their children's school life.

### **2.6.2.1..Discussion of Interview Results :**

The major goals of this interview is to reveal whether teachers of English are aware of the rural-urban score gap in standardized tests and to find out the main factors that are responsible for this score gap.

The results obtained from the interview disclose that more experienced teachers work in urban schools .Moreover,most teachers are aware of the score gap between rural –urban learners in standardized tests.As for the educational resources ,rural school have a fair availability of resources.

The findings indicate that family background and living environment as well as the differnces in teaching practices are considered as main factors contributing to the rural urban score gap.Most teachers claim that parental views ,educational level and ideologies affect the learner's performance in standardized tests.

### **2.7.Synthesis of the Findings :**

The purpose of questionnaire and interview is to compare rural and urban learners' attitudes towards the BEM exam and to find out the factors contributing to the score gap between rural-urban learners in standardized tests.

The results demonstrated that learners' attitudes towards the BEM exam differ between urban and rural learners.The urban school learners seem to be more pressured and stressed towards exams,and as it is known ,a stress response is helpful as it increases oxygen to brain and improve attention ,focus,energy and determination.In addition,the use of English outside the school context by the urban learners in private schools for languages or when travelling help them a lot to enhance and improve their skills in language learning which make them score better in standardized tests.

Moreover,teachers' interview revealed that most teachers of English in middle schools are aware of the difference in performance between rural and urban learners in standardized tests.This may validate the first research hypothesis.

It also displayed that the family background and the living environment are considered as factors responsible for the score gap,since parents in urban areas are more involved in their children's school life ,while the rural parents are not.Furthermore,the differences in teaching practices is also regarded as an

influencing factor. The interview showed that more experienced teachers teach in urban school while the less experienced ones teach in rural areas. Obviously, more experienced teachers have the ability to adjust strategies and techniques according to their learners' needs and weaknesses.

It is worth mentioning that a lot of suggestions were put to bridge the score gap between rural and urban learners in standardized tests.

## **2.8. Recommendations :**

To bridge the urban-rural education gap and ensure equitable access to quality education in rural areas, policymakers, educators and community stakeholders should consider the following recommendations.

### **2.8.1. Infrastructure development :**

- Invest in infrastructure improvements such as reliable internet access, transportation and modern classroom facilities.
- Collaborate with technology companies to provide high speed internet and digital devices and allocate funds for the school facility maintenance.

Investing in infrastructure governments can ensure equal opportunities for learners in rural areas as their urban counterparts.

### **2.8.2. curriculum and instructional materials :**

- Implement culturally responsive curriculum and instructional materials that reflect the community's values.
- Provide training for teachers on culturally responsive teaching .
- Establish robust monitoring and evaluation systems.
- Make necessary adjustments to test and assess learners effectively.
- Create a supportive community for educators in rural areas through monitoring programmes and professional learning communities.

Rural areas often struggle with lack of teachers .This can negatively impact the quality of education.So ,the government should implement policies such as a higher pay, better working conditions and opportunities for professional development to attract and retain qualified teachers in rural areas.

### **2.8.3.Flexible learning and technology integration :**

Technological advancements have made it easier to bridge the education gap between urban and rural areas ,making it possible for learners to access quality education from anywhere.

- Provide schools with necessary technology and training to integrate digital learning into the curriculum.
- Offer ongoing training for educators in how to effectively use technology in the classroom.
- Support flexible learning options such as distance learning programmes.
- Implement evening classes or weekend school programmes .

Technological advancements facilitate bridging the education gap between urban and rural areas.

### **2.8.4.Community and parental involvement :**

Community involvement is crucial for bridging education gap between urban and rural areas.Parents,local leaders ,and community –based organisations can play a significant role in supporting education in rural areas .

- Encourage community and parental involvement in education through the creation of school council and parent-teacher associations.
- Organize community events and workshops that allow parents to actively participate in their children’s education and provide feedback in schools.
- Raise parent’s awareness in rural areas about the importance of English as a language of science and technology.

Implementing these recommendations requires collaborative efforts among all stakeholders involved in education. By focusing on these strategies, there is a potential to create an equitable educational landscape where all students, regardless of their geographical location, have access to quality education they deserve.

**2.9. Conclusion :**

In this chapter, the researcher aimed to present and discuss data obtained throughout learners' questionnaire and teachers' interview. The findings revealed that most teachers are aware of the difference in performance in standardized test between rural and urban learners. The results also showed that several factors contribute in the score gap between rural and urban learners. ;such factor scan be summed up in family background i.e the parents' ideologies and their educational level affect their children's performance. The living environment is another influencing factor ;the context where English is used outside school is considered to be better than the one where it is not used .The third factor is the teaching practices i.e teachers have a crucial role in motivating learners ,facilitating learning and training learners for exams.

This chapter also provided some recommendations that can be adopted to bridge the score gap between learners in rural and urban areas in standardized test.

# *General Conclusion*



### **General conclusion**

Rural communities still face education disparities when compared to their urban counterparts. This appears clearly in standardized tests score gap. Thus, there are many factors that influence the learners' achievements in rural schools.

The overall aim of this research is to enlighten the different factors contributing in score gap between rural and urban learners in standardized tests. It endeavours to offer responses to the following research questions:

- 1)-Are EFL teachers aware of the academic achievement gap between urban and rural learners in standardized tests?
- 2)-What are the factors responsible for the rural-urban score gap in standardized tests?

Relying on prior studies, two hypotheses were formulated:

- 1)-EFL teachers tend to be aware of the academic achievement gap between rural and urban learners in standardized tests .
- 2)-There are many factors that influence rural school learners' achievements in standardized tests like the living environment, the family background and pedagogical practices.

The present research work includes two parts. The theoretical part reviews studies about testing and its role in teaching and learning as well as the different quality education between rural and urban areas. The practical part includes the methodology and the analysis of the results. In this vein, data in this research is collected through two main sources: a questionnaire directed to fifty three (53) pupils from Aouicha Hadj Slimane Middle School (Tlemcen) and Mohammed Benhamou Middle School, Derman (Sebdou) and an interview which was conducted with seven (07) teachers of English from both schools.

