

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**Ministry of Higher Education and Scientific Research**  
**University of Tlemcen**



**Faculty of Letters and Languages**  
**Department of English**

**Exploring the Washback Effect of High-Stakes Exams on The  
EFL Teaching-Learning Process: Case of Third Year Students  
and Teachers at Mostefa Mostefai Secondary School, Nedroma.**

*Dissertation Submitted to the Department of English as a Partial  
Fulfilment of the Requirements for A Master's Degree in Didactics  
and Assessment in English Language Education*

**Presented by:**  
**Mr. Sid Ahmed BERRABAH**

**Supervised by:**  
**Prof. Smail BENMOUSSAT**

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# Statement of Originality

I hereby declare that this dissertation is my own original work. It contains no material or investigation that is previously published except where indicated by referencing.

Sid Ahmed BERRABAH

# *Dedications*

*To*

*My mother and father*

*My sister and brother*

*In memory of My grandmother*

# *Acknowledgments*

*“It is only with gratitude that life becomes rich”.*

**Dietrich Bonhoeffer**

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## *Abstract*

The reciprocal relationship between language learning-teaching and testing has laid a remarkable influence of examinations on language education, namely the washback effect as it is referred to in the literature of language testing. There are many studies to explore how high-stakes exams affect language instruction. The current study investigates the washback effects of high-stakes exams on the EFL teaching-learning process. To reach this end, this study was undertaken on 30 third-year students and 10 EFL teachers at Mostefa Mostefai Secondary School, Nedroma. The case study relied on a questionnaire for students, another one for teachers and classroom observation to elicit both qualitative and quantitative data. The main findings revealed that the washback effect of the Baccalaureate exam bring about an alteration in the teaching techniques, the resources, the syllabi, and the testing procedures in order to enable students score higher in the high-stakes exam rather than enhancing students' language proficiency and their communicative skills. This pedagogical policy, so to speak drives students to develop an extrinsic motivation to learn the English language just to succeed in the exam. Ultimately, some recommendations were put forward to promote positive washback for better English language education.

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## *List of Acronyms and Abbreviations*

<b>3<sup>rd</sup>-AS:</b>	Third Secondary-School Year (Troisième Année Secondaire).
<b>ALM:</b>	Audio-Lingual Method.
<b>BAC:</b>	Baccalaureate.
<b>BEM:</b>	Brevet d'Enseignement Moyen.
<b>CBA:</b>	Competency-Based Approach.
<b>CLT:</b>	Communicative Language Teaching.
<b>EFL:</b>	English as a Foreign Language.
<b>GTM:</b>	Grammar-Translation Method.
<b>HKCEE:</b>	Hong Kong Certificate Education Examination.
<b>L1:</b>	First language.
<b>L2:</b>	Second Language.
<b>MET:</b>	Michigan English Test.
<b>NCLB:</b>	No Child Left Behind Act.
<b>TOEFL:</b>	Test of English as a Foreign Language.

# **General Introduction**

### General introduction

In the field of language teaching and learning, testing represents a crucial part. Teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. The mutuality that exists between language testing and language teaching has led to a progress in both fields. The reason why some language experts prefer to describe the relationship between teaching and learning as two facets of the same coin and testing as “the edge”. This connection can be explained in how testing has that great influence on several aspects related to the process of foreign language teaching and learning not least the EFL setting. This is what educationalists call the washback effect. In fact, it was believed that washback was connected to the quality of test planning. That is, if the examination is regarded as good, it will have a beneficial effect on teaching. However, if it is seen as bad, the effect will be harmful.

There is a generally accepted belief that the washback effect is greater when it comes to high-stakes exams, typically the Baccalaureate exam. This peculiar achievement test stands as a visa for secondary school pupils to reach the tertiary level. It is a thorough form of summative assessment, which provides information about the educational outcomes. Moreover, it is recognized by external observers as a sign of the reputation of the educational system as a whole. For this reason, this study aims at investigating: the nature of the washback effects of the Baccalaureate exam on EFL secondary school teachers and 3rd AS students and the ways to promote the positivity of the phenomenon and minimize its passivity.

Consequently, the researcher strives to answer the following questions:

Q1: To what extent does washback affect the teachers ‘pedagogical behaviours’?

Q2: How do learners perceive language high-stakes examinations?

Q3: What kind of influence can high-stakes testing have on the EFL teaching and learning process?

The afore mentioned questions lead to formulate the following hypotheses:

H1: Washback is likely to change the teaching practices, including the syllabi, the teaching techniques, the resources, and testing procedures with the exclusion of some language items in order to drive students score higher in the BAC exam.

H2: Learners are influenced by language testing affecting their motivation, attitudes and learning strategies in a way that they care about the scores much more than learning the language itself through focusing on the measured items.

H3: High-stakes testing can be beneficial as it can be harmful, i.e. positive and negative washback.

In order to reach the main objectives, and confirm or reject the research hypotheses, a group of EFL teachers and third year secondary school students were selected to represent the sample population. The sample makes it possible to probe the research questions quantitatively and qualitatively building on different data collection instruments. The questionnaire for teachers to scout about their teaching practices while preparing students for this national test, the questionnaire for students to explore their attitudes towards the high-stakes exam and the classroom observation to survey whether the behaviours of both teachers and learners alter due to the exam.

The present research work is divided into two chapters. The first one provides the theoretical framework, including language testing, the washback phenomenon, as well as the washback effects of high-stakes examination on stakeholders. The second chapter embodies the methodological procedure followed in the conduct of the study. First, it describes the research design and method, research instruments used for data collection. Then, it presents an analysis of both quantitative and qualitative data. Subsequently, the interpretation of the main findings and the validation or the rejection of the hypotheses. Last but not least, the work ends up with a number of suggestions and recommendations which are formulated in the light of the findings. Such recommendations are thought to improve testing policies and, hence, reach an effective EFL teaching and learning process.



# Chapter One

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**Chapter One: Theoretical Foundations of the Research Work**

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### 1.1. Introduction

Throughout the history of language testing, a considerable literature has been written about the influence of language testing on language teaching and learning. In fact, a very rich literature has been written about the washback effect, not least, high-stakes testing. The aim of this chapter is to shed light on the impact of high-stakes testing, especially, the Baccalaureate exam including positive and negative washback, and in what ways it affects the EFL Teaching-Learning process.

### 1.2 Language Testing

In the lives of many people, language tests have always played a powerful role, serving to them as a shift stage in education, a job, or moving from a country to another. This makes language testing a very complicated social phenomenon. Language testing is seen as a “necessary evil” as it is time consuming and effort demanding. In the last 30 years, language testing has sought to be an independent academic field. Yet, it has been argued that it cannot be cut off from language education research. First, let us define what a test is. Brown (2000, p. 3) notes that a test is *“a method of measuring a person's ability, knowledge, or performance in a given domain”*. In the same line of thought, Davis et al (1999) argue that language tests are tools to gauge language ability or aptitude.

Language tests are systematic tools used to gauge a certain level of language proficiency achieved by learners with reference to a language-learning programme. In this vein, Bachman (1990) argues that tests are utilized in an educational programme for the purpose of providing data that serves for decision making. In other terms, *“The overall purpose of any form of language testing is to sample the language abilities of candidates”* (Milanovic, 2002, quoted in Benmostefa. p.70).

### 1.3. Types of Language Tests

Language tests may be used to scale academic achievement, recognize problems in learning or to adjust instruction as they can be used to make serious decisions about students.

### 1.3.1. Low-Stakes Exams

Low-stakes tests are designed to confirm how well a school system is doing, using assessment tools that have no forthright results on students. In this type of examination, students do not attempt to make efforts since they know that it will not seriously determine their future career. Additionally, teachers do not strive to prepare their students very well comparing to other kinds of examinations. The objective of low-stakes testing is to provide students with information about how they are performing during the course, and to give them the chance to ameliorate their performance. Low-stakes assessment can be made through assignments or mid-term projects in a form of formative assessment that provides feedback about students' learning.

### 1.3.2. High-Stakes Exams

Students are assessed on a regular basis every day in most classroom situations. However, a high-stakes exam has special criteria, in educational terminology, a high-stakes exam is a test with substantial consequences for the testee through several types of tests such as standardized tests of language proficiency, tests for promotion from grade to grade, graduation or school exit examinations. High-stakes exam refers to the type of testing given to primary or secondary school completers in an area, region or a country. A test is generally considered as a high-stakes one if it cause significant outcomes in terms of access to certain programs, promotion or a school diploma. In this line of thought, Corbett and Wilson (1991, p. 27) state that : “ *Stakes can become high when test results automatically trigger important consequences for students or the school system, and also when educators, students, or the public perceive that significant consequences accompany test results*” .(Quoted in Langenfeld et al, 1996. p.2)

On the other hand , Madaus (1988, p. 87) notes that the results of high-stakes exams “*are seen, rightly or wrongly, by students, teachers, administrators parents, or the general public as being used to make important decisions that immediately*

*and directly affect them”* (Quoted in Benmoussat, 2018). Furthermore, high-stakes exams have some peculiarities.

- A considerable profit of property prestige for those who obtain positive results.
- A significant pressure on the institutions including teachers and the staff to enable students attain high scores.
- Final decisions and judgements about the students are based on the success or the failure in the test.

It is commonly known that high-stakes exams have a huge effect compared to low-stakes exams. Alderson and Wall (1933) also hypothesise that high-stakes tests with important consequences would have more impact than low-stakes tests.

In the Algerian educational system, there are three main National high-stakes examinations. First, the primary education exam (Examen final du cinquième année primaire) which allows pupils to move on to middle school education. Second, the BEM exam, which gives pupils a shift to the secondary school level. Third, the Bacallaueate exam that represents a visa to Tertiary education.

### 1.3.3. The Bacallaureate Exam

The Bacallaureate, often known colloquially in French speaking countries and in Algeria as ‘le BAC’, is an academic degree for students who have successfully completed their secondary school education. It is *“a high-stakes school-leaving examination. Not only is it an academic qualification, a high school exit exam, but also a diploma which allows Third year students to move from secondary education to tertiary studies”* Benmostefa (2014, p. 143)

Internationally, the Bacallaureate diploma paves the way for students, commonly to pursue their studies at the higher educational institutions. This standardized qualification represents a tool to select pupils who really deserve to be university students. Slightly different from the US High School diploma and the British A-Levels, the Bacallaureate exam is a high-stakes achievement test that requires students to thoroughly anatomize a collection of questions, problems,

essays, putting into practice all the areas of knowledge they gained over the final year of the secondary school education.

The Algerian Baccalaureate has been initiated by the Decree n° 63-495 in 1963. In its form and organization, the decree is a faithful copy of the French Baccalaureate. It has gone through many reforms. The most notable reform has taken place in 2008. The Baccalaureate of secondary education, version 2008, includes six series instead of nine. It comes in six series, Letters and Philosophy, Foreign Languages, Management and Economics, Experimental sciences, Mathematics and Mathematical Technique with four options (Mechanical Engineering, Civil Engineering, Electrical Engineering, and Process Engineering). Actually, nothing has been introduced as far as testing is concerned. English is a second foreign language; it is an essential subject in every stream. All the students passing the Baccalaureate must go through the exam of English language.

The Baccalaureate in Algeria usually takes place in June commonly for students aged 18. It is of great interest, both at the academic and the societal level. Getting this certificate is a concern for Algerian families and is seen by some as "the only key to the job market". What is more, Foreign Stakeholders regard this examination as a universal tool to judge the quality of the Algerian educational system as a whole. For this reason, it is very stressful on students, parents, teachers, and by extension the educational institutions. This effect of testing on the Teaching-Learning process is called washback.

#### **1.4. Washback Phenomenon**

In the early 19<sup>th</sup> century, studies have been proceeded on the concept of the effect of testing on learning and teaching. Yet, research on washback can be traced back to the 1980's due to the fact that teachers, schools, and governments have begun to give much solicitude to test preparation, much importance was endued to measurement outcomes and the focus has mainly been put on the knowledge and skills that tests measured.

### 1.4.1. Definition of Washback

Educationalists prefer to use the terms “washback” and “backwash” interchangeably. The word washback rarely exists in Dictionaries. However, the term backwash can be found in many dictionaries. It has been defined in Merriam Webster’s Electronic Dictionary as **“a backward flow or movement produced especially by a propelling force”**. In other words, despite the fact that the former term backwash is still commonly used in the educational literature, some British applied linguists tended to hire the term washback in place of backwash to refer to the influence of testing on teaching and learning (Alderson and Wall 1992,p.2 ). Therefore, one can consider that there is no semantic distinction between the two terms. Washback or backwash has been defined as *“a part of the impact a test may have on learners and teachers, on educational systems in general, and on society at large”* (Hughes, 2003, p. 53).

Most of major research reports on washback in language testing have been influenced by the article of Alderson and Wall (1993). These writers who point out fifteen washback hypotheses concerning behaviours, attitudes, test consequences and various effects of testing on different persons.

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

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

In the same vein, Richards and Schmidt (2010, p. 634) posit that “*washback also backwash (to refer to) the positive or negative impact of a test on classroom teaching or learning*”.

#### **1.4.2. Types of Washback:**

Educationalists make a distinction between two types of washback; positive (beneficial) and negative (harmful).

##### **1.4.2.1. Positive Washback:**

It is believed that examinations may bring about some positive effects. Positive washback (sometimes referred to as washforward ) indicates the expected test effects. For instance, an exam probably encourages students to make more efforts in their studies or it may boost the link between standards and instruction. This positive washback can be achieved in a way that teachers pick out tests that reflect the teaching goals that are already set. In this context, Hughes (2003) notes that if our goal is to make people able to write compositions, we ought to give them tests in which they will write compositions. However, if our goal is to foster students’ ability to read scientific articles, we have to get them do that in the test. That is, there should be no gap between what we seek to teach and what we measure. In fact, this will reinforce students’ willingness to learn and tests will contribute positively to the learning process.

In the same line of thought, Brown points out that “*washback enhances a number of basic principles of language acquisition: intrinsic motivation<sup>1</sup>,*

---

<sup>1</sup>Intrinsic motivation; refers to behaviour that is driven by **internal** rewards. In other words, the **motivation** to engage in a behaviour arises from within the individual because it is naturally satisfying to you. Deci (1975) notes that “intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward ...” (Deci, 1975, p. 23)



*autonomy, self-confidence, language ego<sup>2</sup>, interlanguage and strategic investment, among others*". Brown (2003, p.29)

#### **1.4.2.2. Negative Washback:**

Negative washback refers to the unlooked for harmful results of an exam. For instance, schooling may focus only on test preparation rejecting other learning activities. *"Negative washback is said to occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context"*. (Taylor, 2005, p. 154).

Washback is regarded as negative and hurtful if students are taught one thing and the day of the exam, they find something that they never saw before. However, negative washback appears mainly when teachers tend to coach students for a particular test without taking into account other classroom activities "teaching to the test". Additionally, students focus their learning about materials that will be tested rather than developing their completely basic competencies.

#### **1.4.3. Washback and Test Validity**

Language tests are not designed randomly. In fact, some criteria should be respected. One of these characteristics is that a test must measure what it is supposed to measure. This feature is named test validity that has been defined as *"the degree to which a test measures what is supposed to measure, or can be used successfully for the purpose for which it is intended"* (Richards and Schmidt, 2010, p.622).

It has been defined by Groundlound (1998) as *"the extent to which inferences made from assessment are appropriate, meaningful, and useful in terms of the purpose of the assessment"* (quoted in Brown 2003, p. 22)

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<sup>2</sup>"several decades ago, Alexander Guiora, a researcher in the study of personality variables in second language learning, proposed what he called the language ego to account for the identity a person develops in reference to the language he or she speaks". (cited in Brown 2007, p. 69)

Many authors have written about the relationship between washback and test validity. In fact, it is agreed that washback is a facet of consequential validity. Alderson and Wall (1993, p. 116) state that *“some writers have even gone so far as to suggest that a test’s validity should be measured by the degree to which it has had a beneficial influence on teaching”*. Moreover, Messick (1996, p. 241) discusses *“the concept of washback as an instance of the consequential aspect of construct validity, linking positive washback to so-called authentic and direct assessments and, more basically, to the need to minimise construct underrepresentation and construct-irrelevant difficulty in the test”*. Morrow (1986) mentions the term washback validity, which means the connection between an exam and the related curriculum (as quoted in Brown, 1997, p.1). Also, studies have found that construct validity is closely related to the washback effect of communicative language test on communicative language instruction.

In the case of the BAC exam, washback validity of this high-stakes exam must be measured as much as the exam leads to a positive impact on instruction. That is, if the BAC exam creates motivation for students to work harder and learn the language, washback validity is the result.

### **1.5. The Washback Effect of the Baccalaureate Exam on Stakeholders**

High-stakes exams and the BAC exam in particular represent a weighty form of testing as the obtained scores are used to make thorough decisions about the learners. They also denote the reputation of teachers and the educational institution. That is why, these examinations lead to a prominent washback effect on learners, parents, policy holders, teachers and their instructional practices.

#### **1.5.1. Learners**

Exams in general and high-stakes exams, in particular drive students to develop a willingness to study harder and to learn the language, few of them really enjoy learning the language. However, passing examinations remains the most important objective; this willingness is not because they love the English language. Rather, the language is seen as a means of passing the exam. Hence, this intrinsic motivation generates a positive washback. This type of examination induces

feelings of stress throughout the academic year, mainly prior to the exam date. Students tend to focus on the test items, through memorization of repeated items, which leads to standardization of knowledge and unproductive learning. This reduces students' autonomy and their ability to communicate. What is more, if teachers provide students with additional knowledge that is required for further studies, students will ask their teachers to focus only on the knowledge they need for passing the exam.

Little research has been undertaken on the washback effects of high stakes exams on the learners. One of the notable research works is Hughes study (1988) about the new English language proficiency test initiated in Turkey, which introduced an alteration in the curriculum. However, students showed better performance and high scores since they were more acquainted with the content that allowed them to adjust their learning styles.

Bailey (1996) argues that washback may have an impact on the way students get ready for the exams. She listed some of the processes that students go through for the purpose of obtaining high scores.

- 1) Practising items similar in format to those on the test.
- 2) Studying vocabulary and grammar rules.
- 3) Participating in interactive language practice (e.g. target language conversations)
- 4) Reading widely in the target language.
- 5) Listening to non-interactive language (radio, television, etc.).
- 6) Applying test-taking strategies.
- 7) Enrolling in test-preparation courses.
- 8) Requesting guidance in their studying and feedback on their performance.
- 9) Enrolling in, requesting or demanding additional (unscheduled) test-preparation classes or tutorials (in addition to or lieu of other language classes).
- 10) Skipping language classes to study for the test.

Bailey (1996, p. 264-265)

She further posits that *“selection among these processes would lead to either beneficial or, negative washback, depending on whether or not their use promoted the learners’ actual language development (as opposed to their perceived progress or their test-taking skills alone)”*. (Bailey, 1996, p. 265)

Bachman and Palmer (1996) posit that washback has an impact on learners in three distinct phases. The first phase, they are influenced while preparing for the examination. The second phase, when the results of the examination are announced. The final phase, when serious decisions are being made on the basis of their results.

In his investigation on the impact of changes of the oral component of the HKCE, King (1997) notes that teachers perceive the new oral format as too hard, and students cannot handle it. That is why, teachers encourage students to memorize lists of phrases to adapt with the different situations that they may face in oral tests. (quoted in Andrews et al , 2002, p. 209).

Accordingly, Andrews et al (2002) in their Hong Kong study argue that *“the inappropriate use of these phrases by a number of students seems indicative of memorization rather than meaningful internalization. In these instances, the students appear to have learnt which language features to use, but not when and how to use them appropriately”* (Andrews et al, 2002, p. 221). They concluded that the reason for this improvement as the consequence of superficial learning.

### 1.5.2. Parents

Usually, parents feel anxious about their kids whenever they are having a test. However, the stress is much more elevated when it comes to a high-stakes exam, typically, the BAC exam. Parents view this decisive summative assessment as a visa to the job market since it paves the way for higher education. Due to their feeling that their kids are at risk of failure, they attempt to do their best to help their kids succeed. Parents try to reduce their kids’ leisure time such as time spent on watching TV, playing with friends, and the use of internet.

