

***Secondary Education English Final Exam, Teaching and  
Testing Controversies : Third year Students, Bechar***

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**ABSTRACT :**

This work is an attempt to analyse the final secondary exam (bac) in terms of its response and compliance with the educational, pedagogical and didactical requirements of the method being applied in the Algerian school. Competency-Based Approach (CBA) has been carefully selected and compulsorily applied to meet the policy makers ends. Questionnaires are the main tool for data collection, in addition to the comparative analysis used to critically compare two exam samples belonging to different Algerian educational periods in order to find out the differences and similarities that might be between them. The research shows that teachers of English find the exam incomplete since it doesn't give any consideration to testing oral competency. Moreover, there is a very slight difference found between the two exam samples although they had been designed on the grounds of two different methods to EFL teaching. An overlap is apparently characterising the learning outcomes of CBA with the final official exam (BAC) objectives in Algeria.

**Key words :** Analysing, Bac exam, CBA, Evaluation, Testing.

**1-Introduction :**

The Algerian school in general and secondary school in particular has received a deep reform in the level of approach and method being the locomotive of the policy makers intentions to reform the educational system. Public educational authorities have constantly addressed special care to the final objectives of preparing the future generations equipped with necessary tools of creativity and innovation to cope with the world of technology. Besides the sense of creativity and innovation, the Algerian school ought to form autonomous citizens who will be able to challenge the coming difficulties that will encompass them in their daily lives.

Among a surge of approaches and methods in the market of methodology, decision-makers had clearly made their minds up and called school practitioners to apply Competency-Based approach (CBA) in order to meet the socio-educational ambitions designed and pretained by the algerian policy makers, as an urgent pedagogical reform of the algerian school as a whole.

As far as EFL is concerned, the adoption of competency-based approach in the algerian secondary school has been a shift from teacher-centered to learner-centered approach to language teaching. Competency in language, however is not restricted in the ability for students to only understand written and/or spoken utterances or to write sentences, paragraphs or whole texts in the target language ; but also the capacity to use the language in real communicative situations. The oral proficiency is of primary importance as far as language is concerned, therefore the application of competency-based approach has been regarded rather a necessity by means of establishing a link between the classroom implementations and the real life communicative settings.

Does the final exam take into account all language aspects ?

Does it comply with the pedagogical implementations of CBA ?

How is the communicative ability tested ?

This study tends to reveal the close relationship that should be established and carefully maintained between the method and its general objectives and the role that assessment, evaluation and testing ought to play within the teaching and learning process in language classroom.

To reach this link, a primary account is given to Competency-Based Approach to highlight its pedagogical requirements to language teaching and learning, then a switch to understand notions of assesement, evaluation and testing will follow.

## **2- Competency-Based Teaching :**

It is an approach to teaching and learning that focuses mainly on the promotion of learners competencies, that's why it is considered to be learner-centered approach rather than teacher-centered approach .Competency-Based Approach or Education had emerged as a reaction to the teacher-centered approaches in which the role of teacher is of crucial importance in dominating the teaching process and in which learner is given lesser importance and subordinate position.

According to Richards and Rodgers (2001), CBE is a movement in education which emphasizes the outcomes of learning in the development of learning language programs. It addresses " *what the learners are expected to do with the language, however they learned it. The focus on outputs rather than on inputs to learning is central to the competencies prespective*". (Page 141).

### **2-1-Competency-Based Language Teaching**

In the scope of teaching and learning of languages, the approach is rather Competency-based Language Teaching (CBLT). It is the application of the principles of Competency-Based Education to language teaching. (Richards and Rodgers, 2001, p.141)

This approach adopted recently in teaching languages like other approaches had received much support being a powerful and positive element of change.

Docking (1994:15, cited in Richards and Rodgers ,2001) explains the power of the approach in relation to teaching and assessment.Competency –based approaches "to teaching and assessment offer teachers an opportunity to revitalize their education and training programs. Not only will the quality assessment improve, but the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency-based assessment can offer. These beneficial effects have been observed

at all levels and kinds of education and training, the primary school to university, and from academic studies to workplace training".(p. 142)

The close relationship that characterizes the process of language teaching and learning and assessment is extremely taken into account to reach effective and successful teaching. Thus, Competency-based language teaching should go hand in hand with Competency-based assessment where assessors and teachers assess students' competencies including knowledge. Accordingly, syllabuses and programs are designed on the basis of competencies that involve in addition to learners' knowledge, their attitudes, behaviors and skills. Moreover, the notion of performance is highly considered when it comes to teaching and assessing language learners' outcomes.