The main results obtained from this comparative study uncovered that EFL teachers are aware of rural-urban achievement differences in standardized tests . They, also, revealed that the living environment in which English is never used out of school context and family background such as parents' ideologies and level of

## ***General conclusion***

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education as well as teaching practices represented in teaching techniques and strategies of evaluation and assessment are all considered as contributing factors. In this sense, it is assumed that the research hypotheses have been sufficiently confirmed.

Thus, this dissertation made it clear for standardized tests designers to be aware and to take into consideration the above mentioned factors when designing the standardized tests to bridge the score gap between rural and urban schools.

Ultimately this study suffered from limitations ; firstly, it might assume that learners were not entirely truthful in their opinions. It would be better to use interview with learners to obtain more accurate feedback. Secondly , teachers were somehow discreet in their answers ; they did not give too much details. Additionally , it was limited in terms of time ; it needs longer period of time to enforce the credibility of the findings.

Further researches will discover whether the findings of this study may be generalised to other schools in rural and urban contexts or probably investigate the problem from different perspectives.

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# **Appendices**

# **Appendix 'A'**

## Learners' Questionnaire

## Pupils' Questionnaire

Questionnaire for Algerian Middle School Pupils of English ( 4 MS ) in Tlemcen :  
Understanding the Rural –Urban Score Gap in Standardized Testing.

Thank you for participating in this survey.

### Section One : Background information

- 1)- Age :.....
- 2)- Are you :  Male  
 Female
- 3)-Your school location :  
 Urban  
 Rural

### Section Two : Learning Environment and resources :

- 1)-How would you describe the learning environment in your school ?  
 Very helpful to learning  
 Somewhat helpful to learning  
 Not helpful to learning at all
- 2)-Do you think that there are enough resources ( books, datashow , computers) in your school ?  
 Yes  
 No
- 3)-Do you receive support from your teachers to perform well in English ?  
 Yes  
 No

### Section Three : Supports and Opportunities :

- 1)Do you use English outside school ?  
 Yes  
 No
- If yes where ?
- Private schools for languages
  - Chatting on the net
  - Travelling
  - Others
- .....



2)-Does your family encourage you to learn English ?

Yes

No

**Section Four : Standardized Testing :**

1)-How do you feel about standardized testing (BEM Exam) ?

I feel pressured

I feel stressed

I find it challenging

I feel indifferent

2)-Do pupils in urban schools perform better than pupils in rural schools in standardized tests ?

Yes

No

# **Appendix'B'**

## Teachers'Interview

## **Teachers' Interview**

An Interview for Algerian Middle School Teachers of English in Tlemcen :Exploring the Rural –Urban Score Gap in Standardized Testing.

Thank you for participating in this interview.Your insights are valuable for understanding the challenges and opportunities related to the rural –urban score gap in standardized testing.

Question 01 :How long have you been teaching ?

Question 02 :How would you rate the availability of educational resources in your school ?

Question 03 :Have you recieved any specific training to address the needs of learners from rural areas ?

Question 04 :How aware are you of the existence of the score gap between learners from rural and urban areas in standardized testing (BEM) ?

Question 05 :Do you think that standardized test is a fair way to evaluate learners from rural and urban areas?

Question 06 : Do you think that there is a geographical/social bias in standardized test ?

Question 07 :In your opinion,what factors contribute to rural-urban score gap in standardized tests ?

Question 08 :What strategies do you think could help bridge the score gap between rural and urban learners in standardized tests ?

# **Appendix ‘C’**

Yearly Plan of Assessment/ MS 4

(source:Curriculum of English in Middle School)

| Period            | Domains  | Target competencies  | Descriptors of implementation   |
|-------------------|--|--|---|
| <b>First Term</b> | <b>Oral interaction</b>                            | In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support.                                       | The pupil can:- ask questions and answer briefly - deal with situations related to his personal life and experience and his community. - use familiar expressions relating everyday situations , and simple sentences in a spontaneous way. - ask and Can speak about his plans and projects . - Can give his opinion , give and understand instructions, ask for and give help, etc.   |
|                   | <b>Interpretation of oral and written messages</b> | In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support.<br><br>In a situation of meaningful | The pupil can: -understand instructions in easy classroom language - guess meaning of instruction from context. - understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants, expectations..), current events occurring in the world ,etc - read, understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of narration , personal stories, feelings,wishes. |

|                        |  |   |   |
|------------------------|--|---|---|
| <b>Second<br/>Term</b> | <b>Production of<br/>oral and<br/>written<br/>message</b>      | <p>communication , the learner will be able to produce oral or written messages / text of descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.</p>                             | <p>The pupil can: -describe facts in short narrative texts relating to the learner’s environment, family ,school; work ,experiences and events (past and present ) - produce different types of texts (descriptive, narrative , argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time sequencers (first, and, but, because, so, the, next ,finally) - write a personal letter or an email to describe his environment, his life...</p> |
|                        | <b>Oral<br/>interaction</b>                                    | <p>In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support.</p> | <p>The pupil can: - ask for and give information about food. -make recommendation for a healthy diet / table manners. -give instructions. -Compare and contrast food items. -describe food habits. -Ask for and give advice -Defend positive actions</p>  |
|                        | <b>Interpretation<br/>of oral and<br/>written<br/>messages</b> | <p>In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative</p>   | <p>The pupil can: - read ,understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and</p>   |

|                   |  |   |   |
|-------------------|--|---|---|
| <b>Third Term</b> | <b>Production of oral and written messages</b> | <p>type , using written, visual or oral support.</p> <p>In a situation of meaningful communication , the learner will be able to produce oral or written messages / text of descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.</p> | <p>involving prediction of narration , personal stories, feelings, wishes. - read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food - understand the gist of a story, the narrator’s ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event.</p> <p>The pupil can:. - write simple instructions for recipes ,instructions for use, itinerary ;etc... - produce coherent writing and generate ideas - build conversation/role play/interview -defend positive actions</p> |
|                   | <b>Oral interaction</b>                        | <p>In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/ texts of descriptive types using written, visual or oral support.</p>   | <p>The pupil can:-Describe famous landmarks / outstanding figures - compare coking habits / monuments -exchange information on the web</p>  |
|                   | <b>Interpretation of oral and</b>              | <p>In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of</p>   | <p>The pupil can: - understand medium dialogues on familiar subjects ( the ones dealt with in the previous domain) - understand</p>   |