Parental involvement in learning plays a considerable role during the preparation for such a critical exam. In this respect, Fehraman et al (2015) note that

academic achievement of students is highly affected by parental involvement. That is why, parents attempt to manipulate time spent on homework and leisure time spent on surfing on the net.

What is more, parents do their best to prepare their children physically and psychologically. The majority spend money. So that, their children attend remedial lessons. In fact, their purpose is not to reach academic growth, but their main aim is to make them achieve high scores no matter is the price.

The majority of BAC candidates encouraged by their parents attend paid coaching classes. Many families believe that their kids will not succeed unless they attend special courses. In a study conducted by a group of Algerian researchers revealed that, 67 % of Algerian pupils attend remedial courses and that 81% of them argue that the reason is that they cannot understand the lessons at school due to the overcrowded classrooms and the lack of concentration. (stated in Maghreb voices, January 2018). In fact, these paid courses are just unsystematic teaching that takes place outside the school walls in teachers' houses and garages. So that, students study certain lectures, in which they face difficulties. Students take part in such classes due to a number of reasons, it may be due to the fact that the teacher of that subject matter cannot explain well, lack of self-reliance from the part of the students. Thus, they rely much more on the teacher of the remedial course, some students just attempt to imitate their peers which has made it a tradition. Besides, students' capacities are not probably enough to pass the exam of that subject. Moreover, some teachers are unable to explain to students. That is why, students cannot well absorb which create a kind of hatred towards the teacher.

Educational Psychologists report that these remedial courses cause numerous negative effects. These courses require students to make extra efforts, which negatively affect his mental abilities, time devoted for preparation at home will be reduced as far as some subjects need much time to revise and memorize. Broadly speaking, the phenomenon affects the whole society and drains human resources since there is no serious planning.

### 1.5.3. Policy Holders

The institution, the teaching staff, and the educational jurisdiction are in a way or another affected by the high-stakes exams that denote the reputation of the school and how the educational system is viewed by other countries. This is why, these stakeholders give much attention to such kind of tests. In this context, Goldhaber (2015) argues that students' success and progress are gauged using standardized tests and that the 2001 passage of the NCLB Act led to measure school quality with the use of test scores as a matter of accountability<sup>3</sup>. In other words, the educational institution pays great attention to test scores. These reflect the reputation of the teacher and the educational firm. Teachers are evaluated using the results of standardized tests. In broader terms, the whole educational system is judged on the basis of effective learning outcomes obtained by students in these standardized tests. The BAC exam has a broad social character of being indicative to scale the educational system at large. The educational policy makers including inspectors, curriculum planners, educational specialists, materials developers and publishers, and the departmental framework at the Ministry of National Education strive to spend numerous financial resources in the preparation of such national examination. The reason is that the BAC exam represents a tool that enables policy makers to evaluate the whole educational system. Thus, these results can be used as levers for change in the sense that they help them to compare between the different schools and introduce reforms to improve the educational system. These reforms may involve curriculum innovation. Whilst policy makers at the level of the Algerian Ministry of National Education strive to prepare all the necessary conditions for the success of this national examination, an event stormed this exam in 2016. The BAC subjects were leaked and posted on social media. These leaks called into question the truthfulness of this decisive exam, even worse the

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<sup>3</sup> Accountability was described by Bachman and Savignon (1986) (quoted in Bachman 1990, p. 55) as "being able to demonstrate the extent to which we have effectively and efficiently discharged responsibility" and they point out that "without accountability in language teaching, students can pass several semesters of language courses with high grades and still be unable to use the language for reading or for conversing with speakers of that language"

credibility of the whole educational system. This led to a crisis in the Algerian Ministry of National Education.

The following action taken by the latter was to schedule a partial examination concerning the subjects that were in filtered. Thereafter, students had to retake their Baccalaureate exam with some with some actions taken by the Algerian authorities. For instance, Social media websites including Facebook and Twitter were temporarily blocked.

As long as the results of this kind of high-stakes testing denote the position of the educational institutions. Schools and colleges do their best to reach high scores. Shanker(1988) posits that

Since the reputation of a school, its principal, its teachers and the school board and superintendent depends largely on [standardized] test scores, schools are devoting less time to reading real books, writing essays, and discussing current events and more and more time teaching kids strategies for filling in blanks and choosing the answers to multiple choice questions. This destroys much of the value of these tests, which only tell you something if they are an independent measure of what the student knows. (Quoted in Madaus 1988, p. 37)

In other words, under the command of the institution, much time is allocated to the items that are met in the test with the exclusion of life-long skills. In this sense, the test loses its value, as it is an inefficient instrument to gauge the real students' knowledge. Madaus (1988, p. 43) further points out that “ *high-stakes test scores have become the principal criterion used by policy makers, the business community, the general public, and unfortunately, many educators when evaluating systems, schools, teachers, and children. When this happens, of course, both instruction and the test are injured*”. Yet, some governments use examination scores for political aims. For instance, to deceive people with the idea that the system is performing better than it is in order to mask the failures of that system and the low education quality (Chapman and Snyder Jr 2000).



#### 1.5.4. Teachers and their Teaching practices

The BAC exam is a great challenge for teachers as their accomplishment of the work will be evaluated based on the results attained in this exam. Thus, they do their best. So that, their students score high, no matter is the cost. Teachers adjust the syllabi, the teaching resources and the methodology to cope with the questions of the BAC exam.

##### 1.5.4.1. Syllabi

Teachers resort to focus on the teaching of the skills that will be covered in the examination, mainly, the writing and the reading skills. This influence represents the narrowing of the curriculum to the items that will be measured (Alderson and Wall 1993). This narrowing of the curriculum would undermine the communicative competence of the students since the teacher assigns no time for other activities of speaking and listening. Thus, standardized tests have an influence on language lectures. Curriculum narrowing reduces many students' chances of being thought talented in school. In fact, the Baccalaureate exam with narrower curricula appears to restrict thinking skills.

Studies have shown that curriculum design is deeply affected by tests. Teachers easily adapt their teaching focusing the course on exam-oriented classroom items and thus help learners pass the test through 'teaching-to-the-test'. Various studies found out washback effects on the curriculum. Li (1990) in his study deduced that after the MET test has been introduced, teachers put much emphasis on practical language skills that were measured in the test 'reading, writing, listening, and speaking. However, teachers have focused much more on the reading skill as it carries the most marks. Similarly, Alderson and Wall (1993) report that the new O-Level exam initiated in Sri Lanka deeply has affected the content of language syllabi. These researchers have observed that teachers devote much time to the skills gauged in the examination, mainly reading and writing. On the other hand, listening and speaking are not given egalitarian time and attention (Alderson and Wall 1993 quoted in Tsagari 2007).



In the same line of thought, Lam (1993; 1994) notes that teachers pay attention to fractions that have the heaviest weighting in the exam, and that most of the sessions in the timetable are assigned to exam preparation. He deduced that such impact of testing can be positive when authentic materials are used and it can be negative when teachers teach items that appear in the test. (Quoted in Tsagari 2007)

Put differently, Shohamy et al (1996), via questionnaires and interviews, state that the low-stakes Arabic exam has slightly affected the curriculum. Whereas, high-stakes exams had a major impact on the syllabi. Concerning the high-stakes exam, teachers assert that they devote most of the time to activities such as: asking questions, discussions, speeches etc... since the exam would mainly encompass speaking skills and students need to be well prepared. Through an observation of 118 lessons in secondary schools in Hungary, Nikolov (1999) report that lesson activities turned around question-answer, translation, reading aloud, and grammar exercises in the form of substitution drills. She deduced that these activities were language-examination techniques. Via student surveys, Paris et al (1991) found that high-stakes standardized tests in the United States lead educational staff and teachers to assign much time on items that are tested excluding other items that have not been evaluated (Quoted in Tsagari 2007, p.17).

Respectively, Corbett and Wilson (1991) in their comparison between a low-stakes state (Pennsylvania) and high-stakes state (Maryland), found that in case of high-stakes, the narrowing of the curriculum has negative sides as Maryland school districts pay attention to the improvement of tests results. That is why, they modified the curriculum. They reported that the curriculum was more narrowed compared to Pennsylvania. Corbett and Wilson discovered that smaller districts adapted teaching and curriculum. For teachers, yet, students were not interested in these alterations. As the dates of the exam get closer, teachers make more efforts to affect test scores.

Additionally, Hargreaves (2006) found that secondary leaving examinations in Egypt prevailed on curriculum and pedagogy, which created an emphasis on exam topics, and the use of private courses. He pointed out that exam lessons, the

textbook and the curriculum became one. Hence, university-level education was negatively influenced. Hargreaves also noted that the Ministry of Education tried to introduce educational reforms to foster learning and teaching objectives. However, those attempts failed as a whole fundamental reform in society is required in order to improve education quality.

#### **1.5.4.2. Teaching Resources**

Teachers make use of specific resources that allow students to get accustomed to them in the learning of the language. Andrews et al (2002) argue that a new oral test has been designed in Hong Kong. Thus, teachers have made use of some resources that emphasize certain language skills required for the exam. Teachers insist that students should learn a particular list of words that will be encountered in the test. Such narrowing of materials has been noted in other studies (Green, 2006).

Put differently, Lam (1993) coined the term ‘textbook washback’ referring to the impact of high-stakes tests on teaching materials (cited in Tsagari 2007). Textbook writers and publishers lay out exam-oriented materials that fit in students and teachers’ needs throughout exam preparation. In fact, these textbooks are subject to alteration whenever there is a change in the exam formats and these alterations may include textbook content, how they are used in the classroom and their influence on students’ performance in the test.

What is more, Andrews (1994) found that teachers, in terms of curriculum alignment devoting most of their instructional time to the use of exam papers. Additionally, Nikolov (1999) who, through observations and reports on an existing school-leaving examination in Hungary, note that many teachers were still sticking to the implementation of the traditional GTM and ALM methods despite the fact that British communicative course books as essential syllabi.

In the case of the Baccalaureate candidates, teachers use specific materials, basically past-exam papers and annals. In fact, it is not wrong to use this strategy for the purpose of helping students to develop a clear vision of what they face in the

exam. However, the issue is that teachers spend most of the time working on exam-oriented materials, which is totally wrong.

#### **1.5.4.3. Teaching Methods and Techniques**

The present research works have found that tests affect, in one way or another, the teachers' teaching methods and techniques.

In his research on the effect of the Washington Assessment of Student Learning tests (WASL), Stetcher et al (2004) found that test techniques shaped the teaching practices of teachers who altered their instructional methodology as a result of the exam. In the same line of thought, Alderson and Hamp-Lyons (1996), note that there are slight differences between teachers in terms of the effect of the TOEFL test on teachers' activities while preparing students for the test.

Similarly, but in another context (in Japan), Watanabe (1996; 1997) investigated on how university teachers make use of translation and grammatical explanations to prepare students for the exams. Despite that the existence of washback has been proved, teachers teach and use translation for different purposes. The researcher deduced that the impact of exams on all teachers can be easily predicted. The personal features of teachers including the educational background, beliefs about teaching attitudes towards the exam, and possibly the proximity of the exam play a significant role in the way lectures are performed. (quoted in Tzagari 2007).

Teachers tend to use some techniques to train students of how to deal with the different activities in the exam. Teachers bring past-examination papers and explain each item separately. These are coaching techniques rather than teaching techniques. Teachers mostly rely on the GTM to help students memorize grammatical items that will be surely encountered in the exam.

Moreover, Cheng (1997) reported that because of the introduction of the revised HKCEE, 84% of the teachers claimed that they were ready to alter their teaching methodology. In addition to this, teachers did their best and arrange certain pedagogical activities to acquaint students with the test format and content and

showed them the way to prepare for such exams.

In the Algerian context, teachers are supposed to follow the instructional approach that is mandated by the Ministry of National Education, namely the CBA. However, they find themselves obliged to use the GTM in some situations in which they translate every line of a given text for them, and students learn the vocabulary and grammar that are required for the exam. The reason is that even students find the syllabi too dry, and uninteresting. The majority of teachers do not employ communicative methodologies because they think that they are not compatible with the principles underlying the exam.

Sturman (2003), through teachers' questionnaires, concluded that the majority of teachers of English, Mathematics, Science, and other disciplines are influenced by national tests. The results found that teachers teach test-taking strategies. Yet, there are differences in terms of time spent on preparation, the materials employed and approaches to revision. Some research results have been related to background variables of attainment, school size, the composition of classes and respondents professional responsibilities.

In the Algerian educational context, most of EFL teachers follow the "teach-to-the-test" approach. The latter is a term used to describe a method of teaching where the teachers put the focus on preparing students for standardized tests. This approach was criticized as it limits the teacher and puts much emphasis on rote memorization of isolated skills, what pedagogues call "drill and kill", instead of ensuring that students truly understand the topic. This is due to the reason that students are more concerned with memorizing the information to perform well in the exam instead of understanding and enjoying the target language.

This would lead us to distinguish between curriculum teaching and item teaching. The former requires an instruction that is pointed towards a particular body of content knowledge or a specific set of mental skills represented by a test. The latter denotes the teacher's direction of his teaching around items that are expected to be found in a test with the exclusion of subjects that will not be surely met in the examination. For instance: a teacher of secondary school class will

endeavour to cover all the skills intended to be taught to students based on the presupposed curriculum including the four language skills ( listening, speaking, reading, writing). In this case, one can speak about curriculum teaching. However, a teacher who puts emphasis on only grammatical items that predominately appear in the Baccalaureate exam such as: tenses, passive voice, and reported speech. Therefore, this teacher builds on item teaching. Teachers make their students learn from a stripped down curriculum. The aim of “teaching to the test”, or “item teaching” as it is also called by some educators, is not to push students develop their abilities to use logical thinking in order to understand what they are doing. Rather, the purpose is to gauge the arbitrary knowledge that the students learnt by heart. For instance, students preparing for the Baccalaureate exam will score well in the reading part just because they have memorized words that helped them understand the passage. However, they do not develop a useful vocabulary.

What is more, educators were always in search for an appropriate methodology for better English language teaching. Yet, the issue is that parents and educational institutions are still seeking to enable students’ achievement in standardized exams. In the view of stakeholders, students’ achievement implies the fact that they score well in high-stakes exams. The reason why, parents look for the most conducive ways to make their children score well. They view that this can be reached via paid coaching services, which have become fashionable.

Teachers of these remedial courses try to use test-taking techniques in a way that they explain each word in Arabic or French and ask students to memorize key terms that notably appear in the reading part. Besides, teachers notify that they attempt to follow the textbook only during the first and the second terms, and students start to leave schools right before the spring holidays. So that, they have time to study on their own at home. In the third term, teachers devote the sessions to train students via working on exam-oriented materials. Instead of engaging students in a cyclical learning process, teachers seek to concentrate on language items and grammar structures to enable students to score high in the BAC exam. Admittedly, one needs to shed light on the reasons why teachers rely on this approach. The first

reason is that the allocated time is insufficient to cover the whole curriculum. This lack of time leads teachers to select only the items that will be included in the exam. The second reason is that students' scores reflect the reputation of the teacher and the educational institution.

On the other hand, this teaching methodology is likely to negatively affect the teaching-learning process. As a result, the educational system would lose its credibility, and even worse, there will be a low-education quality. Furthermore, the presumed major goal underpinning English language education is to develop learners' communicative competencies. Yet, it is not the case in most of the Algerian secondary schools where the main instructional objective, in practical terms, turns around passing examinations. Hence, learners seem to be unproductive when they come across situations that require meaningful interaction. These learners will join the university without the sufficient skills that allow them to deal with language communicatively.

### **1.6. Conclusion**

This chapter has shed light on the theoretical background concerning the high-stakes exam, mainly the BAC exam. This national examination has a large washback effect. The latter is related to the issue of validity. The BAC exam affects either positively or negatively learners and their parents, policy makers represented in the educational institution, teachers and their instructional performance. Overall, it has a significant influence on the curriculum, materials employed for teaching, and the teaching methodology.

# Chapter Two

## **Chapter two Research Design, Procedures, Suggestions and Recommendations**

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### *Chapter Two: Research Design, Procedures, Suggestions and Recommendations*

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### **2.1. Introduction**

Language testing and high-stakes testing, in particular has a huge impact on the procession of language learning and teaching, namely the EFL learning and teaching process. This chapter seeks to find out the scope of the washback effect of the BAC exam on the EFL learning-teaching process. It revolves around the practical phase of this paper. First, this chapter presents the participants addressed in this study, and provides the research design and the instruments opted by the researcher to collect data. Then, it exhibits data analysis and interpretation of the research findings. The final stage is devoted to suggestions and recommendations.

### **2.2. Research Design**

Authors in the field have defined research design differently. However, this definition may be concordant. A research design is a combination of procedures and methods used in data gathering and analysis in order to reach answers to the research questions. The research design is very important as it helps the researcher to save time, ensures the processing of the study in a proper and a systematic way. It supports structuring and managing the resources. What is more, it makes the research more efficient and reliable which in turn leads to the elimination of subjectivity and bias.

In the current research work, the researcher has relied on the case study of Mostefa Mostefai secondary school (Nedroma). The case study method has been defined as *“a specific instance that is frequently deigned to illustrate a more general principle”*. (Nisbet and Watt, 1984 quoted in Cohen et al 2000,p. 181). Yin (1984) identified three types of case studies, descriptive, explanatory, and exploratory. The latter has been used in the present study. In fact, the researcher has used an exploratory, single, instrumental, embedded case study. Like any other research method, the case study has to demonstrate reliability and validity. The case study has been opted for since it has many advantages, it allows the researcher to generalize the research findings. Furthermore, Insights from case studies may be directly put into use for staff or self-development for formative evaluation and in-

educational policy making. As compared to other research reports, case studies provide more access to research data, they allow the researcher to reflect the research implications upon themselves since the results can be easily understood.

### **2.3. Description of the Sample Population**

The sample population is a subgroup of population selected to participate in a research work. It is *“the source from which data drawn to answer the research question (s) and/or to test any hypothesis that might be made. The sample consists of one or more cases”* (Fred and Perry Jr, 2005, p. 55). Sampling is the process whereby a researcher selects his/her sample (participants in the study). The significance of sampling lies in the fact that it makes the research data reliable accurate and it enables the researcher to make generalizations. The researcher has adopted the use of the representative sampling paradigm in order to establish generalization. That is why, a non-probability snowball method has been used. The sample population of this research work consisted of thirty students at Mostefa Mostefai secondary school and ten EFL teachers at two secondary schools.

#### **2.3.1. Overview on Mostefa Mostefai Secondary School, Nedroma**

A group of third year EFL teachers and students at Mostefa Mostefai Secondary School took part in this research to reach the main objectives of the present study. Mostefa Mostefai is an Algerian secondary school located in the town of Nedroma, Tlemcen. The institution opened in September 1999. The number of students in the school is 520 pupils. Most of them are girls (309). In addition to 211 boys. The school consists of 22 classes split up into five streams: Mathematical Technique, Exact Sciences, Management and Economy, Literature and Philosophy, and Foreign Languages. 43 teachers make up the teaching staff of the school.

#### **2.3.2. Teachers' Profile**

In addition to students, the researcher has also relied upon teachers in this research. The sample teachers in the present study has comprised ten teachers from two different schools, Mostefa Mostefai and Nedjar Houcine . Five are men and five

females for the present research. They all hold a licence degree in English. Their experiences ranged from five to twenty-two years.

### **2.4.3. Students' Profile**

The research has been conducted with Third year pupils of four streams (Foreign Languages, Literature and Philosophy, Exact Sciences and Mathematical Techniques at Mostefa Mostefai Secondary School, Nedroma , where the researcher dealt with students selected randomly from 3<sup>rd</sup>-AS classes.

## **2.4. Data Collection and Research Instruments**

Data collection is the process of gathering information in an established systematic manner that enables one to answer the stated research questions, test hypothesis, and evaluate the research findings. Results in EFL research depend on the research instrument used. It is often claimed that the *“The backbone of any survey study is the instrument used for collecting data”* (quoted in Mackay and Susan 2012, p. 75). The researcher employed two research instruments to answer the different research questions and get quantitative and qualitative data. Firstly, a questionnaire was submitted to 3<sup>rd</sup>-AS students, another questionnaire was administered to EFL teachers. Secondly, an observation conducted in four classes at Mostefa Mostefai secondary school.