Language Programs are also designed on the basis of CBLT where competencies are at the core of the teaching and learning process. Like the Competence that learners are required to master, Performance is also of vital importance as far as language is concerned, language programs are based on "a performance outline of language tasks that lead to a demonstrated mastery of language associated with specific skills that are necessary for individuals to function proficiently in the society in which they live".(Grognet and Crandall, cited in Richards and Rodgers,2001, p. 142)

The notion of subject knowledge upon which many syllabuses are designed, the competency based language teaching, however, is designed on the basis of the notion of competencies which "consist in a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment".(Richards and Rodgers,2001,p.144).Docking (1994) sets forth the notion of competencies which are the grounds of teaching languages in

comparison to the subject knowledge, CBLT "by comparison is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies of learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referenced assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks".(Docking 1994, cited in Richards and Rodgers, 2001, p.144)

### **3- Evaluation and Assessment**

#### **3-1-Evaluation**

Pauline and Kevine (1992) set forth that "evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students". (P. 3)

According to them, evaluation is not restricted to only the context of evaluation, it is a part of every day life. They say that Evaluation is a natural activity and related to many areas and fields starting from education, innovation, management, and context. (Pauline and Kevine, 1992)

The purposes of Evaluation are different, they can be divided into two broad categories, general and specific ; topic-related purposes.

The general evaluation purposes are undertaken for three fundamental reasons ; first, accountability ; second, curriculum development and betterment ; third, self-development : teachers and other language teaching professionals. (Pauline and Kevine ,1992)

### **3-2-Assessment**

"Assessment has the power to change peoples' lives" (Shohamy, cited in Penny Mckay, 2006, p. 18). Its role is very crucial in education as a whole and particularly in teaching and learning process. Its effect may be positive or negative, depending on various factors, starting from the way the assessment procedure or test is built, to the way it is used. "Effective assessment procedures are assessments that have been designed to ensure, as far as possible, valid and fair information on the student's abilities and progress ....it gives educators feedback in the teaching and learning process, informing the next teaching decision and guiving guidance on how students should be optimally placed, for example, in the next grade....provides valuable information to administrators on the acheivement cohorts of students and on whether schools are successfully delivering the curriculum"(Mckay, 2006, p. 18-19)

Assessment is able to establish power relationships (between teachers and students ; between administrators and principals) that become established and habituel. (Foucault, cited in McKay, 2006, p. 19)

### **4-Types of Assessment**

The decisions that will be made determine the purpose of assssment procedure and then determine the kind of information that is needed from the assessment procedure. According to Bachman(2004), there are two kinds of decisions, low stakes and high- stakes decisions.

Low-stakes decisions are decisions made on the grounds of assessment results. They are relatively minor and easy to correct. High-stakes decisions ; however, are decicions which are likely to affect students' lives and they are difficult to correct. (Cited in Penny McKay, 2006, p.20)

Rea-Dickens and Garnet(2000) note that not only formal tests are high-stakes, instead , many assessment procedures are more high-

stakes for students than we think, since various decisions that teachers and assessors in general make have a cumulative effect on students' futures. (Cited in McKay, 2006, p. 20).

#### **4-1-Formal and Informal Assessment**

Broadly, assessment can be divided into two main types being procedured in formal setting and for formal purposes and in other times it is done for informal and unconscious intentions.

*A-Formal Assessment* : It usually refers to assessment that is planned, administered and carried out following formal procedures. (McKay, 2006)

The procedures of assessment may be classroom-based or external procedures. Classroom assessment is usually prepared and conducted by teachers in classrooms, whereas external assessment is often preped and administered by those outside the classroom .Sometimes an external test is procedured by those in a central education office and administered by schools. (McKay, 2006)

*B-Informal Assessment* : It usually refers to classroom assessment including teachers' classroom observation, gestures, attitudes and facial expressions. It doesn't require measurement or scoring.It only aims at assessing learners' performance or behavior during a course.It aims also at correcting learners' work and participation in the course as well as motivating learners for further work.