# **Appendix 'D'**

## 2023 English BEM Results in Tlemcen

المؤسسات التي تحصلت على نسب نجاح اللغة الإنجليزية دورة 2023

| الترتيب | المؤسسة   | عدد رقم التسجيل | عدد المسجلين | منهم إناث | عدد الحاضرين | منهم إناث | عدد الناجحين | منهم إناث | نسبة النجاح | مجم المتحصنين على المعدل الانجليزي | النسبة |
|---------|---|-----------------|--------------|-----------|--------------|-----------|--------------|-----------|-------------|------------------------------------|--------|
| 1       | متوسطة عويضة حاج سليمان - تلمسان                      | 230             | 230          | 104       | 230          | 104       | 230          | 104       | 59,57%      | 137                                | 80,43% |
| 2       | متوسطة ابن خلدون - تلمسان                             | 190             | 190          | 190       | 190          | 190       | 190          | 190       | 55,79%      | 106                                | 92,63% |
| 3       | متوسطة الشريف مولاي الدريس - تلمسان                   | 249             | 249          | 102       | 246          | 102       | 249          | 102       | 52,85%      | 130                                | 71,14% |
| 4       | متوسطة الخنساء - تلمسان                               | 166             | 166          | 82        | 165          | 81        | 165          | 82        | 52,73%      | 87                                 | 80,00% |
| 5       | متوسطة سليمة طالب - تلمسان                            | 156             | 156          | 156       | 154          | 154       | 154          | 156       | 48,05%      | 74                                 | 80,52% |
| 6       | مؤسسة قرية وتعليم المجمع العربي الفتح العامة - تلمسان | 15              | 15           | 7         | 15           | 7         | 15           | 7         | 46,67%      | 7                                  | 80,00% |
| 7       | متوسطة زليط محمد - منصور                              | 162             | 162          | 80        | 162          | 80        | 162          | 80        | 45,68%      | 74                                 | 74,07% |
| 8       | متوسطة الشهيد الخوجة عباس محمد - مصطفى وأحمد - تلمسان | 68              | 68           | 32        | 68           | 32        | 68           | 32        | 44,12%      | 30                                 | 72,06% |
| 9       | متوسطة بخفي عبد الرزاق - تلمسان                       | 151             | 151          | 69        | 150          | 69        | 151          | 69        | 43,33%      | 65                                 | 65,33% |
| 10      | متوسطة مولود قاسم نايت بلقاسم - مغنية                 | 145             | 145          | 75        | 143          | 73        | 143          | 75        | 41,96%      | 60                                 | 83,22% |
| 11      | متوسطة دار الحديث - تلمسان                            | 99              | 99           | 42        | 94           | 39        | 94           | 42        | 41,49%      | 39                                 | 78,72% |
| 12      | متوسطة فرواني محمد - منصور                            | 164             | 164          | 76        | 164          | 76        | 164          | 76        | 41,46%      | 68                                 | 67,07% |
| 13      | متوسطة مختاري عبد القادر - أولاد رباح                 | 113             | 113          | 55        | 113          | 55        | 113          | 55        | 39,82%      | 45                                 | 61,95% |
| 14      | متوسطة إينال أحمد - منصور                             | 216             | 216          | 103       | 214          | 102       | 214          | 103       | 39,25%      | 84                                 | 67,76% |
| 15      | متوسطة تزيدي محمد - تلمسان                            | 113             | 113          | 54        | 110          | 52        | 110          | 54        | 39,09%      | 43                                 | 77,27% |
| 16      | متوسطة عاصمي اسماعيل - تلمسان                         | 185             | 185          | 85        | 185          | 85        | 185          | 85        | 38,92%      | 72                                 | 72,43% |
| 17      | متوسطة الشهيد عاشور تالت مصطفى - منصور                | 127             | 127          | 68        | 127          | 68        | 127          | 68        | 38,58%      | 49                                 | 71,65% |
| 18      | متوسطة التميمي - تلمسان                               | 263             | 263          | 127       | 261          | 125       | 261          | 127       | 38,31%      | 100                                | 73,18% |