### **2.4.1. Classroom Observation**

The observation is a research tool that is used for collecting data about peoples' behaviours. Cohen (2000, p. 305) argues that *“Observational data are attractive as they afford the researcher the opportunity to gather data from live situations”*. Classroom observations enable the researcher to educe information about interactions and events that occur in class.

#### **2.4.1.1. Aim of the observation**

The main objective behind observing third year secondary school classes is to live the teaching-learning process in a natural setting. In this sense, the researcher will be able to add more evidence to the information obtained through the questionnaires.

### **2.4.1.2. Description of the Observation**

A non-participant unstructured and uncontrolled observation has been opted for. The researcher attended five (05) sessions (one hour for each) with 3<sup>rd</sup>-AS students at Mostefa Mostefai secondary school, Nedroma. He attended one session with each of the following streams: Exact Sciences, Mathematical Techniques, Literature and Philosophy, and two sessions with Foreign Languages students.

### **2.4.2. The Questionnaire**

The questionnaire is a research instrument used for data gathering. It has been described as *“any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”* (Brown 2001, p. 6). This tool helps the researcher to obtain both quantitative and qualitative data. Wilson and McLean (1994) state that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. For the present study, two questionnaires have been employed. One was distributed to 3<sup>rd</sup>-AS students. The other was devoted to EFL Secondary School teachers in order to answer the research questions and examine the hypotheses.

### **2.4.3. Questionnaire to Teachers**

A mixed questionnaire was given to ten EFL teachers at Mostefa Mostefai Secondary School, Nedroma and Nedjar Houcine secondary school, Ghazaouet.

#### **2.4.3.1. Aim of the Questionnaire**

The questionnaire aims at providing data on teachers' attitudes towards the washback effect of the BAC exam. In addition to this, it intends information on how this national examination affects their instructional practices. Then, to find out the ways in which they are managing the teaching process in accordance with the BAC exam.

### **2.4.3.2. Description of the Questionnaire**

The teachers' questionnaire included 18 questions with three types of ; 11 close-ended, 4 open-ended and 3 multiple choice questions, each of them focus on a particular aspect. The questionnaire is divided into two sections. The first section includes questions concerning personal information about gender, teaching experience, and streams they are in charge of. The second section concerns the teachers' views on the washback effects. Teachers were asked about how they are conducting the teaching process of English vis-à-vis the preparation of the BAC exam, their instructional goals, and the teaching equipments that they are employing. Then, questions on the learning process and how their students see English as a language and as a subject.

### **2.4.4. Questionnaire to Students**

A mixed questionnaire was given to 30 third year secondary school students at Mostefa Mostefai secondary school, Nedroma. The questionnaire has been translated into Arabic and pupils answered in Arabic since pupils do not have the level to give answers in English about the topic.

#### **2.4.4.1. Aim of the questionnaire**

The main purpose of this questionnaire is to elicit data on students' attitudes towards the subject of English and its role in the BAC exam. This questionnaire has been a relevant resource that helped the researcher to discover the manner in which their teachers are teaching the language. It allowed the researcher to know the language level of students, and the materials they are using for the exam preparation.

#### **2.4.4.2. Description of the Questionnaire**

This questionnaire included thirteen questions; two multiple-choice, seven close-ended, and four open-ended questions. It is split into two rubrics. The first one is devoted for general information; age, gender, and students' language level. The second contained questions on the teachers' attempt to enhance the students' language skills and the use of past-examination papers and the role of these materials in the exam preparation, questions that seek to discover if students do enjoy learning the language, and whether they are aware of the value of this language. Then, some

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questions aim to find out the learning materials used by students, especially in the paid-coaching services. Additionally, students have been asked about the recommendations suggested by their teachers to succeed in the exam. Lastly, the researcher attempted to know how students perceive the effects of the BAC on their learning.

### **2.5. Data Analysis**

To carry out this phase of the study, it is required to analyse the results of the collected data through the traced procedures in both qualitative and quantitative analyses have been conducted for the sake of finding complementary results that aim to elucidate the washback effects of the Baccalaureate exam on EFL learning and teaching at Mostefa Mostefai Secondary school, Nedroma.

#### **2.5.1. Analysis of the Results of Classroom observation**

##### ***Foreign Languages***

Session one took place on April 7, 2019 ( from 10.00 to 11.00)

##### **Teacher's sequence**

Before starting the lesson of the day, the teacher attempted to make a kind of revision about the passive voice. She tried to go over the main rules of the passive and active voice, which is usually part of the BAC exam every year. The revision lasted for ten minutes. Then, she moved to the lesson. It was sequence 2 from unit 4: Feelings and Emotions. Rather than using the textbook, the teacher distributed some handouts to students. In the first activity, the teacher ordered the students to match between a list of words and a list of pictures that describe some emotions such as frightened, sneaky, shy... etc. She gave them 3 minutes to solve the activity. The teacher explains words and translate them into Arabic. Lastly, they corrected together. In the second activity, the teacher called students to read the text and answer the questions in a duration of ten minutes. After that, the teacher asked them to answer one by one and write on the board. The questions were similar to the ones of the BAC exam. For instance, choose a title for the text, note whether the

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sentences are true or false, nouns and adjectives, synonyms and opposites. Along the session, the teacher focused on error correction and put emphasis on vocabulary acquisition. She was going back and forth to support students find the right answer. The researcher recognized that the teacher is somehow going fast and some pupils cannot grasp all what the teacher was saying. The reason was that the teacher has finished the most important parts of the programme and this unit was rarely included in the BAC exam, and teachers do not devote much time to it. Indeed, they prefer to revise the units that are more important.

### **Students' Sequence**

At the beginning of the session, students were listening attentively to the teacher when revising the reported speech, and they were trying to memorize the rules. Afterwards, the students were revising the main rules. They received the handouts and work on the activities. Most of them were working and were curious to know the meaning of difficult terms. They were calm, and focused on the exercises. However, few students were pretending that they were reading. In fact, they were chatting with their peers. Thereafter, students started correcting the activities, most of them were active, and they did not feel anxious when they were appointed to answer or write on the board. What is more, it has been identified that girls were more active than boys were. (see Appendix C)

Session two with students of Foreign Languages took place the same day (from 13.30 to 14.30)

### **Teachers' Sequence**

This time, the teacher decided to allocate the whole session for revision on the reported speech. Even though the reported speech is not inserted in the programme of the second year, the teacher often schedule revision sessions on this lesson since the reported speech is always part of the BAC exam. In fact, it is part of the second year curriculum. She brought a collection of exercises and wrote them on the board. The exercises were about reporting statements, reporting questions, and reporting demands. Over the session, the teacher was giving importance to



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grammar mistakes. She was walking between the rows and try to help students trying to find whether they were able to solve the activity and whether they were mastering the rules of the reported speech. Furthermore, it has been noticed that the teacher's main objective was to prepare students for the BAC exam since the BAC exam requires learners to be good at reading and writing. These skills were given much importance. Although, teachers are supposed to teach using the CBA, principles of the GTM occur in this class as the teacher was switching to the L1 from time to time. The teacher was using praising words such as: good, excellent to make them more motivated. She knows very well how to manage the classroom to make students enjoy learning and they do not feel bored.

### **Students' Sequence**

Students spent around twenty minutes solving the exercise of the reported speech. However, they were given five more minutes to finish. Besides, they seem to be more attentive as the session is about the reported speech that will be found in the exam. Thus, they were more motivated. Additionally, the researcher deduced that learners' language level is good, and students show an interest in the language itself. That is why, they were highly involved in the session of English and they often ask questions. Yet, learners attempted to memorize certain items that will probably be faced in the exam.

### ***Literature and Philosophy***

This session took place on the same day (from 11.00 to 12.00)

It was the correction of the Second term exam. The exam topic was composed of a text and questions. The title of the text is "Do Smartphones have a place in the Classroom?". It is inspired from previous BAC topics ( see Appendix 'E'). Part one is about Reading .The teacher followed the structure of previous BAC subjects to lay out the topic of the Second term exam topic. Some questions in the exam; Are these statements true or false? answer the questions according to the text. Part two is about text exploration and the questions were about roots and affixes, the number of syllables and in the last part, students were required to write a composition.

### **Teacher's Sequence**

Firstly, the teacher was reading the text. At the same time, he was explaining the ideas and translating difficult terms into the L1 and the L2 and he was using concrete examples to illustrate. He was insisting on them to write words on their notebooks. So that, they memorize later on as they would need this vocabulary in the BAC exam. The teacher noticed that students were not motivated. That is why, he was trying to make them aware that the coefficient of English in the BAC is high and they have to work hard. Since the session is devoted for the correction of the BAC exam, the main goal of the teacher is practice and revision to gear students for the decisive examination. The most important language capacities that were covered by the teacher were reading and writing with much emphasis on the measured items.

### **Students' sequence**

Some students were listening to the teacher, but others were chatting with each other. Then, they write on the board. Only two or three had a willingness to participate while correcting, students were repeating the same mistakes that they committed in the exam. At the end, marks were given and the majority of students did not get the average. It has been identified that learners possess a low language proficiency level. Students were not at all interested in learning the language. Hence, they demonstrated a low involvement in the session and never asked questions. (see Appendix C)

### ***Mathematical Technique***

The session was scheduled on the same day in the afternoon (from 14.30 to 15.30). It was assigned for the second term exam correction. The topic was about 'Exams'. It is similar to past BAC exam papers.(see appendix 'E').

### **Teacher's sequence**

The teacher started reading the text and answering questions. He was focusing on grammar and correcting mistakes. Besides, the teacher insisted that some questions were always repeated in the Baccalaureate exam.

### **Student's sequence**

Since it was the afternoon, students were tired and lazy. Most of them did not bring the exam papers. Their level was not that high but they were making trials. However, they felt a bit stressed out when they were appointed by the teacher to talk. Some of them knew the right answers, but they refused to answer. So that, they do not write on the board.

### ***Exact Sciences***

The session took place on the 8<sup>th</sup> of April at 10

### **Teacher's Sequence**

It was Unit 3; Astronomy and The Solar System. The first activity was Grammar Explorer; Look at sentences A-G, use the words: how or what to ask questions so as to get the information in bold type. When the activity was finished, the teacher asked students to correct. Then, he was explaining words related to the unit about the size and the volume  $\text{Cm}^2$ ,  $\text{C}^\circ \text{L}^\circ$ , distance, temperature. Then, he switched to vocabulary explorer. In this activity, the teacher writes on the board nouns and adjectives and ordered students to copy them. For example: length (n)  $\longrightarrow$  Long (adj). In addition to this, he advised them to summarize the lessons and revise them at home for the BAC exam. At the end of this unit, students were supposed to present projects. However, the teacher decided to skip it since they would not have much time and it is not that important. One can realize that the aim of the teacher was not only to coach students for the BAC exam. In fact, his aim was to enhance their language proficiency level. What is special about this class is that the speaking skill was given a kind of interest. The teacher was using the textbook with less emphasis on the measured items.

### **Student's sequence**

Students were active and listening attentively and showed a feeling of pleasure in learning the language. Additionally, their level is good and they were highly involved in class. There seemed to be a kind of competition among them.

**2.5.2. Analysis of the Questionnaire to Teachers**

In this part of the research work, each question will be analysed separately.

**Rubric One : Teachers’ profile**

The first rubric is about personal information and showed that there are 5 males and 5 females, their teaching experience ranged between five to twenty two years.

**Rubric Two: Teachers’ Views on the Wahsback Effect of High-Stakes Exams**

**Question 01:** According to you, what is the instructional goal?

- To make students become more proficient and increase their communicative abilities
  - To make them learn the English language to pass the BAC exam
- The informants were asked to identify the instructional goal.

	<b>Frequencies</b>
To make students become more proficient and increase their communicative abilities	<b>02</b>
To make them learn the English language to pass the BAC exam	<b>08</b>

**Table 2.1: Identification of the instructional goal**

The data gathered here showed that 8 teachers (out of 10) considered the instructional goal to be teaching students the English language just to pass the Baccalaureate exam. While only 2 teachers (out of 10) aimed to make students become more proficient and increase their communicative abilities in English.

**Question 02:** Why do you lay out a test for 3<sup>rd</sup>-AS students ?

The informants were asked to rate themselves on a scale from 1 to 3 to determine the purpose behind designing a test for students.

	Frequencies
To determine students' lacks and adjust lessons according to these lacks	01
To figure out whether students have learnt what they have been taught	02
To make sure students are ready for the exam	07

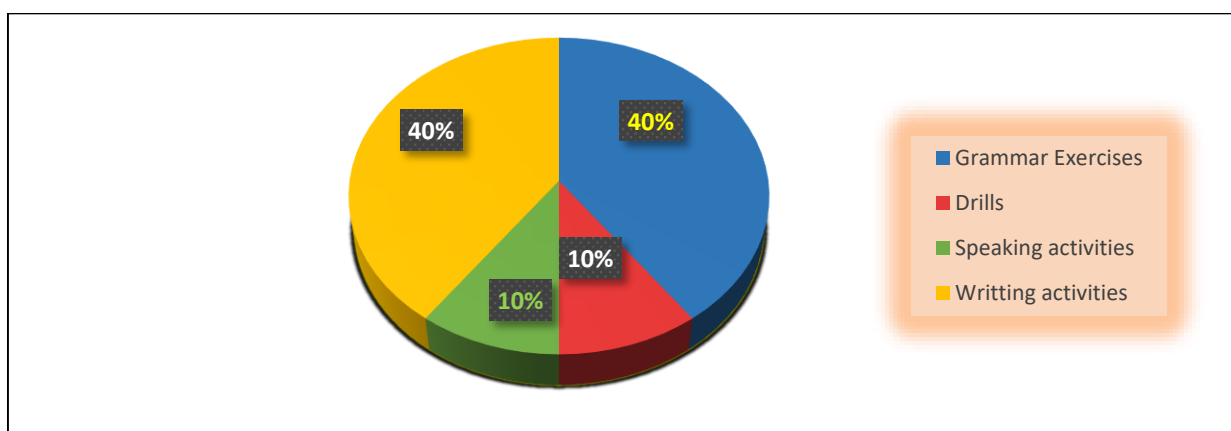
**Table 2.2: Teacher's Purpose behind Designing a Test**

The data displayed above in the table showed that 7 teachers (out of 10) laid out a test for 3<sup>rd</sup>-AS students for the purpose of ensuring that they were ready for the exam. 2 teachers (out of 10) designed a test in order to find out whether students have learnt what have been taught. Whereas, one teacher (out of 10) designed a test to determine students' lacks and adjust lessons according to these lacks.

**Question 03:** As an EFL teacher, what do you focus much more on?

-Grammar exercises    -Drills    -Speaking activities    -Writing activities

In order to know whether teachers were making a kind of balance between all the language items, teachers were required to identify the activities they focus on along the school year.



**Pie chart 2.1. Focused-on Items**

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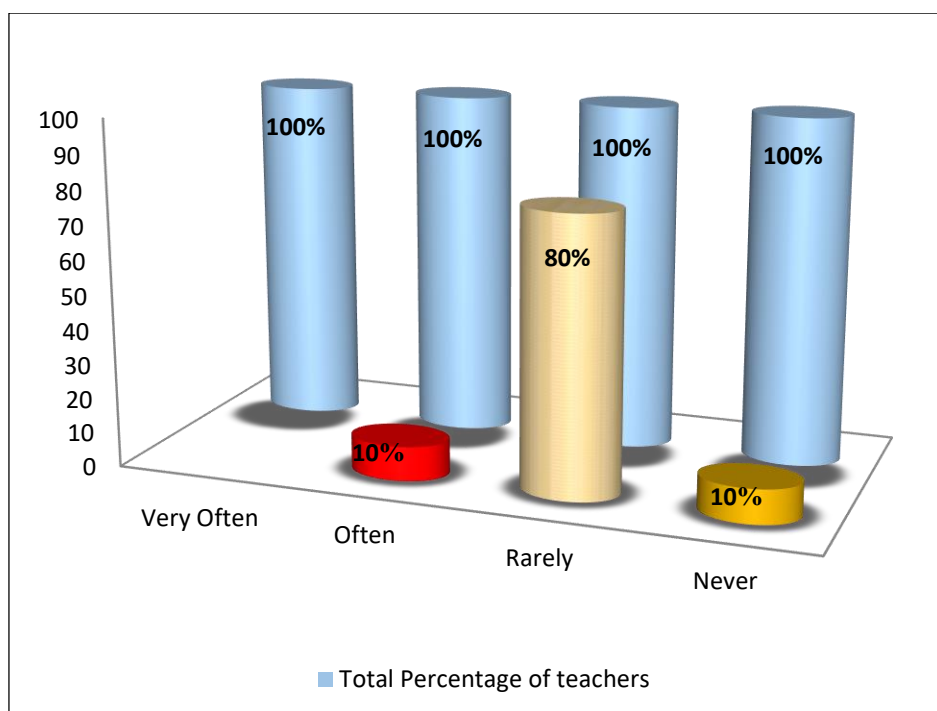
The data illustrated above revealed that 4 respondents put emphasis on grammar exercises, 4 teachers focused on writing activities, while only 2 of them arranged drills. However, only one teacher organized speaking activities.

**Question 04:** Do you devise any activities that aim to develop learners' communicative skills?

-Very often      -Often      -Rarely      - Never

Can you illustrate?

This question aims to determine if teachers cared about enhancing the communicative competence of learners and tried to give some examples.



**Bar graph .2.1. Teachers'attention to the Communicative skills**

According to the data presented in the graph, 8 teachers (out of 10) rarely devised activities that aim to develop learners communicative skills, and they gave some instances, they arranged oral expression sessions, class debates about certain topics, they also order pupils to prepare dialogues at home and present them in class.

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One teacher (out of 10) often scheduled such activities, he affirmed that he used audio-visual aids to enable students listen to native speakers, and one teacher never devoted a session for communicative activities.

**Question 05:** Do you make use of past-examination papers?

-Very often   -Often       -Rarely       -Never

For the purpose of having an idea about the resources used by the teachers, this question tries to unveil whether teachers utilized past-examination papers.

	<b>Frequencies</b>
Very often	<b>06</b>
Often	<b>02</b>
Rarely	<b>02</b>
Never	<b>00</b>

**Table 2.3: Teachers' Use of Past-Examination Papers**

One can notice from the table that 6 teachers employ past-examination papers most of the time, 2 teachers often used these materials. On the other hand, 20% of them rarely used them.

**Question 06:** In your opinion, do these past-examination papers help students in their learning or only to score well in the BAC exam? Please, explain

This question attempts to recognize the teachers' views concerning the usefulness of past- examination papers in students' learning.

The researcher found that 2 respondents (out of 10) asserted that past-examination papers are beneficial in both cases, i.e. they helped students in their learning. Also, they enabled them to reach good results. On the other hand,

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8 teachers confirmed that these materials aided students to have a clear idea about the pattern of the topic and the text. They got accustomed to the nature of the questions. Moreover, the learners would have the opportunity to correct their mistakes. This would reduce, in one way or another, test anxiety and stress. Thus, students would have the chance to score higher in the exam.

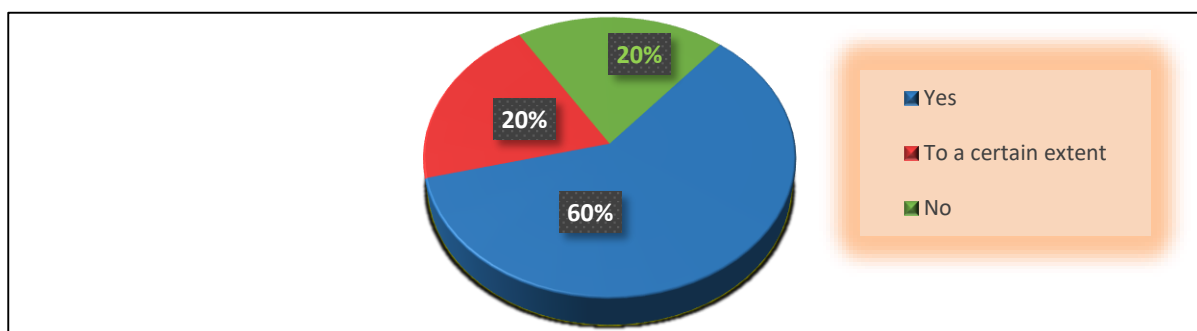
Question 07: Do you get inspired or draw on your teaching techniques from past-examination papers?