#### **4-2-Formative and Summative Assessment**

##### **A-Diagnostic Assessment**

For many experts in the domain of assesment, formative assessment doesn't include diagnostic assessment, rather it is another dependent type of assessment which aims at diagnosing the student' weaknesses and/or strengths.It often takes place in the beginning of a course, a term, a year, or a whole educational cycle upon which decisions about course content, programs, syllabyses,curriculumms and even teaching approaches, methods and techniques as well as teaching materials are to be made.

However, McKay thinks that diagnostic assessment is a part of formative assessment. "Formative assessment often involves diagnostic assessment, when teachers analyse learners' specific strengths and weaknesses. Diagnostic assessment can also be planned and carried out through a special diagnostic procedure. Commercially prepared diagnostic procedures are often used to, for example, with young learners to assess their reading strengths and weaknesses." (McKay, 2006, p. 22)

### **B-Formative Assessment**

This type of assessment aims primarily at teaching new points within a course. It is usually followed by a remedial work in order to correct the weakness and to reinforce the strength. "Formative Assessment is ongoing, usually informal assessment during teaching and learning. Formative assessment gives teachers information about how well the student is doing. The teacher makes constant decisions about how to respond, based on the student's response or the student's work so far. The teacher is the one most interested in the results of formative assessment; the data collected helps him or her to make further decisions about teaching." (McKay, 2006, p. 21-22)

Formative assessment is predominantly used for certain pedagogic purposes; however, over time, teachers are required to tackle constant observation on learners' performance in order to come out with a summative report, that's why, it is a remarkable shift from involving low-stakes decisions to more high-stakes decisions. (Jenny McKay, 2006)

Breen (1997) refers to informal, instruction-embedded assessment that is formative in purpose and procedured by teachers in classroom by the term *on-the-run assessment*. It involves teachers in observation and followed by immediate feedback (remedy). *Planned-assessment* is also considered to be formative assessment merely because it helps the teacher to target specific observation and/or plan language use task to check up learning objectives' achievements along the way. (McKay, 2006).



### **C-Summative Assessment**

This type of assessment always takes place at the end of a course, a term, a year or even an educational cycle; aiming at being aware of the progress of students during a period of study in order to come out with final judgement about the students' learning achievements.

The information is required primarily by teachers to know to what extent the students have progressed and other partners like school administration, parents of students, Education Department, Central Government Authority that may make it public and a matter of comparison between the past and future results.

### **5-Language Testing**

As far as language assessment is concerned, language test is regarded as one of the important formal types of assessment. In language teaching and learning, a clear understanding of language test is highly recommended.

Indeed, the reasons behind the necessity to develop an obvious understanding and the need to tackle language test "which seeks to find out what candidates can do with the language provides a focus for purposeful, everyday communication activities. Such a test will have a more useful effect on the learning of a particular language than a mechanical test of structure." (Heaten J.B, 1988, p. 5)

### **4-Findings and discussion :**

#### ***4-1-Teachers' questionnaire***

In fact, the questionnaire is a very useful and effective data collection procedure. 35 copies were handed out to teachers of different schools of Bechar territory, but only 23 copies were filled in and got back to be analyzed. It is already set forth that the questionnaire is divided into 4 sections the division of which is based on the purpose of the questions forming the section.

Indeed, the first item of the first section concerns the Secondary School where the informant works in. It showed that (17%) belongs to Aboubaker ERRAZI School, the same

percentage is for Haroun ERRACHID School and ELAOUFI Abdelkrim School, whereas 13% of teachers questioned work in BELHOUCINE Touhami School and 08.96% of the respondents work in EL-BAYROUNI School, BENSLIMANE Bouamama and FASSI Arab & Djillali Secondary Schools. Only 04.34% of the informants belong to SANHADRI (Igli) and EL-Achaari Secondary Schools. The second item of the first section concerns the level of their classes. The questionnaire showed that 40% of the informants teach 1 year classes, 40% of them also teach the second year classes and 90% of teachers are teaching third year classes and these results of 90% of teachers teaching third year classes would lead to reliable results since the questionnaire is more interested in third year teachers' opinions.