|    |   |     |     |     |     |     |     |     |        |     |        |
|----|---|-----|-----|-----|-----|-----|-----|-----|--------|-----|--------|
| 19 | متوسطة سيدهوم أحمد - جبال                           | 56  | 56  | 29  | 56  | 29  | 56  | 29  | 35,71% | 20  | 91,07% |
| 20 | متوسطة حمايدية الطاهر - تلمسان                      | 177 | 177 | 84  | 177 | 84  | 177 | 84  | 35,59% | 63  | 69,49% |
| 21 | متوسطة يوسف محمد - شتوان                            | 160 | 160 | 78  | 159 | 77  | 159 | 78  | 33,96% | 54  | 61,64% |
| 22 | متوسطة عبد المؤمن بن علي - ندرومة                   | 196 | 196 | 100 | 195 | 100 | 196 | 100 | 33,85% | 66  | 72,82% |
| 23 | متوسطة المقرري - تلمسان                             | 98  | 98  | 0   | 98  | 0   | 98  | 0   | 33,67% | 33  | 77,55% |
| 24 | متوسطة ابن خميس - مغنية                             | 274 | 274 | 160 | 269 | 158 | 269 | 160 | 33,46% | 90  | 76,95% |
| 25 | متوسطة بن موسى يحيى - منصور                         | 182 | 182 | 103 | 182 | 103 | 182 | 103 | 32,97% | 60  | 63,74% |
| 26 | متوسطة هدي طيب - مغنية                              | 213 | 213 | 107 | 205 | 101 | 205 | 107 | 32,68% | 67  | 60,00% |
| 27 | متوسطة محمد بن أحمد الحياك - تلمسان                 | 338 | 338 | 152 | 335 | 151 | 335 | 152 | 31,94% | 107 | 61,49% |
| 28 | متوسطة أحمد بن دحمان - زناتة                        | 147 | 147 | 68  | 145 | 66  | 145 | 68  | 31,72% | 46  | 57,24% |
| 29 | متوسطة الإخوة عيادوني - السواحلية                   | 132 | 132 | 73  | 130 | 73  | 130 | 73  | 31,54% | 41  | 80,00% |
| 30 | متوسطة ناطو محمد - مسيرة الفواقة                    | 67  | 67  | 37  | 67  | 37  | 67  | 37  | 31,34% | 21  | 67,16% |
| 31 | متوسطة حبيب عبد الرحمان - شتوان                     | 195 | 195 | 93  | 195 | 93  | 195 | 93  | 31,28% | 61  | 60,00% |
| 32 | الجموعة المدرسية بوعبد الله - متوسط الخاصة - تلمسان | 10  | 10  | 5   | 10  | 5   | 10  | 5   | 30,00% | 3   | 60,00% |
| 33 | متوسطة مجاوي محمد - الرمثي                          | 216 | 216 | 118 | 215 | 118 | 215 | 118 | 29,77% | 64  | 71,16% |
| 34 | متوسطة النقيب زيان محمد - الغزلوت                   | 129 | 129 | 74  | 127 | 72  | 127 | 74  | 29,13% | 37  | 78,74% |
| 35 | متوسطة عبد الباسط - الرمثي                          | 207 | 207 | 104 | 206 | 103 | 206 | 104 | 29,13% | 60  | 73,30% |
| 36 | متوسطة حامدي عبد الهادي - منصور                     | 169 | 169 | 88  | 165 | 87  | 165 | 88  | 29,09% | 48  | 61,82% |
| 37 | متوسطة عدو رايح - ندرومة                            | 150 | 150 | 72  | 150 | 72  | 150 | 72  | 28,67% | 43  | 72,67% |
| 38 | متوسطة سفي محمد - أولاد ميمون                       | 101 | 101 | 48  | 100 | 47  | 100 | 48  | 28,00% | 28  | 61,00% |

|        |    |        |    |     |    |     |    |     |     |  |    |
|--------|----|--------|----|-----|----|-----|----|-----|-----|--|----|
| 27,78% | 25 | 71,11% | 42 | 64  | 54 | 90  | 54 | 90  | 90  | متوسطة بن صغير برحو - الحناية            | 39 |
| 27,67% | 44 | 79,25% | 63 | 126 | 73 | 159 | 73 | 159 | 159 | متوسطة حدوين عبد القادر - بني بوسعيد     | 40 |
| 27,36% | 29 | 52,83% | 33 | 56  | 58 | 106 | 58 | 106 | 106 | متوسطة شليني أحمد - شتوان                | 41 |
| 27,27% | 48 | 71,59% | 68 | 126 | 86 | 176 | 86 | 176 | 176 | متوسطة سي طارق - الرمشي                  | 42 |
| 27,27% | 27 | 62,63% | 26 | 62  | 35 | 99  | 35 | 101 | 101 | متوسطة أبوبكر الرازي - مغنية             | 43 |
| 27,21% | 40 | 72,11% | 60 | 106 | 82 | 147 | 85 | 152 | 152 | متوسطة الإخوة خالد - الحناية             | 44 |
| 26,67% | 28 | 83,81% | 46 | 88  | 56 | 105 | 57 | 106 | 106 | متوسطة دريسي محمد بن راجح - السواحلية    | 45 |
| 26,50% | 31 | 66,67% | 42 | 78  | 59 | 117 | 60 | 119 | 119 | متوسطة أبو قرة الفرنيدي - الحناية        | 46 |
| 26,49% | 40 | 69,54% | 60 | 105 | 86 | 151 | 87 | 153 | 153 | متوسطة عين السبع علي - الغزوات           | 47 |
| 26,19% | 44 | 59,52% | 61 | 100 | 83 | 168 | 86 | 171 | 171 | متوسطة محمد العيد آل خليفة - مغنية       | 48 |
| 24,74% | 24 | 59,79% | 34 | 58  | 44 | 97  | 45 | 99  | 99  | متوسطة عدل الجديدة - تلمسان              | 49 |
| 24,19% | 45 | 48,92% | 33 | 91  | 55 | 186 | 55 | 187 | 187 | متوسطة يفراس بن زيان - تلمسان            | 50 |
| 24,00% | 36 | 63,33% | 51 | 95  | 77 | 150 | 77 | 151 | 151 | متوسطة موس أحمد - مغنية                  | 51 |
| 23,97% | 35 | 67,12% | 51 | 98  | 75 | 146 | 76 | 148 | 148 | متوسطة بن سونة قويدر - الحناية           | 52 |
| 23,53% | 12 | 84,31% | 21 | 43  | 26 | 51  | 26 | 51  | 51  | متوسطة زرياحن عبد المؤمن - مسودة الفوافة | 53 |
| 23,44% | 30 | 50,78% | 36 | 65  | 65 | 128 | 65 | 128 | 128 | متوسطة عيد النور - بن سكران              | 54 |
| 23,20% | 29 | 76,00% | 45 | 95  | 63 | 125 | 65 | 127 | 127 | متوسطة أبو حمو موسى الفاني - ندرومة      | 55 |
| 22,84% | 37 | 59,26% | 63 | 96  | 98 | 162 | 99 | 164 | 164 | متوسطة ابن رشد - الرمشي                  | 56 |
| 22,39% | 30 | 57,46% | 43 | 77  | 72 | 134 | 73 | 135 | 135 | متوسطة بخي بوزيان - سيدو                 | 57 |
| 22,22% | 20 | 76,67% | 32 | 69  | 38 | 90  | 38 | 92  | 92  | متوسطة شلدة لخضر - عمير                  | 58 |