-Yes

-To a certain extent

-No

These materials probably have an impact on the way teachers teach. This question seeks to realize whether past-examination papers have an impact on the methods and techniques of instruction.



**Pie chart .2.2. Teachers' Techniques based on Past-Examination Papers**

The data in the pie chart demonstrated that most of the informants (6 teachers) were deeply influenced by such materials. Two teachers affirmed that their teaching was, to some extent, affected by past-examination papers. The rest (2 teachers) denied such impact.

**Question 08:** Do you adapt the syllabi according to past-examination papers?

-Yes

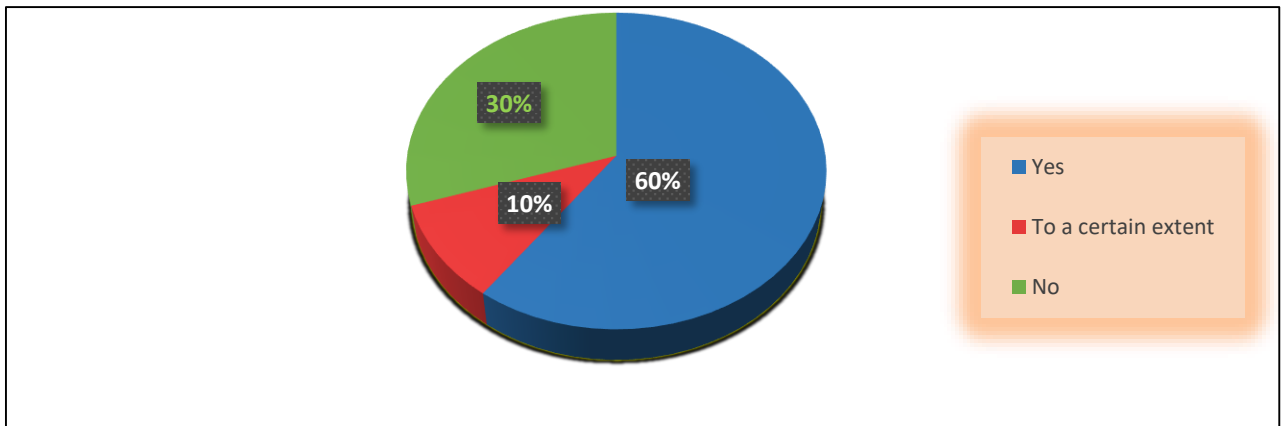
-To a certain extent

-No



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If the teaching methodology is influenced, these resources may affect even the syllabi. This question explores whether teachers adjust the lessons on such basis.



**Pie chart.2.3. Teachers' Adaptation of the syllabi in relation to Past-Exam Papers**

One can read from the data illustrated in the pie chart that 6 respondents (out of 10) admitted that they adapted the curriculum on the basis of these resources. One teacher asserted that there is a certain extent of influence. Whilst 3 others unreeled this kind of relationship between previous topics and curriculum alignment. Teachers who made this adaptation denoted that the reason is that these papers help the teacher to select the content that fit the exam questions.

**Question 09:** Do you devise your tests relying on past Bacculaureate tests?

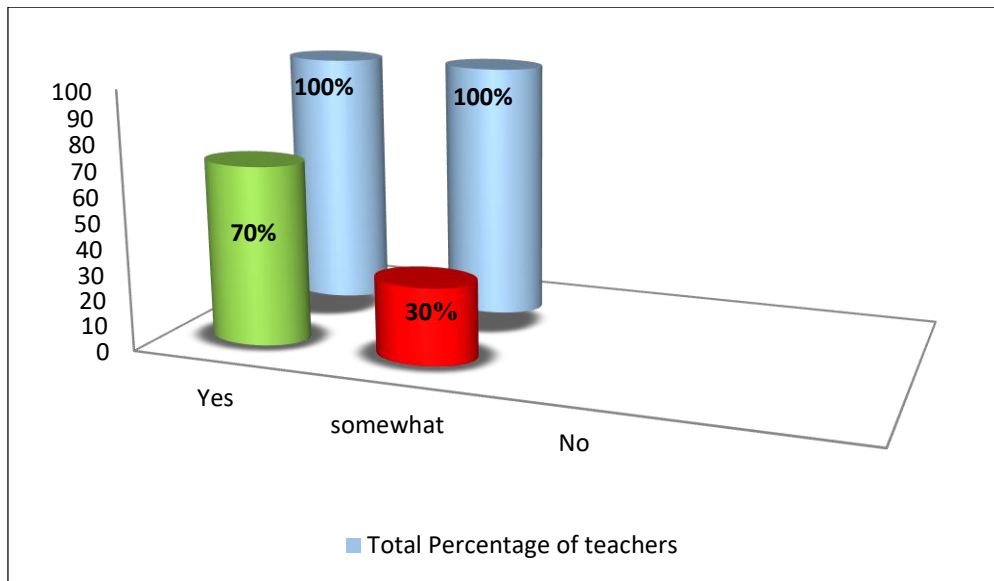
-Yes

-Somewhat

-No

Explain how?

It is commonly known that teachers lay out experimental examinations along the year in the form of textbooks and mid-term exams. This question seeks to know if teachers pattern these tests drawing from previous BAC tests.(see Appendix 'E')



**Bar graph .2.2. Teachers' Use of Past BAC papers in Test Design**

The illustrated data in the graph proved that most of the respondents confirmed they utilize BAC topics to design the mid-term tests and exams. 3 of them somewhat built instruction on such instruments. They explained that they used to correct previous BAC papers and they tried to adapt tests according to them, i.e. they included only the items that would be measured in the BAC exam. None of them denied this fact.

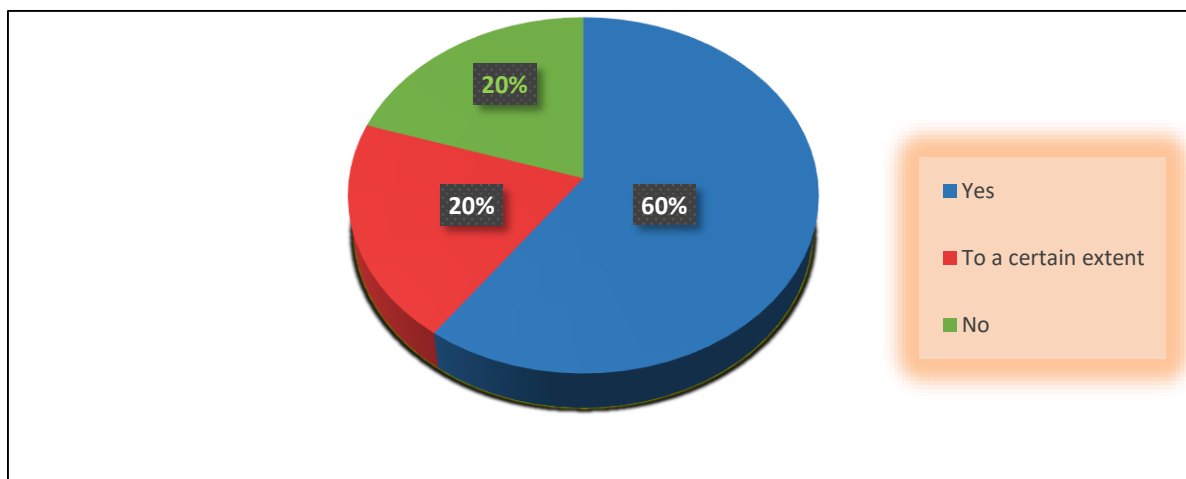
**Question10:** Is there a correspondence between the obtained results and the teaching objectives?

-Yes

-To a certain extent

-No

Many teachers think that the students' level is related to their scores. This question seeks to know the teachers' opinions concerning this issue.



**Pie chart.2.4. The Correlation between Results and Teaching Objectives**

As the pie chart represents, 6 teachers (out of 10) asserted that there is link between the obtained results and the teaching goals. 2 other teachers (out of 10) claimed that these results denoted to a certain degree the students' level since there is no way to evaluate their level except these scores. They are used to know whether students have achieved the components of language (grammar, phonology, morphology...). Whereas, two teachers confirmed that there is no link between the scores and the teaching goals because there are some students who got good marks but, in fact, they did not have a good level. On the other hand, some students got bad marks, and you find them good in some language skills. For instance, they participate in class and they have speaking skills.

**Question 11:** Are you supposed to cover the whole curriculum or you just focus on the items that students will be tested on?

Explain

This question intends to realize whether teachers aimed to teach the entire programme as imposed by the ministry or they just give priority to the measured items. To answer this question, 3 respondents preferred to take a moderate view. They argued that they were obliged to finish the whole curriculum since it was dished out by the Ministry of National Education. This is why, they do their job as they were obliged to do. Simultaneously, they focused on the measured items as much as possible. In a way or another, the teachers directed them to the most important

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sections. Yet, 3 other teachers choose to complete all the lessons without deficiencies. 4 of them assumed that they care more about the measured items. For them, it is not really important to terminate the programme since it was not important how much they teach, but how well they teach.

**Question 12:** Do you schedule revision sessions?

-Very often      -Often      -Rarely      -Never

It is prevalent that some teachers endeavoured to coach students during the sessions that were supposedly assigned for lectures. This question calls on teachers to answer if they arranged such sessions.

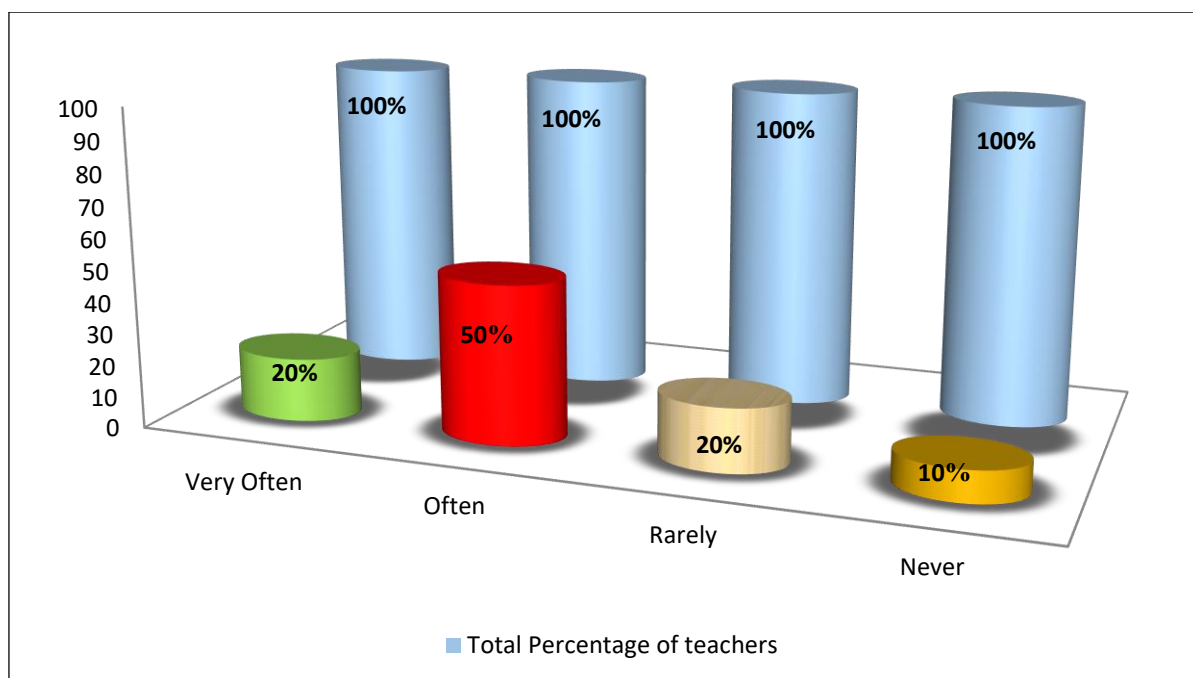
	<b>Frequencies</b>
Very often	<b>07</b>
Often	<b>03</b>
Rarely	<b>00</b>
Never	<b>00</b>

**Table 2.4. Teachers' arrangement of revision sessions.**

It is obvious that 7 teachers (out of 10) arranged the sessions most of the time. 3 other teachers often did that. According to the results, no one can skip this strategy. Question 13: Do you use Arabic or French to help students consolidate vocabulary building and structure formation?

-Very often      -Often      -Rarely      -Never

It might be useful to switch to the mother tongue in order to facilitate the explanation. This question inquires whether they use Arabic or French when it is impossible to expound in English.



**Bar graph .2.3. Teachers' use of Translation.**

The results showed that 5 informants often translated words into Arabic. 2 of them used the L1 or the L2 most of the time and relied extensively on translation. However, 2 other teachers rarely did so. Indeed, only one teacher kept using English as the only means of instruction.

**Question 14:** Do you encourage your students to memorize certain familiar words so as to help them grasp the reading passage?

-Yes

-No

This question is related to the previous one since translation and memorization may be used for the same purpose.

All the informants asserted that they use this technique, they advised students to memorize words. The day of the exam, those words help them understand the text, and answer questions about vocabulary.

**Question 15:** Do you provide your students with test-taking techniques?

-Yes

-No

This question inquires whether teachers teach to the test. In other words, test-taking techniques.

	Frequencies
Yes	10
No	00

**Table.2.5 Teachers' teaching of test-taking techniques.**

The whole sample assured that they use test-taking techniques .i.e, they give students some tips that help them solve the questions of the examination.

**Question 16:** In your opinion, do 3<sup>rd</sup>-AS students learn the English language for the reason they are aware that it is a global language?

The researcher asked the teachers about their opinions on the students' awareness of the value of English.

The researcher found that 7 informants confirmed that students were unaware that English is a wide world language that is used in every domain. They were unfamiliar that English is required if they are aiming to build a strong career. That is why, they would not learn it if it was not part of the programme. 3 others explained that only few students were conscious about the significance of this language. However, their primary motive was the fact that English is simply one of the subject matters that they would be tested on.

**Question 17:** According to you, why do learners show interest in reading and writing rather than speaking and listening?

The aim behind this question is to know if students give importance to all the language skills or they just care about certain ones.

The results showed that 8 informants (out of 10) answered that students devoted much efforts to reading and writing much more than speaking and listening due to the lack of self-confidence. Teachers explained that learners felt that they had a

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bad accent. They avoided speaking, as their classmates would probably laugh on them. Also, they could not produce good English or they could not grasp what they listened to because of the poor vocabulary. This might be due to the fact that they did not use it in their daily life. Moreover, the main reason was that students knew they would not be evaluated on the oral skills. On the other hand, 2 informants stated that their learners tried to use English for communicative purposes, though they did not have a high level.

Question 18: Does the BAC exam have a positive or a negative washback on the students' learning process? Explain why

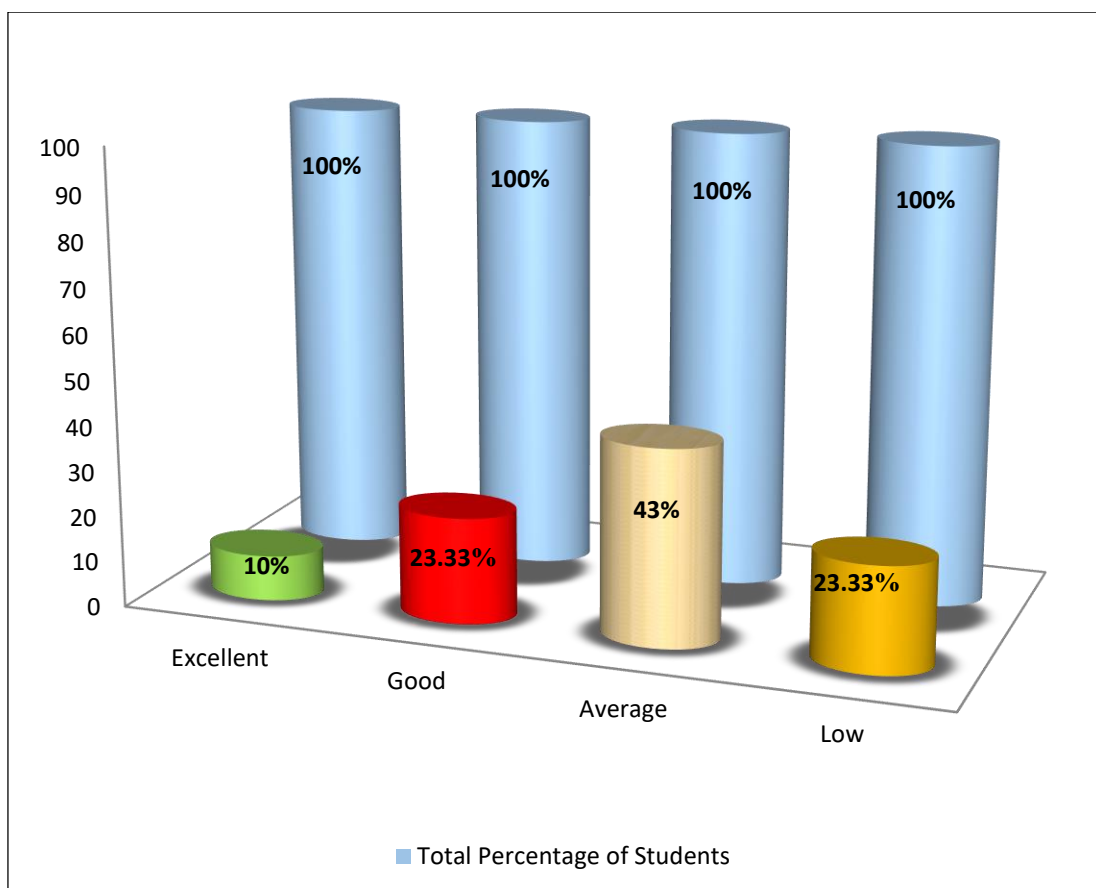
In this very last question, informants are required to give their standpoints on whether the BAC exam have a positive or a negative washback effect on students' learning. 7 teachers stated that the BAC exam have a negative washback effect on students' learning since the examination creates a feeling of stress and anxiety. This reduces self-confidence. However, others claimed that it has a positive washback effect on students' learning since learners know that it is an important stage in their lives. They work hard to reach high scores.

### **2.5.2. Analysis of the Questionnaire to Students:**

In this part of the research work, each question will be analysed separately.

#### **Rubric One: Student's Profile**

The students who took part in this study were 30 students of Foreign Languages at Mostefa Mostefai Secondary School, Nedroma. The first rubric is about personal information and their level of language proficiency. It showed that there are 8 males and 22 females. Their age ranged between 17 and 19. The following figure shows the students' level of English language proficiency.



**Bar graph .2.4. Students' Level of English Language Proficiency**

As it is shown in the graph, 10 % of the sample have an excellent level of language proficiency. Whereas, 23.33 % are good. 43% of the sample have an average level. However, 23.33% have a low level.