The third item is about streams of the informant' classes. It will be explained in detail in the second section. The fourth item is about the informant's gender. The questionnaire finds out that the majority (69.56%) of teachers questioned are of female gender and only 17.39% are of male gender.

The last item in the first section investigates informants' age. Teachers' ages amalgamate between 24-30 and 31-40 with 50% for each category. No one is from 41-50 and over 50 years old.

The second section aims at discovering informants' career in teaching English and most importantly third year classes. There are 4 questions that informants are requested to answer.

The first question concerned with the informants' experience in teaching English has shown that 34.78% have less than 10 years, 30.34% of the teachers surveyed said they had been teaching English for less than 5 years, 21.73% answered that they had been teaching English for less than 20 years whereas only 13.04% had been teaching it for more than 20 years. This showed that the leading category of teachers are less experience in comparison with the last category of more than 20 years.

The second question is about whether or not the respondents had taught third year classes. Their answers showed that the majority of them 21 teachers (91.30%) had taught third year classes. The following question searches the informants' experience in teaching the different streams of third year classes (Foreign Languages, Literary and/or Scientific streams), the result showed a great part of the teachers asked (91.30%) had taught scientific stream, followed by 86.95% who had taught Literary stream and only 30.43% had taught Foreign Languages stream. The total of the percentages is not 100% simply because some of them had experienced teaching different streams.

The fourth question aims at investigating teachers' experience in teaching the different streams mentioned in the third question. Their answers varied from an informant to another. 21.73% of the informants said that they had 2 years experience, 17.39% answered that they had 01 year experience, 08.96% declared that they had 4, 5, 17,20 years experience and only 4.34% said that the had experience of 3, 7, 8,10 and 15 years.

The third section is concerned with looking for the informants' background knowledge about Competency Based Approach and its pedagogical implementations especially in its adoption in the class concerning the English language teaching/learning. It is composed of three questions. The first question is question five in the questionnaire which tries to know if the teachers surveyed had applied CBA in their courses. The majority (91.30%) said that they had applied CBA in teaching/learning English courses and only 08.96 answered that they had never applied it. The sixth question tends to seek the informants' opinions about the need to apply it in the teaching/learning English in Algeria. The answers showed that 91.30% of them asserted the need to apply it and 8.96% denied the need to apply this approach in their courses.

The seventh question was asked to seek the informant's knowledge about the need to adopt the CBA in Algeria, *They said that it gave the chance to learners to develop their competencies, it helped the students to be dynamic and it enhanced learners' thinking, guessing, speaking and writing. It gave the opportunity to the learner to be more active and it provided collaborative work through pair or group work. It focused on the practice of the four skills especially speaking (communication) as being a competency. It urged learners to depend on themselves (autonomy) and to self-evaluation. It minimized the effort of teachers since it was learner-centered.*

The fourth section is at the core of the questionnaire because it concerns the problematic of Evaluation. It tries to discover the informants' points of view towards the notion of evaluation in general and the final exam of third year classes (BAC). The eighth question is asked to know the use of the written or/and the oral exams when testing their students. 95.65% said that they preferred testing their students by written exams whereas 52.17% affirmed that they liked testing their students by oral exams. Again the total of the two results is not 100% because some informants had chosen both of the choices.

The ninth question seeks informants' points of view about the results of their students during the year comparing with their results in the BAC exam. The leading category of teachers surveyed (56.52%) answered that it is often the same results, 13.04 said that it was rarely the same results and only 08.96 declared that it is always the same results, those who answered with 'often' and 'rarely' were requested to justify their answers in question ten. As a matter of fact, they had differently responded to this question. This diversity is due to the respondents' experience in teaching. Their answers have amalgamated between pedagogical, psychological or personal factors:

According to them , *it is because of the level, attitude of learners and it is also up to the subject of the exam and more importantly to students' competencies.*

*Some argued; merely because we usually don't test what we teach especially the four skills. Others said that it's because the BAC is not well-designed.*

In the eleventh question, informants were asked to give their opinions about the design of the BAC exam. 52.17% said that they totally agreed with the baccalaureate exam design, 39.13% showed their half disagreement with the way the baccalaureate exam of English is designed. 04.34% disagreed with the baccalaureate exam design.