|        |    |        |    |     |     |     |     |     |     |                                    |    |
|--------|----|--------|----|-----|-----|-----|-----|-----|-----|------------------------------------|----|
| 22,12% | 23 | 45,19% | 32 | 47  | 50  | 104 | 51  | 105 | 105 | متوسطة حماناش محمد - فلاوسن        | 59 |
| 21,92% | 16 | 78,08% | 34 | 57  | 41  | 73  | 42  | 74  | 74  | متوسطة الإخوة زروقي - السواني      | 60 |
| 21,90% | 23 | 45,71% | 35 | 48  | 64  | 105 | 64  | 105 | 105 | متوسطة بوغناي بوزيان - بني خلاد    | 61 |
| 21,77% | 27 | 67,74% | 45 | 84  | 67  | 124 | 69  | 126 | 126 | متوسطة براهمي العيد - مغنية        | 62 |
| 21,39% | 43 | 57,71% | 64 | 116 | 105 | 201 | 105 | 201 | 201 | متوسطة الأخوين يويي - سيدو         | 63 |
| 21,30% | 49 | 56,96% | 76 | 131 | 116 | 230 | 116 | 231 | 231 | متوسطة زياتي بن عمرو - الغزوات     | 64 |
| 21,05% | 20 | 70,53% | 37 | 67  | 48  | 95  | 48  | 95  | 95  | متوسطة محمد الصغير عيدوني - فلاوسن | 65 |
| 20,72% | 23 | 64,86% | 34 | 72  | 52  | 111 | 53  | 112 | 112 | متوسطة زحاف قدور - السواني         | 66 |
| 20,45% | 27 | 63,64% | 49 | 84  | 65  | 132 | 65  | 132 | 132 | متوسطة ستاوتي علي - بني سنوس       | 67 |
| 20,41% | 20 | 40,82% | 20 | 40  | 42  | 98  | 42  | 98  | 98  | متوسطة بن عيسى بلخير - حمام بوغراة | 68 |
| 20,31% | 39 | 48,44% | 48 | 93  | 95  | 192 | 96  | 194 | 194 | متوسطة شريفي لحسن - مغنية          | 69 |
| 20,14% | 29 | 43,06% | 43 | 62  | 68  | 144 | 68  | 145 | 145 | متوسطة بن خلوف محمد - عين تالوت    | 70 |
| 20,00% | 28 | 47,14% | 38 | 66  | 67  | 140 | 68  | 141 | 141 | متوسطة عميرات طيب - بن سكران       | 71 |
| 19,86% | 28 | 54,61% | 39 | 77  | 67  | 141 | 69  | 145 | 145 | متوسطة البيدري أحمد - شتوان        | 72 |
| 19,69% | 51 | 49,03% | 76 | 127 | 137 | 259 | 139 | 263 | 263 | متوسطة شبيخي موسى - تلمسان         | 73 |
| 19,60% | 39 | 47,74% | 62 | 95  | 105 | 199 | 106 | 201 | 201 | متوسطة قرين يوسف - الرمشي          | 74 |
| 19,48% | 15 | 71,43% | 30 | 55  | 34  | 77  | 35  | 79  | 79  | متوسطة يويي عبد الباقى - بني صميل  | 75 |
| 19,47% | 22 | 47,79% | 36 | 54  | 68  | 113 | 70  | 115 | 115 | متوسطة ديب محمد - سيدو             | 76 |
| 18,72% | 35 | 50,27% | 59 | 94  | 102 | 187 | 104 | 192 | 192 | متوسطة عباد بوزيان - مغنية         | 77 |
| 18,70% | 23 | 51,22% | 33 | 63  | 59  | 123 | 59  | 123 | 123 | متوسطة بن عزوز ميسوم - سبعة شيوخ   | 78 |

|        |    |        |    |     |     |     |     |     |     |   |    |
|--------|----|--------|----|-----|-----|-----|-----|-----|-----|---|----|
| 18,66% | 25 | 41,79% | 28 | 56  | 54  | 134 | 55  | 135 | 135 | متوسطة محبوب عبد القادر - اولاد ميمون   | 79 |
| 18,64% | 22 | 66,95% | 45 | 79  | 67  | 118 | 67  | 119 | 119 | متوسطة المجاهد قديري حسين - بني سوس     | 80 |
| 18,46% | 24 | 49,23% | 37 | 64  | 58  | 130 | 61  | 133 | 133 | متوسطة زهوان محمد - باب العسة           | 81 |
| 18,45% | 43 | 45,49% | 60 | 106 | 110 | 233 | 110 | 234 | 234 | متوسطة بن منصور بومدين - صبرة           | 82 |
| 18,45% | 31 | 54,76% | 50 | 92  | 80  | 168 | 82  | 172 | 172 | متوسطة يقمراسن - الغزوات                | 83 |
| 18,37% | 27 | 63,95% | 51 | 94  | 80  | 147 | 80  | 149 | 149 | متوسطة بوقويون ميمون - مرسى بن مهدي     | 84 |
| 18,29% | 15 | 74,39% | 31 | 61  | 40  | 82  | 42  | 85  | 85  | متوسطة سايج ميسوم - السواحلية           | 85 |
| 18,26% | 21 | 37,39% | 25 | 43  | 55  | 115 | 55  | 115 | 115 | متوسطة ولد قادة مصطفى - عين تالوت       | 86 |
| 17,86% | 20 | 53,57% | 39 | 60  | 63  | 112 | 63  | 114 | 114 | متوسطة قارة زعيتري مراد - منصوره        | 87 |
| 17,81% | 13 | 57,53% | 25 | 42  | 35  | 73  | 35  | 73  | 73  | متوسطة غالم محمد - صبرة                 | 88 |
| 17,75% | 49 | 51,81% | 82 | 143 | 152 | 276 | 157 | 283 | 283 | متوسطة بلحازم يمينه - مغنية             | 89 |
| 17,39% | 12 | 39,13% | 12 | 27  | 30  | 69  | 30  | 69  | 69  | متوسطة براز سليمان - حمام بوغرازة       | 90 |
| 17,14% | 18 | 59,05% | 32 | 62  | 50  | 105 | 52  | 107 | 107 | متوسطة الاخوة عامري - السواني           | 91 |
| 16,54% | 21 | 40,16% | 28 | 51  | 53  | 127 | 53  | 127 | 127 | متوسطة يدو بلقاسم - بن سكران            | 92 |
| 16,38% | 19 | 56,03% | 48 | 65  | 70  | 116 | 72  | 121 | 121 | متوسطة سحنون محمد المدعو عنتر - الحناية | 93 |
| 16,34% | 33 | 50,00% | 64 | 101 | 111 | 202 | 111 | 203 | 203 | متوسطة وش عبد القادري قايع - عين يوسف   | 94 |
| 16,32% | 31 | 62,11% | 70 | 118 | 113 | 190 | 114 | 191 | 191 | متوسطة قياداري محمد - سيدو              | 95 |
| 16,27% | 27 | 47,59% | 46 | 79  | 97  | 166 | 98  | 167 | 167 | متوسطة ياشر بشير - تلمسان               | 96 |
| 16,13% | 30 | 45,70% | 45 | 85  | 90  | 186 | 92  | 190 | 190 | متوسطة محمد خميسي - مغنية               | 97 |
| 15,98% | 31 | 40,72% | 44 | 79  | 103 | 194 | 104 | 195 | 195 | متوسطة بن عبد الله مصطفى - بني مسر      | 98 |