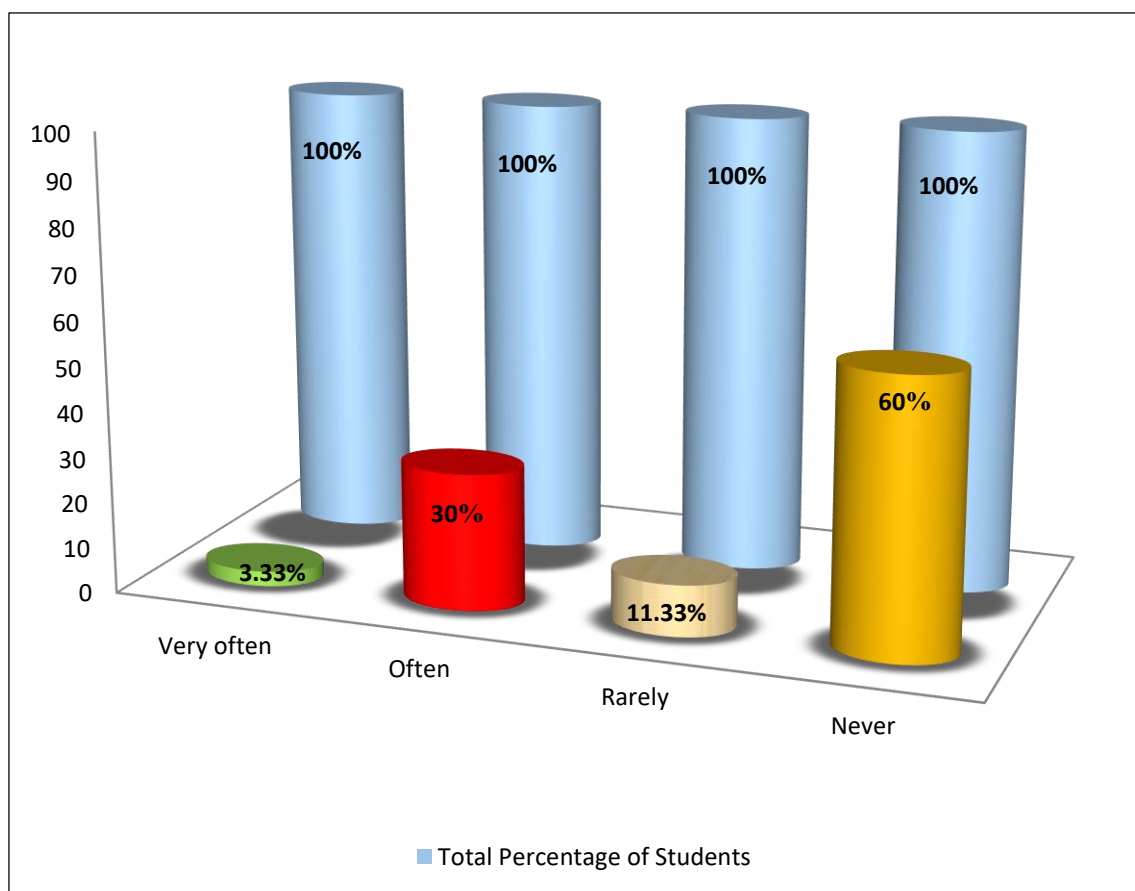
**Rubric Two: Students' Perceptions of the Washback effect.**

Question 01: During the English class, do you take part in activities that aim to improve your abilities to communicate in English?

- Very often
- Often
- Rarely
- Never

This question tries to determine whether students were having the opportunity to develop their capacities in listening and speaking.





**Bar graph .2.5. Students' Involvement in Communicative Activities**

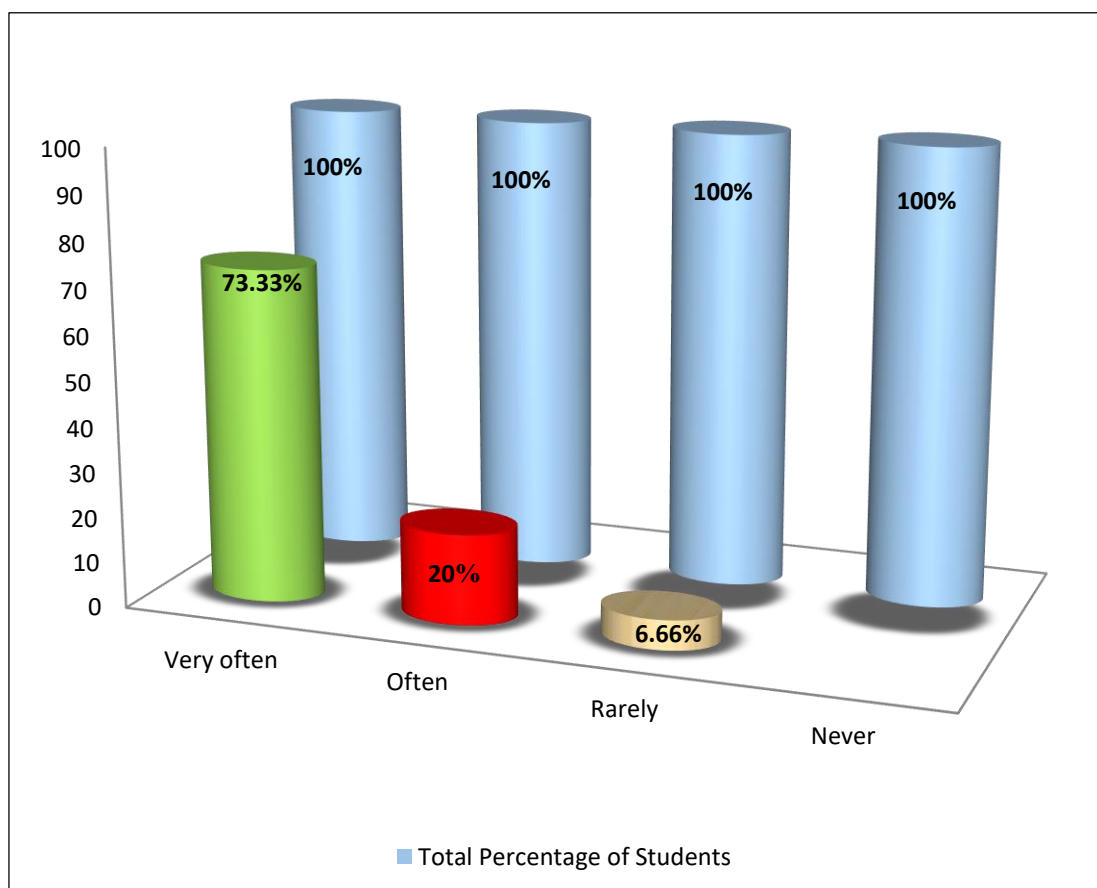
The results recorded on the graph showed that (60%) of the class never took part in activities that aim to improve their abilities to communicate in English and their teacher did not attempt to develop their speaking and listening skills. (11.33%) of the informants answered that such activities were rarely arranged in class. (30%) revealed that they often had the chance to participate in such activities. However, only (3.33%) of them, very often benefited from these activities.

Question 02: During the English class, do you take part in activities that promote your capacities in reading and writing?

- Very often
- Often
- Rarely
- Never

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This question is related to the previous one as it seeks to know whether or not the EFL teacher put emphasis on the skills that would be measured with a rejection of speaking and listening.



**Bar graph 2.6. Students' Involvement in Reading and Writing Activities**

One can notice from the graph that reading and writing were assigned much time since 22 students (out of 30) took part in these activities very often. 6 respondents (out of 30) often attended reading and writing activities. On the other hand, only 2 students (out of 30) noted that teachers rarely arranged such activities.

Question 03: During the English class, do you work on past Bacallaureate tests?

-Very often

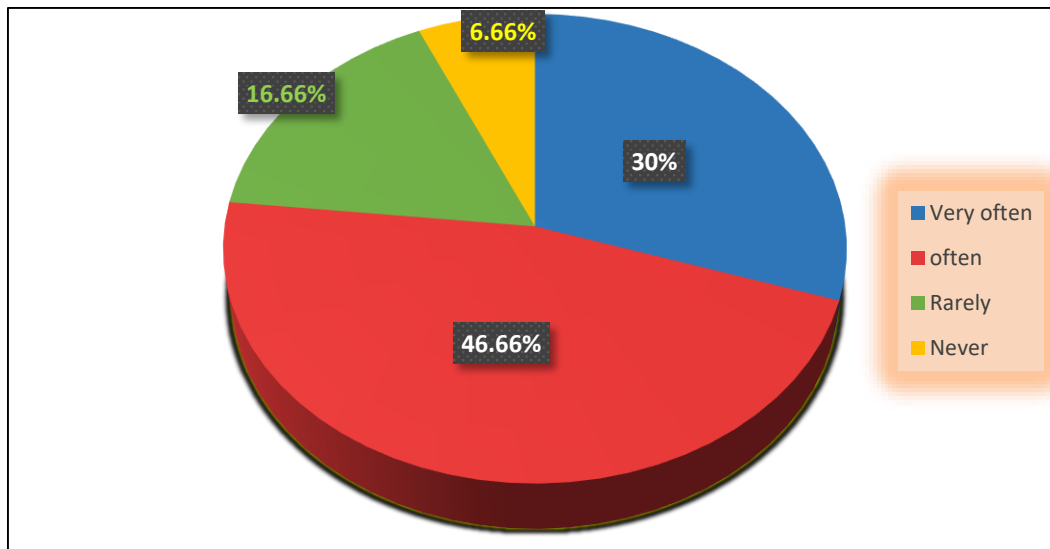
-Often

-Rarely

-Never

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Many teachers prefer to devote sessions trying to coach students via past-examination papers. This question inquires if teachers were using this technique with their students.



**Pie chart .2.5. Students' Use of Past Baccalaureate Tests in class**

The researcher found that (46.66%) of the informants often worked on previous BAC topics. (30%) hired these materials most of the time. (16.66%) of them noted that teachers used these tools sometimes. Whilst only (6.66%) of the students mentioned that, these resources were never used.

Question 04: Do these past examination papers help you better in preparing for the EFL Baccalaureate exam?

-Yes

-To a certain extent

-No

If yes, explain how?

It is very important to recognize whether these BAC topics have an impact on students' learning and their ways of preparing for this decisive exam.

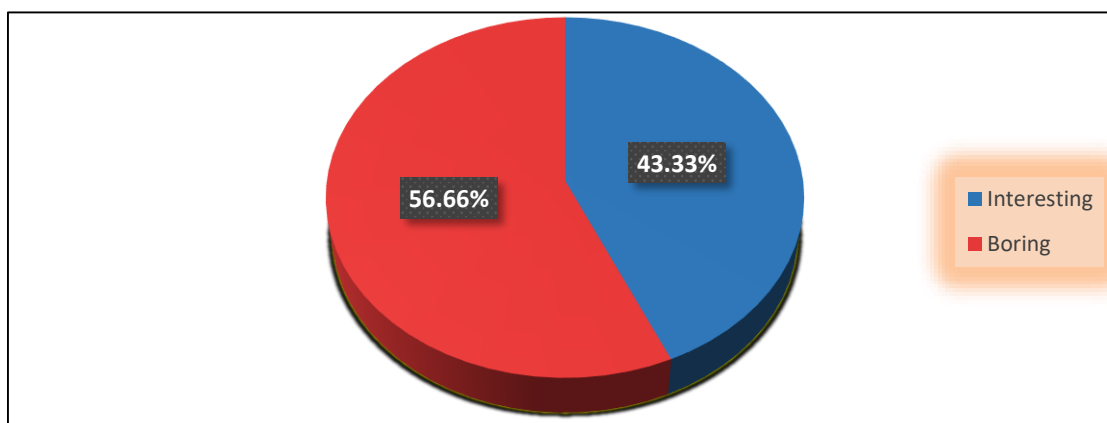
	Frequencies	Percentages
<b>Yes</b>	<b>17</b>	<b>56.66%</b>
<b>To a certain extent</b>	<b>10</b>	<b>33.33%</b>
<b>No</b>	<b>03</b>	<b>10%</b>

**Table 2.6. The impact of past-examination papers on students' strategies**

As illustrated in the table, 17 students (out of 30) admitted that these topics help them prepare for the BAC exam. 10 students (out of 30) agreed that these tools helped them to a certain extent .Thus, there is a kind of influence as these topics had an impact on the strategies in a way that they answer the questions that were repeated each year. This helped them know the nature of the questions and revise the lessons that are included. This would give them the chance to correct their mistakes. So that, the day of the exam, they found themselves ready. For them, this strategy would reduce stress and in order to score higher. Only 3 students (out of 30) denied the fact these materials affect their strategies.

Question 05: How do you find the English class?

-Interesting      -Boring



**Pie chart .2.6. Students' Attitudes towards the English class**

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One can notice from the pie chart that (56.66%) of the sample found the course of English boring. However, it was viewed by only (43.33%) of the respondents as interesting.

Question 06: Do you feel pleased when learning the English language?

-Yes -No

It is very important to know whether 3<sup>rd</sup>-AS students have an intrinsic or an extrinsic motivation towards learning the English language. This question inquires if students feel pleased when learning the language.

	<b>Frequencies</b>	<b>Percentages</b>
<b>Yes</b>	<b>14</b>	<b>46.66%</b>
<b>No</b>	<b>16</b>	<b>53.33%</b>

**Table 2.7. Students' enjoyment in Learning English**

As the table displays, (53.33%) of the informants found a kind of pleasure and entertainment when learning English. Yet, (46.66%) did not enjoy learning the language itself since they might just learn the language to pass the BAC exam. The reason would be found out in the next question.

Question 07: What is your primary motive behind learning English?

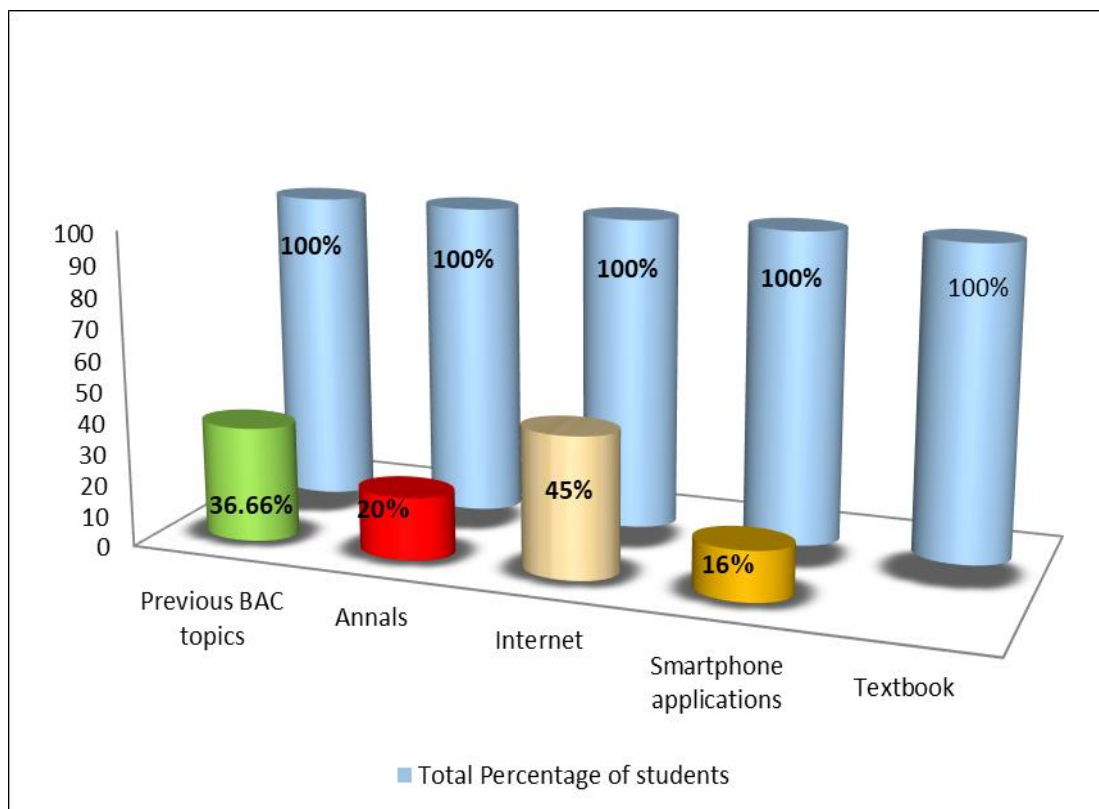
The researcher found that 19 students (out of 30) were making efforts to learn the English language just for the purpose of scoring well in this subject matter. For them, if they reach low scores in English, it will negatively affect their grades. 9 students (out of 30) were aware that learning English will pave the way for wider communication and travelling since it is a global language and it is the language of science and technology. On the other hand, only 2 students (out of 30) affirmed that their motive was to be open-minded to the British and American cultures through the English language.

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Question 08: What are the resources that you make use of to prepare yourself for the Baccalaureate exam?

- Previous Baccalaureate topics
- Textbook
- Annals
- Internet
- Smartphone applications

This question aims to shed light on the materials that students rely on while preparing for the BAC exam.



**Bar graph .2.7. The Resources used by Students in the Preparation**

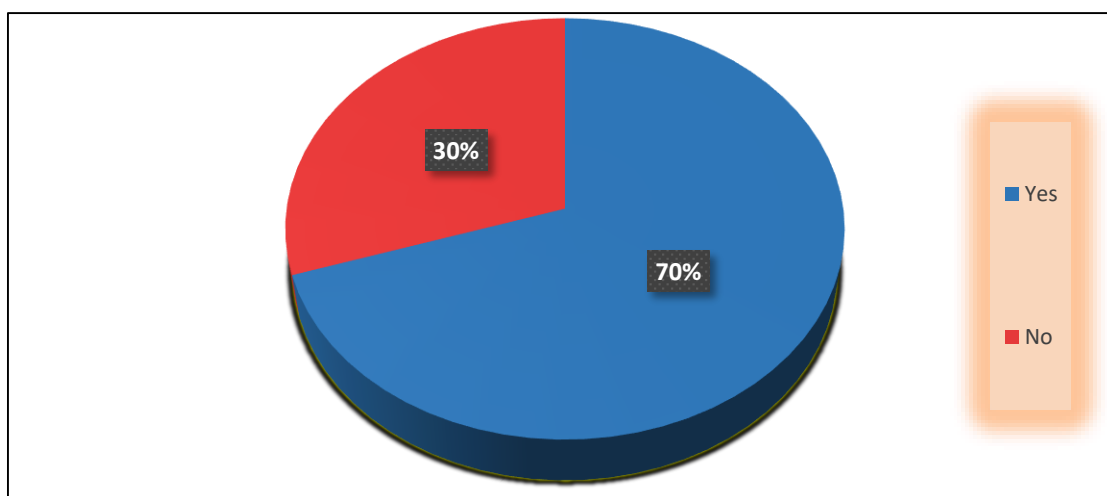
As displayed in the graph, (36.66%) of the sample use previous BAC most of the time, (20%) employ annals (see Appendix 'D'). Whereas, others (45%) prefer to make use of Internet and (16%) use smartphone applications.

Question 09: Do you attend any coaching services (English private courses)?

- Yes
- No

If yes, what are your purposes behind attending such sessions?

In this question, the researcher sought to know how many students were attending private courses outside the school walls



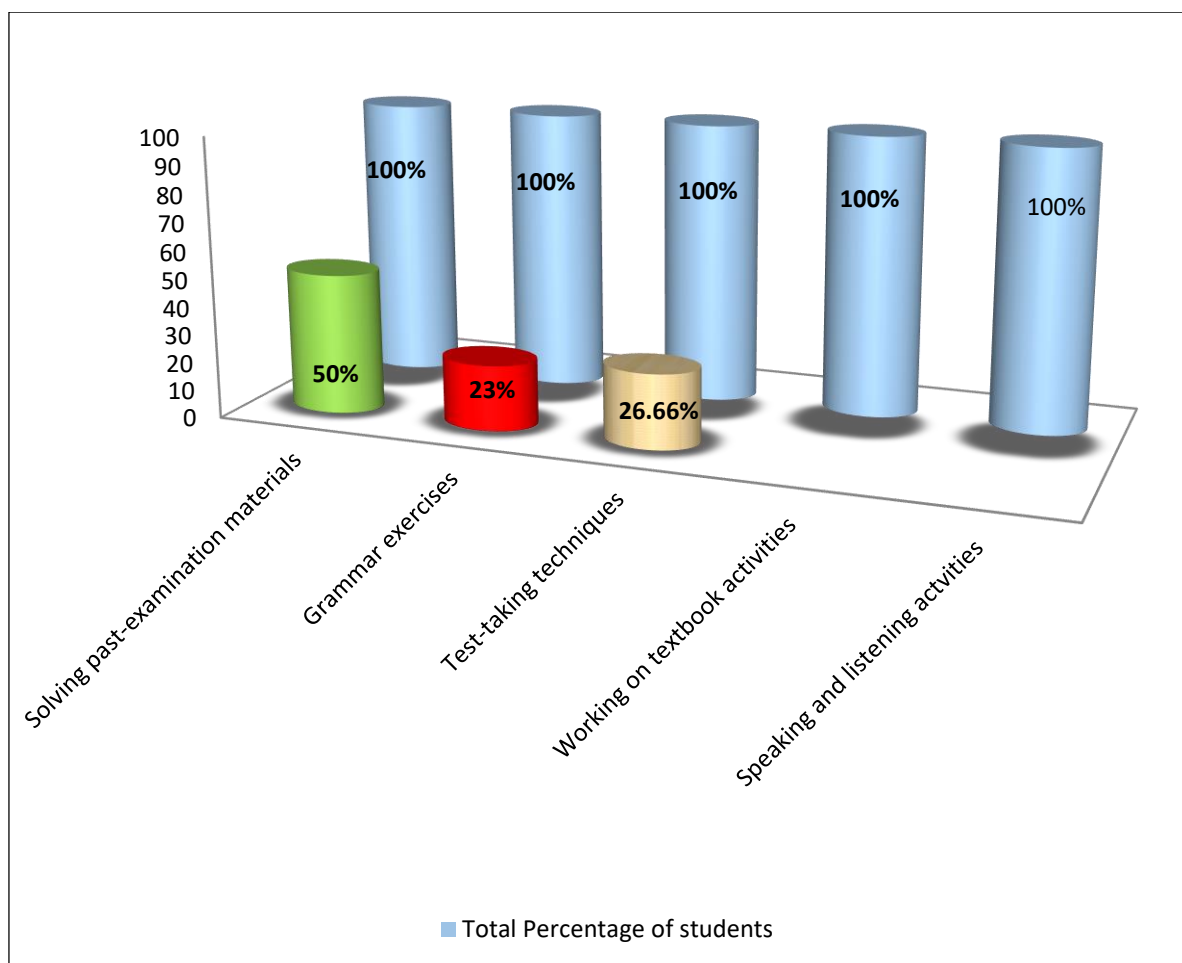
**Pie chart .2.7. Students'attendance in English Private Courses**

As it appears in the pie chart, most of the students (70%) attended paid-coaching classes outside the school, they stated that their purpose was to get more prepared for the BAC exam . For them, the teachers of these classes focused only on the exam items and devoted much time for the training via previous BAC topics. This would help them score higher in the examination. However, only (30%) did not attend these classes and relied only on the sessions at the level of the school.