|        |    |        |    |     |     |     |     |     |     |                                    |     |
|--------|----|--------|----|-----|-----|-----|-----|-----|-----|------------------------------------|-----|
| 15,68% | 29 | 54,59% | 56 | 101 | 89  | 185 | 90  | 186 | 186 | متوسطة بن حادي حوسين - شتوان       | 99  |
| 15,58% | 12 | 55,84% | 27 | 43  | 43  | 77  | 43  | 77  | 77  | متوسطة صايم عبد الله - بني وارسوس  | 100 |
| 15,48% | 24 | 39,35% | 48 | 61  | 89  | 155 | 89  | 155 | 155 | متوسطة شيخ بومدين - الرمشي         | 101 |
| 15,20% | 19 | 56,00% | 38 | 70  | 71  | 125 | 72  | 128 | 128 | متوسطة جلاد أحمد - تلمسان          | 102 |
| 15,13% | 23 | 40,13% | 40 | 61  | 84  | 152 | 86  | 155 | 155 | متوسطة بن سعيد محمد - وادي الخضير  | 103 |
| 15,12% | 39 | 44,19% | 59 | 114 | 117 | 258 | 118 | 260 | 260 | متوسطة بونغلة عبد القادر - صبرة    | 104 |
| 14,93% | 20 | 61,19% | 52 | 82  | 76  | 134 | 77  | 135 | 135 | متوسطة بلهادف أحمد - عين يوسف      | 105 |
| 14,56% | 15 | 66,02% | 36 | 68  | 48  | 103 | 48  | 103 | 103 | متوسطة حوالف محمد - باب العسة      | 106 |
| 14,38% | 43 | 48,83% | 80 | 146 | 133 | 299 | 133 | 302 | 302 | متوسطة عقبة بن نافع الفهري - مغنية | 107 |
| 14,29% | 9  | 63,49% | 23 | 40  | 33  | 63  | 33  | 63  | 63  | متوسطة بن بوخص عبد القادر - سيدو   | 108 |
| 14,21% | 28 | 63,45% | 66 | 125 | 96  | 197 | 96  | 199 | 199 | متوسطة الاخوة بوخاري - صبرة        | 109 |
| 14,02% | 23 | 55,49% | 60 | 91  | 88  | 164 | 90  | 166 | 166 | متوسطة برايج مختار - بني وارسوس    | 110 |
| 13,70% | 10 | 67,12% | 26 | 49  | 43  | 73  | 43  | 73  | 73  | متوسطة شريقن مصطفى - تيانت         | 111 |
| 13,66% | 25 | 59,02% | 64 | 108 | 102 | 183 | 103 | 185 | 185 | متوسطة الاخوة همهامي - الحناية     | 112 |
| 13,64% | 12 | 67,05% | 30 | 59  | 42  | 88  | 42  | 89  | 89  | متوسطة مزري محمد - الرمشي          | 113 |
| 13,39% | 17 | 39,37% | 26 | 50  | 56  | 127 | 58  | 129 | 129 | متوسطة لواج أحمد - عين غراية       | 114 |
| 13,33% | 26 | 48,21% | 58 | 94  | 97  | 195 | 98  | 196 | 196 | متوسطة مكاوي محمد - عين فرقة       | 115 |
| 13,28% | 17 | 48,44% | 37 | 62  | 62  | 128 | 62  | 128 | 128 | متوسطة هامل بن عيسى - بوحلو        | 116 |
| 13,22% | 16 | 59,50% | 41 | 72  | 64  | 121 | 64  | 121 | 121 | متوسطة زاير محمد - اولاد ميمون     | 117 |
| 13,11% | 8  | 67,21% | 21 | 41  | 29  | 61  | 29  | 61  | 61  | متوسطة محمد لكور - البويهي         | 118 |