Question 10: In these English private courses, what does the teacher focus on?

-Working on textbook activities    -Grammar exercises    -Speaking and listening activities  
-Solving past-examination papers    -Techniques of test-taking

This question seeks to have an idea about what the teacher of paid coaching classes are teaching.



**Bar graph .2.8. Focused-on Activities in Paid-Coaching Services.**

15 informants (out of 30) answered that the teacher of these private courses predominately focus on solving past-examination papers. 8 students (out of 30) responded that teachers, most of the time, teach test-taking techniques. 7 (out of 30 students) noted that teachers were giving much more interest to grammar exercises.

Question 11: In these private courses, what are the recommendations that your teacher provides you to succeed in your exam?

This question is linked to the previous one

Students who attended these private courses asserted that their teachers advised them to organize their time for revision, practise as much as possible and solve previous BAC topics in order to get accustomed to the questions. Teachers insisted on them to give much importance to the measured items. In addition to this, they were recommended to avoid stress and anxiety and work



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hard. They advised them to read the questions very well. So that, they do not get out of the topic especially at the last part of the exam (written production).

Question 12: should EFL teachers focus on the lessons that you will be tested on, or should he/she cover the syllabus? Explain

22 informants (out of 30) responded that the teacher should teach them only exam-related lessons. In fact, the teacher should teach them the most important lessons that would be required in the BAC exam. The reason was that they were unable to lose time and energy on the things that would not be included in the exam. For them, they would still have much more time to learn other things after the BAC exam. On the other hand, 8 students (out of 30) mentioned that the teacher should focus on the measured items. However, he should not neglect the life-long knowledge that they would need in their future. According to them, he should not attempt to develop their language proficiency in general. They claimed that the teacher should teach them about the cultural aspects of the language.

Question 13: According to you, does the Baccalaureate Exam have a positive or a negative effect on your learning? Explain

(63.33%) of the sample answered that the BAC exam had a negative effect on their learning. They assumed that this effect was due to psychological factors as the BAC exam creates stress and test anxiety. This reduces students' ability to concentrate. Also, this decisive examination determines the students' future. According to students, this exam limits their capacities because some questions did not really denote the real level of students. For them, the BAC exam does not take into consideration all the skills that should be measured. However, it is too narrow which lead them to acquire only certain skills and ignore the life-long knowledge. The day of the BAC exam, students are under pressure, and they might be unable to perform very well under such circumstances. The reason why, the BAC exam is not a real indication to the students' knowledge. On the other hand, (36.66%) of the informants declared that the BAC exam had a positive washback effect since it pushed them to make more efforts to succeed and build their own career.

### **2.6. Data Interpretation**

This part will shed light on the the interpretation and the discussion of the main findings collected from, the teachers' questionnaire, the students' questionnaire and the classroom observation in relation to the already stated hypotheses. The aim of this section is to examine the validity of the hypotheses and whether they are accepted or rejected.

First of all, this study aims at exploring the scope of the washback effect of the BAC exam on the teachers' behaviours. The results obtained from the teachers' questionnaire revealed that teachers give much importance to writing and grammar activities that are part of the BAC exam without including other types of activities (Question 3) such as: activities that aim to develop learners' communicative skills that are rarely arranged by EFL teachers (Question 4). This is what has been noticed in the classroom observation that teachers devote much time and efforts to reading and writing. It was found that the majority of teachers seek to adjust the lessons on the basis of past-examination papers, i.e. they include only the lessons that would be covered in the BAC exam (Question 8), and that many EFL teachers care much more about teaching the most relevant items that are included in the exam than completing the curriculum as imposed by the Ministry of National Education. Accordingly, the researcher realized, through the classroom observation, that by the beginning of April, teachers attempt to go fast just to finish the last unit. So that, they have enough time for revision. This is technically called "teach-to-the-test" approach or item teaching.

What is more, the researcher found that the BAC exam has a washback effect on the teaching techniques. EFL teachers are influenced by past-examination papers and they even arranged revision sessions that are mainly assigned to work on these papers (Questions 7 and 12). Also, most of EFL teachers resort to the use of the first or the second language to explain for students and help them memorize words that are usually faced in the BAC exam (Questions 13 and 14). In addition to this, EFL teachers tend to train students how to deal with the questions as they provide them with test-taking techniques. This has been confirmed when the researcher attended two sessions that were devoted for correction of the Second term exam. The questions of the exam were too similar to the ones of the BAC exam. One realized that those

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EFL teachers often use Arabic and French to help students acquire the necessary vocabulary. Moreover, EFL teachers prefer to use certain materials that do not aim to enable students to learn the language itself. In fact, these materials enable students to score higher in the BAC exam. For instance, the majority of teachers utilize past-examination papers. So that, students have a clear vision about the structure of the questions of the exam and achieve good results (Questions 5 and 6). These results confirm the third hypothesis. That is, washback is likely to change the teaching practices including the syllabi, the teaching techniques, the resources, and testing procedures, with the exclusion of some language items in order to drive students score higher in the BAC exam.

Regarding the second hypothesis, learners are influenced by language testing affecting their motivation, attitudes and learning strategies in a way that they care about the scores much more than learning the language itself through focusing on the measured items. The findings reached from the students' questionnaire showed that students do not have the chance to practise the language communicatively in class and the majority of them take part only in activities that aim to improve writing and reading skills (Question 1 and 2). This affects their motivation devoting an amount of efforts to enhance speaking and listening skills. In fact, they are highly motivated to learn only the skills that they will be tested on. Students tend to use certain materials that help them score higher in the BAC exam. For example, their teachers let them work on previous BAC topics most of the time (Question 3). Additionally, they mostly use annals and internet to prepare themselves for the high-stakes exam. This is what has been discovered during the observation as students show high motivation when it comes to revision of the items that are so important. Teachers arrange revision sessions about the major lessons though some of them are not even part of the curriculum of the third year. Indeed, they are part of the second year programme.

Furthermore, students' strategies in the preparation are affected by past-examination papers as most of them confirmed that these papers help them know the nature of the questions. They find it easy to revise the most important lessons. Therefore, this reduces stress and test anxiety. Also, they tend to follow certain ways to reach success in the BAC exam. One of these ways are English particular sessions

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or ‘paid-coaching classes’. As a matter of fact, students rely on these sessions more than the classes inside the school walls. The reason is that teachers of these coaching services assign the sessions for grammar activities, solving past-examination papers and teach students test-taking techniques ( Questions 10 and 11).

Moreover, the researcher found that most of students do not show an intrinsic motivation towards the learning of English. However, they learn the language just because it is part of the decisive exam. Students asserted that they make efforts in order not to fail in the BAC exam. Their primary motive is scoring well in the exam (Question 6). Most of them consider the lessons of English as boring (Questions 5 and 6). That is why, students think that they should not strive to study the items that will not be included in the BAC exam since they are time consuming and effort demanding. Nevertheless, they prefer to invest time and energy on the most important lessons. Consequently, the second hypothesis is confirmed.

Concerning the nature of the washback of high-stakes Testing, i.e. positive or negative, the findings obtained from the teacher’s questionnaire (the last question) and the student’s questionnaire denote that the BAC exam has a positive washback effect on students’ learning. These findings confirm the third hypothesis. The reason is that the BAC exam is an important step in the creation of the students future career. They strive to succeed and score well in the high-stakes examination, as they know that better grades will allow them to select their preferable fields. This can be achieved provided that they do their best to know more about the language. None the less, it has been explored that negative washback appears in this setting as teachers mentioned that the exam brings about pressure and feelings of discomfort. These psychological conditions, consequently influences students’ exertion to succeed, especially as the day of the exam draws near. Moreover, the negative sides of the washback effects are numerous compared to the positive sides, if one reads the results attained from the present study prove that students, teachers, and accordingly the institution as a whole consider the real success to be the high grades achieved by students in the BAC exam. These grades are regarded as a benchmark about the effectiveness of instruction. That is why, students and teachers do their best when it comes to the measured items. Notwithstanding, they excessively ignore the life-long learning and the cultural

aspects of the English language that students need in their future. One can say that this policy is implemented in most of the Algerian educational institutions and the whole educational system, which is totally the opposite of the requirements of education quality.

### **2.7. Suggestions and Recommendations**

In the light of the foregoing findings, a number of insights spring into mind. Therefore, this section is devoted to some implications that ought to be taken into account by EFL teachers and 3<sup>rd</sup>-AS students in order to promote positive washback of high-stakes examinations.

#### **2.7.1. Teacher Training**

In order to achieve beneficial washback, teachers are required to engage much more in teacher training. They need to make readings about testing and assessment practices to keep updated with the new trends of language testing. However, the best way to avoid the negative sides of washback is to take part in seminars, scientific meetings, and conferences to share knowledge with colleagues. Additionally, teachers ought to work collaboratively with other teachers to develop test projects. Thus, these projects enable teachers to establish coherence between testing procedures, instructional methodology, and teaching practices, and to test the validity of instruments and procedures employed by teachers in the formative assessment along the school year. Finally, such kind of professional development will raise teachers' awareness that assessment is not simply measuring or assigning grades, but it is a tool to enhance the quality of language education and students' motivation in learning.

#### **2.7.2. Clarity of Learning and Teaching Goals**

For an effective language instruction, the educational goals must be well decided. The high-stakes exams should realize these goals, and both students and teachers focus on them. In the case of the BAC exam, students and even teachers regard the ultimate goal to be the high grades. Nevertheless, the fundamental goal that must be shared between both students and teachers is the enhancement of language

proficiency. In this case, students will be aware that this life-long learning and language capacities will help them in the future.

### **2.7.3. Accounting for the Psychological Conditions of Students**

Test anxiety is one of the reasons that cause negative outcomes in high-stakes exams. That is why, teachers, parents, and especially school counsellors should arrange sessions to give tips for students to defeat anxiety and manage stress. Counsellors should collaborate with teachers and provide students with efficient study skills. They can explain for students that it is an ordinary exam that is used only to measure their knowledge in order to move on to tertiary education.

### **2.7.4. Enhancing Students' Motivation through the Use of Other Materials**

Instead of relying extensively on past-examination tests and paper materials that are boring for students, teachers should be creative. They ought to use audio-visual tools that are up-to-date. Some of the useful technology-based tools include music and videos that enable them to learn authentically and listen to native speakers. Additionally, teachers can recommend their students to use valuable online resources, and smartphone applications since most of the students do have access to internet, which will boost their love of the language and enhance their motivation to learn more about it.

### **2.7.5. Improvement of Testing Policies**

Firstly, in the questions of the exams, students may be asked to proceed problem-solving situations via the application of the knowledge instead of information recall. EFL learners may be required to use vocabulary and the structure they learnt to write compositions about certain issues. This strategy can minimize item-memorization. Additionally, when designing tests all the stakeholders must be involved in the process including teachers, students to ensure that the test is comprehensible to teachers and other stakeholders. Moreover, a new testing policy may be adopted, which is continuous evaluation, policy makers may include the grades of students and the works they do during the school year alongside the results

of the BAC exam since the results of the final examination may not reflect the true level of students which may lead to wrong decisions.

### **2.7.6. Detailed Feedback while Announcing Grades**

During tests and mid-term exams, it would be better if teachers provide students with detailed feedback and on their learning instead of announcing grades only. Since it is too late to follow this strategy in the Third Secondary School Year, it is better to start it early in the first or the second year. In each test or mid-term exam, the teacher may prepare an explicit report for every learner and explains his weaknesses and what are the language skills that need to be improved including; listening, speaking, reading, writing, vocabulary, and grammar. Usually, teachers correct exams with students. However, this technique give the opportunity for every learner to evaluate his capacities individually, and remedy his lacks. Detailed feedback help learners take the responsibility to improve their abilities in a way that they would not care only about their scores which, in turn lead to better washback effects.

### **2.7.7. Fostering Authenticity in Testing**

One of the ways to foster positive washback is making language exam more authentic. That is, they should mirror real life situations. Rather than designing courses that do not reflect the language that students need in real life communication. It would be preferable to design authentic texts that can be used in meaningful interactions. If policy makers decide to lay out courses that invert these tests, one has to avoid routinized exam structures that make students bored and kill their willingness to learn more about the language. However, students become highly motivated to develop their language proficiency if the test items reflect day-to-day discourse, and students feel that they are not learning for nothing.

### **2.7.8. Learner's Self-Assessment**

For the purpose of enhancing learner's autonomy and involvement, teachers could devise questionnaires or checklists for students. These tools could be devised on the basis of the already set learning, teaching, and testing objectives. Students, via

## **Chapter two Research Design, Procedures, Suggestions and Recommendations**

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questionnaires and checklists could evaluate their level. These mechanisms have many advantages. In fact, they are useful strategies for teachers to assess the actual language proficiency level of learners and find out their lacks for remediation. It boosts students' sense of responsibility and motivation to work harder and improve their abilities. Hence, this technique of self-assessment will help ascertain beneficial washback.

### **2.8. Conclusion**

The present chapter shed light on the design and the method proceeded in this research. It presented the analysis and the interpretation of the findings attained from the different research tools to explore the washback effects of high-stakes exams on the EFL learning and teaching process. The main objective was to find the nature of washback and in what ways it affects students' learning and teachers' teaching practices. It has been found from the teachers' questionnaire and the classroom observation that the BAC exam has a washback effect on the teaching techniques, the syllabi and the resources. Teachers cover only the measured items neglecting life-long learning relying on certain materials to make enable reach high scores. As for the effect on students' learning, the results reached from students' questionnaire showed that this national examination affects their motivation since their ultimate motive is to score higher. Thus, they follow certain strategies and use materials that help them reach high grades without caring about the non-tested knowledge. Also, it has been realized that high-stakes exams cause slight positive washback. However, it is negative more than it is positive. From the findings, suggestions and recommendations have been proposed to promote positive washback.



# **General Conclusion**

### General Conclusion

The relationship between learning, teaching, and testing has laid an influence of language tests on the process of language education, namely the washback effects. The latter is regarded as heavy when it comes to high-stakes tests particularly the Baccalaureate exam since it is used to make profound decisions about students and to evaluate the entire educational system. This may lead to positive, but much more negative outcomes on learners, parents, policy makers, teachers and their teaching practices. The special nature of the Baccalaureate exam raised the researcher's motivation to explore the washback effects of this remarkable national examination on EFL learning-teaching process and on stakeholders.

This research work has been carried out at Mostefa Mostefai secondary school, Nedroma. It has depicted theoretical and practical frameworks to hopefully investigate the washback effects of the Baccalaureate examination on the EFL learning-teaching process. In this case, two chapters have been outlined: The first chapter has aimed to review the theoretical underpinnings and previous research works related to the phenomenon. The second chapter has exposed the research design, method, data collection and the research instruments. The researcher has attempted, through the students' questionnaire and the classroom observation to find out how learners perceive the BAC exam and how it affects their motivation, attitudes and their learning strategies to prepare for the exam. Besides, the researcher has sought, via the teachers' questionnaire to recognize the ways in which teachers perform language instruction in accordance to the preparation for the BAC exam.

The main results have revealed that the BAC exam leads teachers to change their teaching practices including the teaching techniques, the curriculum and the teaching materials. Teachers do not seek to enhance students' level of English language proficiency. Indeed, their primary goal is to enable students achieve high grades. This is why, they teach to the test in order to reach their goal. Furthermore, learners are psychologically affected due to the BAC exam, they are not motivated to learn more about the language as much as they are willing to score higher in the exam. Therefore, they attend paid-coaching classes and rely on past-examination papers

## General Conclusion

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focusing on the measured items. In this way, the Baccalaureate EFL exam creates negative outcomes on the EFL teaching-learning process. Hence, the three research hypotheses have been confirmed via the data obtained by the researcher. Based on the interpretation of the attained findings, a set of suggestions and recommendations have been proposed. The researcher has offered some suggestions such as: training concerning assessment practices via seminars and collaborative projects, providing students with detailed feedback alongside grades, more precision in terms of learning and teaching objectives, and promoting the communicative nature of testing items in order to raise students' motivation to learn English. Additionally, it has been recommended that teachers and policy makers take into account the students' psychological conditions, and attempt to promote new efficient testing procedures.

Ultimately, the researcher has faced some limitations and difficulties. Firstly, most of students and teachers did not really understand the topic of the research. That is why, the research had to explain. So that, they could respond. Additionally, some teachers and students have avoided answering open-ended questions and they did not try to prove or illustrate their answers when they were asked to do so.

To conclude, high-stakes exams lead to negative results on the EFL teaching-learning process, these negative results are not restricted. In fact, they are extended to do harm to the quality of education. Therefore, attempting to solve this issue may be an open door to a new trendy investigation. It can be Innovation in high-stakes testing in which learners can be evaluated on their cognitive skills such as: problem solving and communication. The Algerian educational jurisdiction must take serious actions in terms of innovation in language testing in order to solve the issue for a sound language education.

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# Appendices

**Appendix ‘A’**

**Questionnaire to Teachers**

Dear Sir/ Madam,

You are kindly requested to answer this series of questions. Your participation in this survey is earnestly requested in order to obtain meaningful results concerning teachers’ attitudes towards the washback effects of the Baccalaureate exam as a high stakes exam on teacher’s instruction and its impact on the learning process.

**Rubric One: General Information**

-Gender: Male  Female

-Your teaching experience: ..... Years.

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

**Note: you can choose more than one answer when necessary**

**Rubric Two: Teachers’ Views on the Washback Effect of High-Stakes Exams**

1. According to you, what is the instructional goal?

To make students become more proficient and increase their communicative abilities

To make them learn the English language just to pass the Baccalaureate exam.

2. Why do you lay out a test for 3<sup>rd</sup> AS students?

-To determine students’ lacks and adjust lessons according to these lacks

-To figure out whether students have learnt what they have been taught.

-To make sure students are ready for the exam.

## Appendices

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3. As an EFL teacher, what do you focus much more on?

-Grammar Exercises

-Drills

-Speaking activities

-Writing activities

Others

.....  
.....

4. Do you devise any activities that aim to develop learners' communicative skills?

-Very often

-Often

-Rarely

-Never

Can you illustrate?

.....  
.....

5. Do you make use of past examination papers?

-Very often

-Often

-Rarely

-Never

6. In your opinion, do these past-examination papers help students in their learning or only to score well in the Baccalaureate exam?

Please explain

.....  
.....

## Appendices

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7. Do you get inspired or draw on your teaching techniques from past-examination papers?