|        |    |        |    |     |     |     |     |     |     |   |     |
|--------|----|--------|----|-----|-----|-----|-----|-----|-----|---|-----|
| 13,01% | 16 | 42,28% | 36 | 52  | 61  | 123 | 62  | 124 | 124 | متوسطة هوايي بومدين - سيدي العبدل                 | 119 |
| 12,79% | 11 | 62,79% | 23 | 54  | 29  | 86  | 29  | 86  | 86  | متوسطة لزعر منور - البويهي                        | 120 |
| 12,68% | 26 | 55,61% | 58 | 114 | 92  | 205 | 94  | 211 | 211 | متوسطة سيدي شاكر - تلمسان                         | 121 |
| 12,64% | 11 | 39,08% | 18 | 34  | 43  | 87  | 43  | 88  | 88  | متوسطة حيولي يخلف - هنين                          | 122 |
| 12,50% | 33 | 43,94% | 67 | 116 | 138 | 264 | 138 | 265 | 265 | متوسطة داري الواسني - مغنية                       | 123 |
| 12,50% | 25 | 37,00% | 36 | 74  | 93  | 200 | 94  | 201 | 201 | متوسطة مفاوي خيرة - سيدي العبدل                   | 124 |
| 12,40% | 16 | 45,74% | 37 | 59  | 67  | 129 | 67  | 129 | 129 | متوسطة الشهيد صاري مصطفى - تلمسان                 | 125 |
| 12,39% | 14 | 45,13% | 35 | 51  | 58  | 113 | 59  | 114 | 114 | متوسطة العيدوني محمد - جبالة                      | 126 |
| 12,30% | 15 | 55,74% | 44 | 68  | 68  | 122 | 69  | 123 | 123 | متوسطة بن جرميخ لعج وبيي - سيدي الجليلي           | 127 |
| 11,90% | 10 | 45,24% | 18 | 38  | 46  | 84  | 46  | 85  | 85  | متوسطة بقاضي يحي المدعو شكري - بني مستر           | 128 |
| 11,76% | 10 | 58,82% | 24 | 50  | 44  | 85  | 44  | 86  | 86  | متوسطة دحماني محمد - ندرومة                       | 129 |
| 11,76% | 20 | 35,88% | 32 | 61  | 75  | 170 | 76  | 171 | 171 | متوسطة ساحي عبد القادر - سيدو                     | 130 |
| 11,61% | 26 | 43,30% | 59 | 97  | 120 | 224 | 121 | 226 | 226 | متوسطة الإمام مالك بن أنس - شتوان                 | 131 |
| 11,43% | 16 | 39,29% | 41 | 55  | 75  | 140 | 75  | 141 | 141 | متوسطة بن مشرئ عبد القادر - عمير                  | 132 |
| 11,36% | 15 | 41,67% | 37 | 55  | 71  | 132 | 75  | 136 | 136 | متوسطة الاخوين بن علي - تون بن همدل - تون بن همدل | 133 |
| 11,24% | 19 | 37,28% | 39 | 63  | 76  | 169 | 76  | 169 | 169 | متوسطة محمد بوضياف - الفحول                       | 134 |
| 10,96% | 8  | 52,05% | 25 | 38  | 36  | 73  | 37  | 74  | 74  | متوسطة بومدين محمد - بني بهدل                     | 135 |
| 10,71% | 21 | 42,35% | 39 | 83  | 94  | 196 | 94  | 196 | 196 | متوسطة خريوش محمد - اولاد ميمون                   | 136 |
| 10,68% | 11 | 48,54% | 29 | 50  | 48  | 103 | 48  | 103 | 103 | متوسطة الدكتور بن زرجب - تلمسان                   | 137 |
| 10,62% | 12 | 55,75% | 34 | 63  | 56  | 113 | 56  | 113 | 113 | متوسطة بلحسن عبد القادر - العرئيل                 | 138 |

|        |    |        |    |    |     |     |     |     |     |  |     |
|--------|----|--------|----|----|-----|-----|-----|-----|-----|--|-----|
| 10,61% | 19 | 39,66% | 49 | 71 | 94  | 179 | 95  | 180 | 180 | متوسطة بلجيلالي الشيخ - العريشة            | 139 |
| 10,53% | 8  | 26,32% | 16 | 20 | 33  | 76  | 33  | 76  | 77  | متوسطة بن ياني بن عودة - اولاد ميمون       | 140 |
| 10,53% | 10 | 21,05% | 19 | 20 | 58  | 95  | 59  | 97  | 97  | متوسطة هارون الرشيد - سيدي العبدل          | 141 |
| 10,42% | 5  | 64,58% | 27 | 31 | 33  | 48  | 34  | 49  | 49  | متوسطة غنيم شيخ - عين تالوت                | 142 |
| 10,13% | 16 | 46,20% | 41 | 73 | 86  | 158 | 88  | 162 | 162 | متوسطة بودحري عكاشة - تلمسان               | 143 |
| 9,86%  | 7  | 25,35% | 11 | 18 | 36  | 71  | 37  | 74  | 74  | متوسطة هوايي فراج - العريشة                | 144 |
| 9,77%  | 17 | 29,31% | 35 | 51 | 86  | 174 | 89  | 177 | 177 | متوسطة عقان جيلالي - عين فتاح              | 145 |
| 9,52%  | 6  | 46,03% | 18 | 29 | 30  | 63  | 30  | 64  | 64  | متوسطة مالك بن نبي - عين نحالة             | 146 |
| 9,09%  | 14 | 51,95% | 44 | 80 | 74  | 154 | 75  | 156 | 156 | متوسطة مكلي رمضان - بني بوسعيد             | 147 |
| 8,94%  | 11 | 26,83% | 18 | 33 | 52  | 123 | 52  | 123 | 123 | متوسطة العربي بن مهدي - مغنية              | 148 |
| 8,79%  | 8  | 32,97% | 21 | 30 | 47  | 91  | 50  | 96  | 96  | متوسطة بوترفاس فاطمة - هنين                | 149 |
| 8,11%  | 6  | 21,62% | 9  | 16 | 25  | 74  | 25  | 74  | 74  | متوسطة وزي يوسف سيدي السنوسي - سيدي العبدل | 150 |
| 7,64%  | 12 | 40,76% | 35 | 64 | 71  | 157 | 73  | 159 | 159 | متوسطة الكبير ميلود - سيدي مجاهد           | 151 |
| 7,32%  | 12 | 37,80% | 31 | 62 | 67  | 164 | 67  | 164 | 164 | متوسطة مجاهد عبد القادر - بني مستر         | 152 |
| 7,22%  | 7  | 45,36% | 17 | 44 | 38  | 97  | 41  | 101 | 101 | متوسطة عباس حسين مزوربو - السوالمية        | 153 |
| 7,22%  | 21 | 32,30% | 53 | 94 | 151 | 291 | 154 | 295 | 295 | متوسطة حاوي عيسى - شتوان                   | 154 |
| 6,95%  | 13 | 29,41% | 35 | 55 | 93  | 187 | 93  | 188 | 188 | متوسطة الاخوة سليمان - القور               | 155 |
| 6,86%  | 12 | 33,14% | 32 | 58 | 84  | 175 | 84  | 177 | 177 | متوسطة الشهيد فريد احمد الصفا - شتوان      | 156 |
| 6,67%  | 2  | 56,67% | 10 | 17 | 20  | 30  | 20  | 30  | 30  | متوسطة طيبي بن علي - وادي الخضر            | 157 |
| 6,54%  | 7  | 52,34% | 32 | 56 | 52  | 107 | 52  | 107 | 107 | متوسطة زاوي قويلر - عين نحالة              | 158 |

|       |    |        |    |    |    |     |    |     |     |   |     |
|-------|----|--------|----|----|----|-----|----|-----|-----|---|-----|
| 6,52% | 3  | 39,13% | 10 | 18 | 22 | 46  | 22 | 46  | 46  | متوسطة قدوسي الطيب - سوق الغلاء         | 159 |
| 5,95% | 10 | 41,67% | 42 | 70 | 78 | 168 | 80 | 170 | 170 | متوسطة قبلي محمد - دار يفراسن           | 160 |
| 5,88% | 4  | 58,82% | 25 | 40 | 39 | 68  | 39 | 68  | 68  | متوسطة بن عمارة عبد القادر - عين الكيرة | 161 |
| 5,39% | 9  | 43,11% | 39 | 72 | 81 | 167 | 84 | 170 | 170 | متوسطة علي ثاني بن اعمر - تلمسان        | 162 |
| 5,08% | 3  | 61,02% | 17 | 36 | 28 | 59  | 28 | 59  | 59  | متوسطة عياش طيب - ندرومة                | 163 |
| 1,63% | 2  | 31,71% | 28 | 39 | 68 | 123 | 68 | 123 | 123 | متوسطة بن حمو محمد - سيدو               | 164 |
| 0,00% | 0  | 30,00% | 9  | 9  | 12 | 30  | 13 | 31  | 31  | متوسطة مصمودي محمد - عين تالوت          | 165 |

|        |      |        |      |       |       |       |       |       |       |            |  |
|--------|------|--------|------|-------|-------|-------|-------|-------|-------|------------|--|
| 21,61% | 5022 | 56,03% | 7394 | 13018 | 11728 | 23236 | 11864 | 23472 | 23472 | مج الولائي |  |
|--------|------|--------|------|-------|-------|-------|-------|-------|-------|------------|--|

## Summary

This comparative study attempted to investigate the EFL teachers awareness towards the rural –urban score gap in standardized tests and to explore the factors contributing to this score gap. Hence, the study was conducted with fourth year Middle School learners (4 MS) from ‘Aouicha Hadj Slimane’ in Tlemcen and learners from ‘Mohammed Benhamou’ in Dermam /Sebdou. To this end, two types of instruments were used; a questionnaire for learners and a semi structured interview with teachers. The findings of this study revealed that EFL teachers in Algerian Middle schools are mostly aware of rural –urban score gap in standardized tests. It also found out that the learners living environment, the family background and the teaching practices are main factors contributing in the score gap between rural and urban schools in standardized tests.

## Résumé

Cette étude vise à examiner si les enseignants de la langue Anglaise au niveau du CEM sont au courant de la divergence des résultats du BEM entre les CEM ruraux et les CEM urbains. Pour cela, l'étude a été menée avec les élèves de quatrième année moyenne (4<sup>ème</sup> AM) du CEM ‘Aouicha Hadj Slimane’ à Tlemcen et des élève du CEM ‘Mohammed Benhamou’ à Dermam /Sebdou. A cette fin, deux types d'instruments de recherche ont été utilisés; un questionnaire pour les élèves et un entretien avec les enseignants. Les résultats montrent que la majorité des enseignants sont au courant de cette divergence et ils ont découvert les facteurs responsables de cette différence.

## ملخص:

الهدف من هذه الدراسة هو الكشف عن مدى وعي أستاذة اللغة الإنجليزية في الطور المتوسط عن وجود فرق بين نتائج شهادة التعليم المتوسط بين متوسطات المناطق الريفية ومتوسطات المناطق الحضرية. كما أنها تهدف إلى كشف العوامل المسؤولة عن هذا الفرق في النتائج. تحقيقاً لهذه الأهداف، يختار هذا البحث الطريقة المختلطة والمزج بين التقنيات الكمية والنوعية، واستخدام استبيان مع تلاميذ السنة الرابعة متوسط من متوسطتين مختلفتين، الأولى من منطقة ريفية وهي متوسطة "محمد بن حمو" درمام، سيدو، والثانية هي متوسطة "عويشة حاج سليمان" بتلمسان أي من منطقة حضرية وكذلك استخدام مقابلة مع أستاذة اللغة الإنجليزية من المتوسطتين. تكشف نتائج هذا البحث أن غالبية الأساتذة يبدون وعيهم اتجاه الفرق الشاسع في نتائج الشهادة بين المتوسطات في المناطق الريفية والمناطق الحضرية. وتبين أيضاً أن هناك العديد من الأسباب المسؤولة عن هذا الفرق منها البيئة المعيشية للتلميذ، الخلفية العائلية والمستوى الدراسي للأولياء، وكذا ممارسات التدريس التي تختلف من أستاذ لآخر.