-Yes  -To a certain extent  -No

Please illustrate .....

.....

8. Do you adapt the syllabi according to past-examination papers ?

-Yes  -To a certain extent  -No

If yes, how?

.....

.....

9. Do you devise your tests relying on past Baccalaureate tests?

-Yes  -Somewhat  -No

How?

.....

.....

.....

.....

10. Is there a correspondence between the obtained results and the teaching goals?

-Yes  -To a certain extent  -No

Why?

.....

.....

.....

11. Are you supposed to cover the whole curriculum or you just focus on the items that students will be tested on?

Explain.....

.....

## Appendices

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12. Do you schedule revision sessions?

-Very often

-Often

-Rarely

-Never

13. Do you use Arabic or French to help students consolidate vocabulary building and structure formation?

-Very often

-Often

-Rarely

-Never

14. Do you encourage your students to memorize certain familiar words so as to help them grasp the reading passage?

-Yes       -No

Please, clear up

.....  
.....

15. Do you provide your students with test-taking techniques?

-Yes       -No

16. In your opinion, do 3<sup>rd</sup> AS students learn the English language for the reason they are aware that it is a global language?

Explain

.....  
.....

17. According to you, why do learners show interest in reading and writing rather than speaking and listening?

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

## Appendices

---

18. Does the Baccalaureate exam have a positive or a negative washback on Students' learning process?

-Positive

-Negative

Explain why?

.....

.....

.....

Thank you for your Collaboration



## Appendix 'B'

### Questionnaire to Students

Dear students,

The present questionnaire attempts to elicit data about your attitudes concerning the subject of English and its role in your Baccalaureate exam. It also seeks to investigate the washback effects of this high-stakes exam on your English language learning process. You are kindly requested to fill in it by ticking the relevant answer/answers and commenting when necessary.

#### Rubric One: Student's profile

- Age:
- Gender:    Male                Female
- Stream .....
- How do you assess your level in English?
  - Excellent
  - Good
  - Average
  - Low

#### Rubric Two: Students' Perceptions of the washback effect.

1. Over the English class, do you take part in activities that aim to improve your abilities to communicate in English?

- Very often
- Often
- Rarely
- Never

## Appendices

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2. During the English class, do you take part in activities that promote your capacities in reading and writing?

-Very often

-Often  +

-Rarely

-Never

3. During the English class, do you work on past Bacculaureate exam topics?

-Very often

-Often

-Rarely

-Never

4. Do these past examination papers help you better in preparing for the EFL Bacculaureate exam?

-Yes

-To a certain extent

-No

If yes, explain how?

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

5. How do you find the sessions of English?

-Interesting

-Boring

6. Do you feel pleased when learning the English language?

-Yes

-No

6. What is your primary motive behind learning English?

.....  
.....

## Appendices

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7. What are the resources that you mostly make use of to prepare yourself for the Baccalaureate exam?

- previous Baccalaureate topics
- textbook
- Annals
- Internet
- Smartphone applications

8. Do you attend any coaching services (English private courses)?

- Yes       -No

if yes, what is your purpose behind attending such sessions?

.....  
.....

9. In these English private courses, what does the teacher focus on?

- Working on textbook activities
- Grammar exercises
- Speaking and listening activities
- Solving past-examination papers
- Techniques of test-taking

10. In these private courses, what are the recommendations that your teacher provides you to succeed in your exam?

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

11. In your opinion, should EFL teachers focus on the lessons that you will be tested on, or should he/she cover the syllabus?

Explain.....  
.....  
.....

## Appendices

---

12. According to you, does the Baccaalaureate Exam have a positive or a negative effect on your learning?

Explain

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

Thank you for your collaboration

## Appendix 'C'

### Observation Sheet

Date:

Branch:

Number of students:

**Learner's sequence**

Learners' level	Excellent	Good	Average	Low	Very low
Students are interested in the language itself	Yes	To a certain extent	No		
Learners' involvement in the session	Very High	High	Average	Low	Very low
Students ask questions	Very often	often	Rarely	Never	
Learners memorize items that may be found in the exam	Yes	To a certain extent	No		

## Appendices

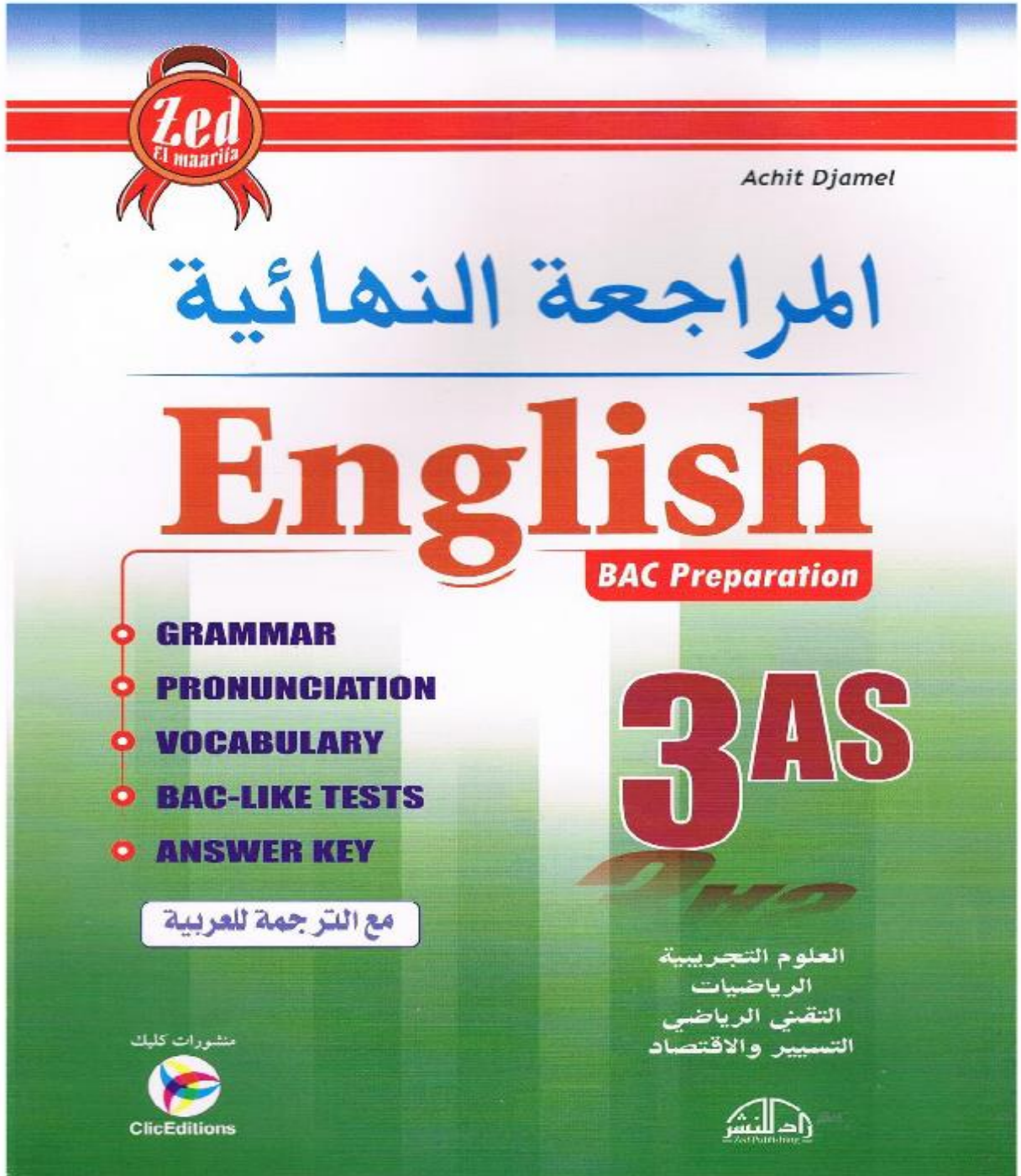
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### Teacher's sequence

The type of the lesson	Grammar	Pronunciation	Reading comprehension	Listen and speak	Practice and Revision
The title of the lesson					
Instructional objective	Develop student's language proficiency	Improve students communicative skills	Prepare for the BAC exam		
The skill that the student is giving much importance to	Writing	Reading	speaking	Listening	
The materials used by teacher	Textbook	Past-examination papers	Other materials		
The teacher uses techniques of	GTM	CLT	CBA	ALM	Direct Method
Focus on the measured Items	Yes	To a certain extent	No		

Appendix 'D'

Annals (Samples)





THE PASSIVE VOICE

المبني للمجهول

BAC PREPARATION

• Active Voice المبني للمعلوم

In sentences written in active voice, the subject performs the action expressed in the verb; the subject acts.

في الجمل المبينة للمعلوم، الفاعل يقوم بالفعل

They take the children to school by bus.

• Passive Voice المبني للمجهول

In sentences written in passive voice, the subject receives the action expressed in the verb; the subject is acted upon. The agent performing the action may appear in a "by the . . ." phrase or may be omitted.

في الجمل المبينة للمجهول، الفاعل يتلقى الفعل، أي يقع الفعل على الفاعل. أما الواسطة التي تقوم بالفعل فتظهر في العبارة ("بواسطة...") (by the... ويمكن أن تحذف

The children are taken to school by bus.

ACTIVE	subject + verb + object الفاعل + الفعل + المفعول به
PASSIVE	object + be + past participle + by + subject المفعول به + be + التصريف الثالث للفعل + بواسطة + الفاعل

Simple present: is/are + past participle الزمن المضارع البسيط

ACTIVE:	PASSIVE:
The postman delivers letters every day.	Letters are delivered by the postman every day.

Present Progressive: is /are being + past participle الزمن المضارع المستمر

ACTIVE:	PASSIVE:
The postman is delivering letters now.	Letters are being delivered by the postman now

Past simple: was/were + past participle الزمن الماضي البسيط

ACTIVE:	PASSIVE:
The postman delivered letters yesterday.	Letters were delivered by the postman yesterday.

Past continuous: was/were being+ past participle الزمن الماضي المستمر

ACTIVE:	PASSIVE:
The postman was delivering letters.	Letters were being delivered by the postman.

Present perfect: have/has been+ past participle الزمن المضارع التام

ACTIVE:	PASSIVE:
The postman has delivered letters.	Letters have been delivered by the postman.

Past perfect: had been+ past participle الزمن الماضي التام

ACTIVE:	PASSIVE:
The postman had delivered letters.	Letters had been delivered by the postman.

modals: will/can/must...be+ past participle الأفعال الناقصة

ACTIVE:	PASSIVE:
The postman will deliver letters tomorrow.	Letters will be delivered by the postman tomorrow.





ملخص مادة  
اللغة الإنجليزية

فراج أيمن

**the rules for when to use "A, An or The":**  
**A = indefinite article** (not a specific object, one of a number of the same objects) with consonants  
 Eg : 1- She has a dog. 2- I work in a factory.  
**An = indefinite article** (not a specific object, one of a number of the same objects) with vowels (a,e,i,o,u)  
 Eg : 1- Can I have an apple? 2- She is an English teacher.  
**The = definite article** (a specific object that both the person speaking and the listener know)  
 The car over there is fast.  
 The teacher is very good, isn't he?  
 The first time you speak of something use "a or an", the next time you repeat that object use "the".  
 I ate in a Chinese restaurant. The restaurant was very good.

**DO NOT USE AN ARTICLE :**  
 1- with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".  
 2- when you are speaking about things in general  
 3- when you are speaking about meals, places, and transport (eg : university, taxi , home)

-----  
**1« Providing that / as long as ( Express : condition) »**  
 1- Providing that = as long as = but only if = if  
 • Providing that= provided that  
 • As long as = so long as.  
**The rule :** providing that/as long as + présent simple = future simple .  
 Eg : providing that you work hard , you will succeed.

**2« I wish , it's high / about time : »**  
 1- **Expressing wishes :**  
**The rule :**  
 • I wish + past → a regret about a présent situation (by imagining it's opposite)  
 Eg : i wish i had a car ( but i have not ).  
 • I wish + past perfect → a regret about a past situation  
 Eg : i wish i had listened to your advice.  
 • I wish + would → a desire for change in the near future .  
 Eg : i wish you would stop talking  
 • I wish + could → to express wishes about ourselves  
 Eg : i wish i could be older .

2- **It's high / about time :**  
**The rule :**  
 • It' high/ about time + present simple → (it is the right times to do something)  
 Eg : it's high time our country takes measures to stop corruption  
 • It' high/ about time + past simple → ( this action should be done before now)  
 Eg : it's high time the bad leaders went to jail.

**3« had better/ had better not( Express : advice) »**  
 Had better = should = ought to  
**The rule :** had better / had better not + the verbe into infinitive without « to »  
 Eg : you 'd better visit the doctor.

**4« 'so,that' 'such,that ' »**  
**The rule :**  
 1- So + adj +that  
 Eg : businessmen ara so honest that thier consumers fell confident with them .  
 2- Such + noun phrase+ that  
 Eg :developed countries have organized such economic structures that they never stop making progress.

**5« 'the active/passive voice : ' »**  
**The rule :**  
**The active :** s + v + o (the subject is the most important )  
**The passive :** o + to be (in the tense of verbe ) + verb in to p.p + by + agent(s)  
 Eg : the teacher explain the lesson  
 The lesson is explained by the teacher.

**Table of tense showing active and passive forms :**

tense	active	passive
Present simple	Cleans	Is Cleaned
Present continous	Is/are cleaning	Is/are being cleaned
Simple past	Cleaned	Was/ were Cleaned
Past continous	Was/were cleaning	Was being cleaned
Present perfect	Has/have cleaned	Has/have been cleaned
Past perfect	Had cleaned	Had been cleaned
Futur	Will clean	Will be clean
Present conditional	Would clean	Would be clean

**6« 'Affixes : ' »**  
**1-prefix :** is a syllable added in the begining of word to derive its opposit like : im , il , in , ir , dis ,un  
 Eg : legal≠ illegal , agree ≠ disagree  
**2-Suffix :** is a syllable added at the end of a word to derive another word like : y , ty , ness , ance , tion  
 Eg : legal → legality , happy → happiness , important → importance

**7« degrees of certainty »**

Degrees of certainty	expressions
Categorical certainty 100%	Will certainty / it is impossible
Probability 70%	It is probable that
Possibility 50%	It is possible/ can / may
Remote possibility 30 %	Could/might

**8« the 'ing 'form »**  
 We can use the 'ing' form as :  
 1-At a part of verbe :  
 Present continous : am/ is / are + verb + ing  
 Past continous : was/were + verb + ing  
 2-an adj : Eg : organic food is less damaging  
 3-a noun : Eg : the smoking

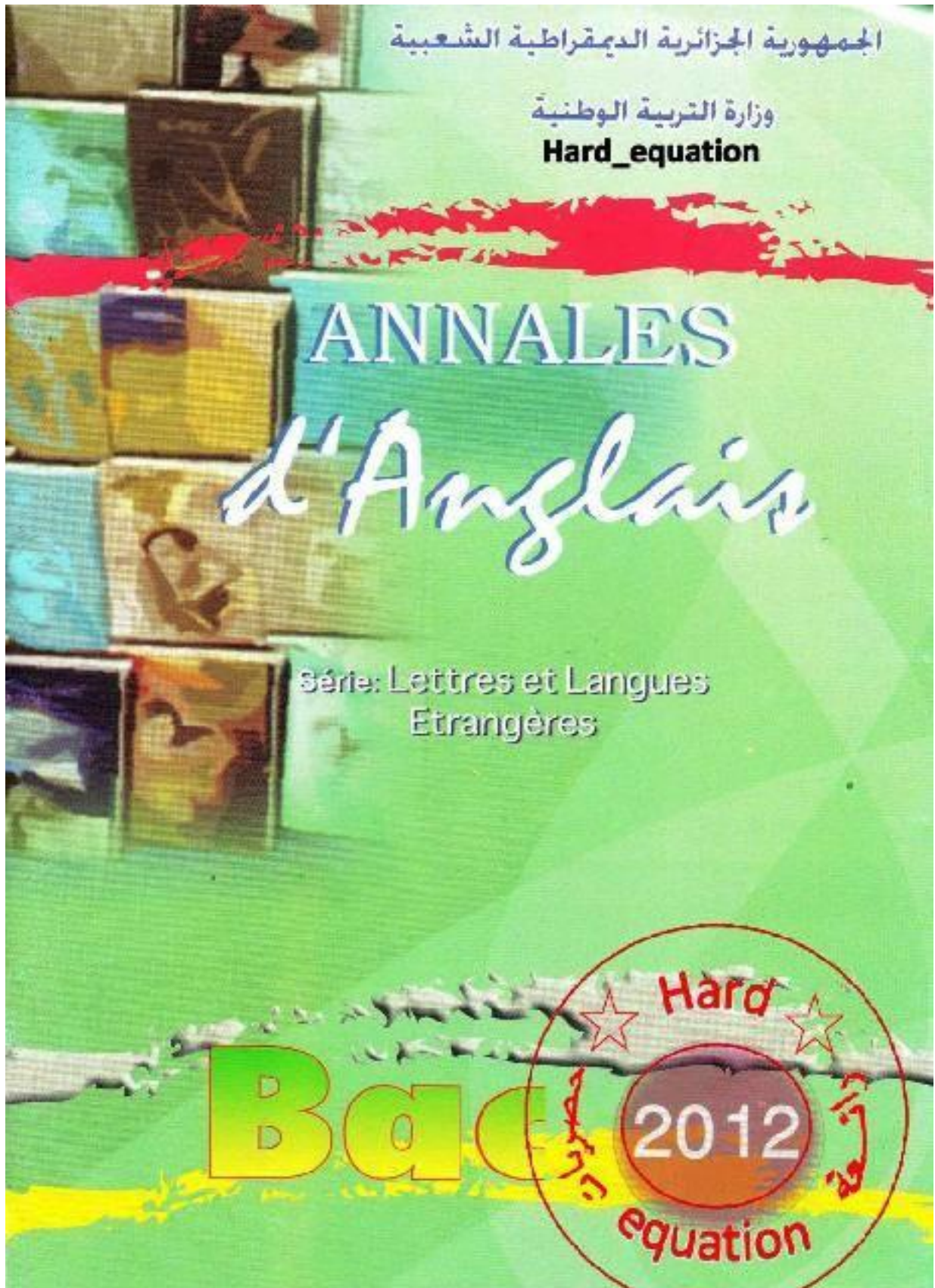
**9« the use of the present simple : »**  
 We use the present simple :  
 1-to express facts that are true all the times (expository text)  
 2-habitual action : eg : he always gets up at 7 :00  
 3-permanent truth : he works in a factory  
 4-declaration : i like honest actions  
 5- instruction : go ahead  
 6-future references : the match begins at 8 Monday

**10« the conditional 'if' : »**  
 Type :  
 0- if + present → present (sure)  
 1- if +present → futur ( if you work , you'll succeed)  
 2- if + past simple → would (imaginary)  
 3- if+ past perfect → would have + p.p

**11« the quantifiers : »**  
 - many , much , a lot of = an excessive amount  
 - few , littel = an insufficient amount  
 we use :  
 \*many, few , a lot of (countable nouns).  
 \*much, littel , a lot of (uncountable nouns).

**12« cause / result : »**  
 \*express cause = reason : because (of) , sience ,owing to ,due to  
 \* express result= effect : as a result , so , consquently.  
 1-





## Appendix 'E'

### Previous BAC exams and Second term exams



الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني لامتحانات والمسابقات

وزارة التربية الوطنية

دورة: 2016

امتحان بكالوريا التعليم الثانوي

الشعبة: آداب وفلسفة

المدة: 02 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

#### الموضوع الأول

#### Part one: Reading.

(15 pts)

#### A/ Comprehension and Interpretation.

(07 pts)

Read the text carefully and do the activities.

The single, decisive factor that made it possible for mankind to settle in permanent communities was agriculture. After farming was developed in the Middle East in about 6500 BC, people living in tribes did not have to move continually searching for food. Once people could control the production of food and guaranteed annual supply of it, their lives changed completely.

Farming was a revolutionary discovery. It not only made settlements possible, but it also made available a reliable food supply. With more food, more people could be fed. Populations, therefore, increased. The growing number of people available for more kinds of work led to the development of more complex social structures. With a food surplus, a community could support a variety of workers who were not farmers.

However, farming the world over has always relied upon a dependable water supply. For the earliest societies this meant rivers and streams or regular rainfall. That is why the first great civilizations emerged along rivers. Later, communities were able to develop by taking advantage of the rainy seasons through building water dams.

One of the outgrowths of agriculture was the science of mathematics. People studied the movements of the Moon, the Sun, and the planets to calculate seasons. In so doing, they created the first calendars which made it possible to determine the arrival of each growing season. Measurements of land areas and of crop amounts were also important factors in farming.

*Adapted from Britannica Student Library*

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

- People in ancient times settled down thanks to farming.
- Agriculture fed farmers only.
- Mathematics contributed to the development of farming.

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

- people started conserving food very early?
- farming led to the appearance of different types of human activities?

3. Answer the following questions according to the text.

- Mention two changes agriculture brought to mankind.
- Why did ancient people have to build dams?
- Did people use to calculate seasons before the development of agriculture?

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

- it (§1)
- It (§2)
- who (§2)
- they (§4)





5. Copy the title you think is the most appropriate to the text.
- Farming and Water Supply.
  - Agriculture and Mathematics.
  - Agriculture: the Basis of Civilization.

**B/ Text Exploration**

(08 pts)

- Find in the text words whose definitions follow.
  - To go and live somewhere permanently. (§1)
  - Complete change having great effects. (§2)
  - Walls built across rivers to stop the river's flow and collect water. (§3)
  - Printed tables showing all the days, weeks and months of the year. (§4)
- Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to revolutionize	revolution	revolutionary
	.....	.....	decisive
	.....	measurement	.....

- Connect each pair of sentences with one of the words given. Make changes where necessary.  
as a result - although
  - All the ancient civilizations developed in similar ways. They had different regional and climatic conditions.
  - Ancient people created the first calendar. They were able to calculate the arrival of growing seasons.
- Reorder the following sentences to make a coherent passage.
  - By combining the two types of graphs, ancient Egyptians managed to make words.
  - It is a complex system which uses drawings.
  - Hieroglyphics is an ancient Egyptian writing system.
  - It also uses phonograms which are signs representing sounds.
- Classify the following words according to the pronunciation of their final 'ed'.  
controlled - created - developed - relied

/t/	/d/	/ɪd/

**Part Two: Written Expression**

(05 pts)

Choose ONE of the following topics.

**Topic one:**

Agriculture contributed greatly to the development of civilizations in different aspects of life.

Use the following notes to write a composition of about 100 to 120 words about these aspects.

- **Architecture:** mason / use of bricks / brick layers...
- **Handicrafts:** craftsmen / craftswomen / carpenters / pottery makers / cloth makers ...
- **Economy:** bartering / money creation / development of trade...
- **Labour force:** developed a system of employment...
- **Water supply:** building canal systems (irrigation)/ dams...
- **Astronomy:** calculating seasons / create calendars...
- **Writing:** to keep record of crops / events ...

**Topic two:**

Acting in an ethical way implies distinguishing between "what is right" and "what is wrong", and then making the "right" choice. To what extent do you think this applies to education? In a composition of about 100 to 120 words, state your arguments.

انتهى الموضوع الأول

صفحة 2 من 4

### الموضوع الثاني

#### Part One: Reading.

(15 pts)

#### A/ Comprehension and Interpretation.

(07 pts)

Read the text carefully and do the activities.

There is so much that students can do with the Internet. Not only can they communicate with international students, but can also gain from others' knowledge and experiences, participate in chat rooms, share ideas and solutions and learn about the many diverse cultures out there. The endless amount of information in the Internet is at their disposal through a computer and a modem. Forget about going to the library. This hands-on tool allows students to relate their interests on a personal level, which is believed to motivate students to do better in school. Many educators believe it can encourage the type of independence students need to progress in their learning process.

While the Internet does a lot for students, there are also benefits for parents and teachers. The interactive learning that the Internet provides can help students and parents with little or no English skills learn English. It allows parents to be more involved in their children's education by connecting the school with homes, libraries or other access ports.

Teachers can adjust to the different learning styles in the classroom. They can also set their own pace of teaching. Individual teaching techniques are more available and can be used to facilitate students' achievement. Teachers have the chance to be able to teach at more than one place simultaneously. They may be in a small town but through the Internet, they can be linked to students in more populated areas.

The Internet enables administrators and teachers to spend less time on administration and recordkeeping. This would give them more time to spend with their students.

The value of the Internet is not only the wealth of knowledge it contains but a valuable factor in the facilitation of the students' learning process as well.

*"Internet Availability in Schools" by Irene Lui – University of Florida*

1. Write the letter which corresponds to the right answer. The text is ...  
a- a letter      b- an article      c- a conversation
2. Are the following statements true or false? Write T or F next to the letter corresponding to the statement.
  - a. Students can have access to a great deal of information thanks to the Internet.
  - b. Educators think that the Internet limits the students' progress in their learning process.
  - c. Thanks to the Internet, teachers now have more opportunities to improve their teaching.
  - d. Teachers cannot give lectures in different places at the same time.
3. In which paragraph is it mentioned that the Internet is not only beneficial to students but to parents and teachers as well?
4. Who or what do the underlined words refer to in the text?
  - a. they (§1)
  - b. their (§3)
  - c. This (§4)
  - d. it (§5)
5. Answer the following questions according to the text.
  - a. Give two facilities the Internet provide students with?
  - b. How can parents be involved in their children's education?

**B. Text Exploration.**

(08 pts)

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

- a. limited (§1) ≠..... b. drawbacks (§2) ≠..... c. isolated (§3) ≠..... d. poverty (§5) ≠.....

2. Divide the following words into roots and affixes:

download - interactive - endless - disconnection

prefix	root	suffix

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

- a. Parents have to control their children's use of the Internet because there are some dangerous sites.

b. Because of .....
- a. The authorities should ban hazardous sites.

b. It's high time the authorities.....
- a. "The Internet offers limitless amounts of information," he said.

b. He said that.....

4. Classify the following words according to the pronunciation of their final 's'.

enables - students - allows - chances

/s/	/z/	/ɪz/

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

better • Internet • access - students - shown

There have been studies about the usefulness of the Internet. They have shown that ...<sup>(1)</sup>... who use on-line technology may perform ...<sup>(2)</sup>... than those who don't. They've also ...<sup>(3)</sup>... that students perform better in comprehension, presentation and communication skills when they have ...<sup>(4)</sup>... to the Internet. This is why teachers encourage them to use it.

**Part Two: Written Expression.**

(05 pts)

Choose **ONE** of the following topics.

**Topic One:**

Although the Internet has greatly benefited students and the educational system, it is nonetheless true that it has some negative aspects.

Write a composition of about 100 to 120 words about the advantages and drawbacks of the use of the Internet.

The following notes may help you:

- **Advantages:** limitless amount of information / time saving / instant link to the world ...
- **Drawbacks:** neglecting studies / addiction / dangerous and hazardous sites ...

**Topic Two:**

Nowadays, most of the consumers prefer buying fake products mainly because of their low price. However, these products may have hazardous consequences on our economy, national development and even on our health and security. Write a composition of about 100 to 120 words about these negative effects.

انتهى الموضوع الثاني



<i>Mostefa Mostefa High School</i>	<i>School Year : 2018 / 2019</i>
<i>Duration : 1H30</i>	<i>Level : 3<sup>PHL</sup></i>

## *Second Term Exam*

**PART ONE: Reading (15 points)**

**A/ Comprehension (07pts)**

Read the text carefully and do the activities.

### **Do Smartphones Have a Place in the Classroom ?**

From middle school to colleges, cellphones have adverse effects on student achievements. If you walk the hallways between classes, you will see headphones everywhere and students focusing on You Tube and social media.

Many teachers at Fern Creek High school in Kentucky are unable to deal with student cell phone and Smartphone use. On the one hand, teachers and even parents know that most students bring their phones to school every day. On the other hand, just how and even if smartphones might help students learn remains a troubling question because even the visible presence of a phone pulls students away from their focus.

Using phones for learning requires students to synthesize information and stay focused on a lesson or a discussion. For students with low literacy skills and the frequent urge to multitask on social media or entertainment, incorporating purposeful Smartphone use into classroom activity can be especially challenging. "It's like giving kids equal access to cigarettes and candy." Many educators would prefer to evaluate learning based on more varied, deeper measures, such as student projects.

However, Crowley believes teachers must adapt classroom instruction to the modern world. "If educators do not find ways to control mobile technology in all learning environments, for all students, then we are failing our kids by not adequately preparing them to make the connection between their world outside of school and their world inside school," she said.

**Adapted from The Atlantic by Paul Barnwell April 27, 2016**

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

- Cellphones have negative effects on student achievements.
- Teachers know how to deal with student smartphones use in the class.
- Using smartphones for classroom activities is easy.
- For Crowley, the control of mobile technology is a necessity for students.

**2. Answer the following questions according to the text.**

- Can students focus on lessons while using cellphones ?
- What is introducing phones into classroom activities compared to ?
- What piece of advice does Crowley give to teachers ?

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

- their (\$2)
- we (\$4)

**4. Copy the right answer.**

The text is...

a.argumentative

b.prescriptive

c. narrative

## B/ Text Exploration.

( 8pts )

1. Divide the following words into roots and affixes.

illegal – unachievable – deeper – adequately		
prefix	root	suffix

2. Combine each pair of sentences with one of the connectors given between brackets. Make changes where necessary

- More and more teens use texting to communicate. Different measures have been taken to limit the use of cell phones. (though)
- Students will get better results at school. Tablets are used more effectively. ( providing that)

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

- Someone regretting not having practised sport when he was younger.  
1b. I wish...
- Our eating habits have changed as a result new diseases have appeared.  
2b. Because of ...

4. Classify the following words according to the number of their syllables.

taken -based - media - visible		
One syllable	Two syllables	Three syllables

5. Reorder the following sentences to get a coherent paragraph.

- They can also enable students to cheat during tests.
- So schools must have strict phone policies.
- They can be distracting to everyone in class.
- Cell phones should be forbidden in schools.

## PART TWO: Written Expression

(05 points)

Choose ONE topic only

**Topic One:** Do you think cell phones should be allowed in schools? Using the notes below, write a composition of about 70 to 80 words to persuade the school community of the importance of communication technologies in the 21<sup>st</sup> century learning.

- excellent learning resource (definitions, pronunciation, reference)
- encourage responsible use of technology
- get answers quickly
- connect with other students all over the world

**Topic Two:** Our country is witnessing an increase in unethical behaviours in different fields. Write a composition of about 70 to 80 words on the consequences of such behaviours on our economy and our society. Suggest two or three concrete actions to get rid of this phenomenon.



الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

الدورة الاستثنائية: 2017



وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 03 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

### PART ONE: READING

(14 points)

#### A) Comprehension

(07 pts)

*Read the text carefully then do the following activities.*

The education system in Finland has received plenty of attention from all over the world. Finnish 15-year olds are number one in terms of skills in mathematics, scientific knowledge, reading literature and problem solving. Such exceptional performance stems from long-term education policy that has been based on the need to enhance equity and quality of education. This means that the aim has been to arrange high-level education for all.

Finland has built up an education system based on uniformity, free education, free school meals and special needs education by using the principle of inclusion. Finnish basic education has been logically developed towards the comprehensive model which guarantees everybody equal opportunities in education irrespective of sex, social status, ethnic group etc. as outlined in the constitution. The focus has been on equity.

Implementation of the new basic education system was carried out in stages between 1972 and 1975, starting in the northern part of Finland and finishing in the southern part of the country. It was the end of the parallel education system that labeled students as being "talented" or "untalented" after only four or five years at elementary school. That meant an increase in educational optimism.

**Adapted from:** "Finnish Strategy of High-Level Education For All"

**R Laukkanen, University of Lausanne, 2006.**

- 1) *Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).*
  - a- The world has shown interest in the Finnish education system.
  - b- Young Finnish students are ranked last in different subjects.
  - c- It took a decade to implement the new basic education system.
  - d- The Finnish education system can identify good learners at an early age.
- 2) *In which paragraph is it mentioned that...*
  - a- the impressive results achieved by the Finnish educational system have required years of work?
  - b- the emphasis is laid on equality and fairness?
- 3) *Answer the following questions according to the text.*
  - a- In which field did Finnish students achieve exceptional performance?
  - b- Do Finnish students pay for their education? Justify.
  - c- In your opinion, what is the most important in a school reform, equity or quality? Justify.
- 4) *Who or what do the underlined words refer to in the text?*
  - a- that (§1)
  - b- which (§2)
  - c- that (§3)
- 5) *Give a title to the text.*





اختبار في مادة: اللغة الإنجليزية / الشعبة: لغات أجنبية / بكالوريا استثنائية 2017

### B) Text Exploration

(07 pts)

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

a- extraordinary = ..... (§1)    b- ensures = ..... (§2)    c- primary = ..... (§3)

2) Divide the following words into their roots and affixes

irrespective - untalented – comprehensive

prefix	root	suffix

3) Ask questions which the underlined words answer.

a. Finland exceptional performance stems from long-term education policy.

b. The implementation of the new basic education system was carried out between 1972 and 1975.

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

a- education    b- equality    c- students    d- arrange

1 <sup>st</sup> syllable	2 <sup>nd</sup> syllable	3 <sup>rd</sup> syllable

5) Fill in the gaps with only FOUR words from the list given

find - interact - explore - learn - activity - construct

Children are naturally curious and active. They eagerly ... (1) ... their environment and ... (2) ... with people, which help them to ... (3) ... their understanding of the world they live in. An important way in which they do this is through physical ... (4) ... and experiencing things at first hand.

### PART TWO: WRITTEN EXPRESSION

(06 points)

Choose ONE of the following topics.

#### Topic One:

You have been selected by the US Embassy to represent your school within a program of cultural educational exchange. Using the following notes, write a speech of about 80 to 100 words that you will deliver to American students on how to improve your school performance.

- reduce class size
- take part in recreational activities
- work together with teachers to set motivation
- involve parents, etc.

#### Topic Two:

Large numbers of children work in extremely exploitative conditions. Write an article of about 80 to 100 words to be published on your facebook page, describing to your followers how these conditions affect the physical, mental and emotional state of the child.

انتهى الموضوع الأول

Motken Nedjar Houcine Secondary School

Level: 3rd Year Mathematical Technique

Time allotted: 2 hours.

## Second Term Examination.

**Part One : Reading Interpreting: Read the following text carefully then do the activities.**

Exams are a fact of life, and often not a very pleasant one. When you are faced with exams and know you haven't done enough work to do them with confidence, it can be a bit terrifying. So here are a few tips to calm your nerves and get you through them!

First of all get information on times and places of exams as soon as possible. Once you've got your exam time-table, decide on a time-table of study and hang a copy on the wall of your room. If you prefer doing one subject at a time, then organise yourself accordingly. On the other hand, you might prefer to do a little of a few subjects in an evening.

Remember to take a break. Breaks are as essential as the study itself. Don't work until you're so tired that you can't concentrate on, or memorize anything. Use your weekends for getting away from the books, but if you've got exams just around the corner, you'll find the extra time useful. You could use them to check your progress. Another point is that you shouldn't spend too much time on subjects you quite enjoy and not enough on the ones you hate. The latter are probably the ones you need to do more work on.

At some time you'll probably begin to lose confidence and the worries start. Make use of your teachers' knowledge. After all, that's what they are there for. School libraries are difficult places to study in because all your friends will be there, so you should try a much quieter place. At home don't have a radio or TV on while studying and don't waste too much time going in and out of the kitchen making coffee. If you feel tired, go out of your bedroom and do something completely different: watch a little TV, chat on the phone but only for a few minutes.

Finally when the big day arrives and you know you're alone with those exam papers, and everything you've learned through the year has to be remembered and written down, I advise you to take a deep breath and just do your best. Good luck!

*Susan Axbey with Leila Keane, Journeys/Arrival (Longman)*

### A/Comprehension

(7pts)

1) The text is:                      a) descriptive                      b) narrative                      c) prescriptive

2) Say whether the following statements are true or false according to the text.

- a) Pupils feel nervous before taking exams.
- b) Pupils generally spend more time on the subjects they like.
- c) Thursdays and Fridays should be used for intensive studying.
- d) It's inadvisable to do revisions in school libraries.

3) Answer the questions according to the text.

- a) Do people usually enjoy having exams? Justify.
- b) What do the writers advise you to do in case you feel tired?
- c) What happens when you lose confidence?

4) In which paragraph is it mentioned that the place where you are studying has a great importance?

5) Supply a suitable title for the text.

## B/Text Exploration

(7pts)

1) Find in the text words which are closest in meaning to the following.

a) scary (§1)=.....      b) improvement (§3)=.....      c) talk (§4)=.....

2) Complete the following table as shown in the example.

	verb	noun	adjective
Example	to progress	progress	progressive
	to advise	.....	.....
	.....	information	.....
	.....	.....	pleasant

3) Rewrite sentence 'b' so that it means the same as sentence 'a' :

1a) You shouldn't spend too much time on subjects you quite enjoy. .

b) You.....

2a) If you feel tired, go out of your room to the kitchen.

b) Unless .....

3a) Be confident in yourself and you'll do well in exams.

b) Providing that.....

4) Fill in the gaps with only FOUR words from the list so that the text makes sense.

( ways - revising - chances - success - grades - failure)

Some people read textbooks in the bath when .....for exams while others plaster their homes with note lets covered in facts. There are certainly many .....to review work, but there is no magic formula guaranteeing exam..... Experts agree that only hard work, planning and starting early, preferably during the spring term, will maximize most people's.....

5) Classify the following words according to their number of syllables.

essential - knowledge - pleasant - information

2 syllables	3 syllables	4 syllables

Part two : Written expression. Choose ONE of the following topics.

(6pts)

**Topic one:** Using the following notes, write a composition of about 120 to 150 words.

Some people think exams are important, others think they shouldn't be obligatory.

Using the following notes, write a composition of about 120 words stating your own opinion.

**For:** Exams permit us to know our performance and knowledge - they create competition-develop personality and confidence - permit us get good jobs..

**Against :** Exams cause stress-pressure from others-sleepless nights-results based on few days' performance-poor results may lead to discouragement and low self-esteem.

**Topic two :** Write a composition of about 100 to 120 words on the following topic.

If you were given the choice to study only four subjects ( apart from Arabic and one foreign language ) for the Baccalaureate Exam, which ones would you choose? Why

## ملخص

يعرف مفهوم "washback" بالتأثير الإنعكاسي للإمتحانات على سير عملية التعليم والتعلم. وفقا لذلك، يهدف هذا البحث إلى دراسة التأثير الإنعكاسي للإمتحانات الوطنية على سير عملية تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك هذه الدراسة تسعى إلى إيضاح النتائج السلبية لهذا التأثير الإنعكاسي. وبالتالي، إيجاد الطرق للحد من الآثار السلبية وتعزيز التأثير الإيجابي عن طريق دراسة ميدانية بثانوية مصطفى مصطفى بندي رومة.

الكلمات المفتاحية: التأثير الإنعكاسي، الإمتحانات، التعليم، التعلم، الإمتحانات الوطنية.

## Summary:

The notion of "washback" is known as the impact of testing on teaching and learning. Accordingly, the present research work aims to investigate the washback effects of high-stakes exams on the EFL learning-teaching process. Besides, the study seeks to highlight the negative outcomes that result from this effect. So that, we find out the ways in which we can minimize the negative consequences and foster positive washback through a case study of Mostefa Mostefai Secondary school, Nedroma.

Keywords: Washback, testing, teaching, learning, high-stakes exams

## Résumé

La notion du "washback" est connue sous le nom d'impact d'évaluation sur l'enseignement et l'apprentissage. En conséquence, cette recherche vis à étudier les effets du "washback" des examens à enjeux élevés sur le processus d'enseignement et l'apprentissage de l'Anglais comme langue étrangère. En outre, l'étude cherche à surligner les conséquences négatives de cet impact. Pour que nous puissions trouver les moyens de minimiser les conséquences négatives et de promouvoir un effet positif à travers une étude de cas à l'école secondaire Mostefa Mostefai, Nedroma.

Mot clés : washback, évaluation, apprentissage, examens à enjeux élevés.