The teachers surveyed were also invited to justify their answers if they chose item *b ;half agree* and item *c disagree*. In question twelve, in fact they justified their answers and argued that *the BACCALAURIAT exam lacked some activities like listening and writing activities. The BACCALAURIAT exam should differ to students of the various streams. The baccalaureate exam is designed on the basis of only the writing skill testing. It doesn't test all the skills, abilities and knowledge. It contains poor activities like true/false and number of paragraphs...etc. It lacks other important activities like phonology, grammar and speaking (communication, oral test).*

In the same context, informants were again requested in the thirteenth question to give their points of view about if the BAC exam responds to the criteria of a good test. 43.47% answered that the BAC exam was reliable and 30.43% asserted that the BAC exam was valid whereas only 13.04% were with the washing back criterion. The informants' points of view concerning the validity of the BAC exam in terms of conformity with the objectives of the CBA was the fourteenth question of the questionnaire. The majority of the teachers questioned (60.86%) in the thirteenth question answered that it was valid and only 34.78% found it invalid. Reasons behind the invalidity of the

BAC exam were also surveyed in the fifteenth question where the informants were asked to give their opinions. 34.78 said that it lacked content, 21.73% answered that it lacked content, the same percentage 21.73% declared that it lacked both; finally 21.73% chose any "other" which means they were with neither of the items given. The questionnaire also gives an opportunity in the sixteenth question for teachers to give their visions about the ability of the BAC exam to test learners' competencies (not competences). In fact, the majority of teachers asked (69.56%) said that the BAC exam could test learners' competencies and a minority of (30.43%) answered that it couldn't. The seventeenth question of the questionnaire is to see the teachers' opinions about the written form of the BAC exam : 56.52% were enthusiastically with the written form of the exam whereas 39.19 said that the BAC exam shouldn't be only in the written form. Including an oral test in the BAC exam was the subject of the eighteenth question where the informants were requested to give their points of view. Indeed, 47.82 % found it less important to include oral test in the BAC exam, 39.13% said that it was important to include an oral test; finally, only 13.04% said it was so important.

At the end of the questionnaire, the informants are requested to add any additional comments on the BAC exam. Their additional comments are summarized as follows :

The BACCALAURIAT exam should include testing all of the four skills not only the reading and writing skills. It should focus also on testing the ability for learners to communicate in English by adding oral tests. Others added that oral test (communication) should be a full dependent subject. Others totally denied testing communication as being a hard task to fulfill in these educational conditions.

Whereas ; some informants suggested designing Oral Exam for only students of Foreign Languages Stream.

Furthermore, some teachers had criticized the content of the exam being based on the same forming parts ; Comprehension

and Mastery of language. Others criticize it being not covering more aspects of the language comparing with Tunisian BAC exam of English.

#### ***4-2-Critical and Comparative Analyses***

##### ***A-Critical Analysis***

The critical Analysis used in this research paper tends to collect credible information about the BAC exam in all its aspects and dimensions. The BAC exam sample that had been chosen to be analyzed has been Foreign Languages stream BAC exam.

The Analysis showed that even the BAC exam was addressed to students who were highly interested in Learning English in all its four skills namely; reading, writing, listening and speaking; on the grounds of the CBA (Competency Based Approach) which was adopted as a reform of the educational system as a whole and the teaching/learning methods in particular. Students were finally tested only in two skills reading and writing and ignoring to be tested in the other two skills listening and speaking.

Learners of English as a Foreign Language speaking or communication is regarded as a competency that should be emphasized not only by teachers while teaching the language but also by learners while learning the language.

Amongst other reasons why learners of English as a Foreign Language avoid to make efforts to learn and acquire the language is demotivation brought about by the absence of oral test in their exams in general and their final exam (BAC) in particular.

The BAC exam in its actual state is not well-constructed merely because it is not designed on the basis of the new approach of CBA which gives a great importance to the concept of contextualization and aims at forming a *person* inspired by creativity and autonomy which are in the scope of foreign

languages the ability to communicate (orally or in the written form) being the final goal of any language.

*B-Comparative Analysis :*

To prove that the actual BAC exam is not designed on the basis of the new approach applied in teaching/learning English and still getting inspired by the previous approach of Objective Based Approach, a comparison between the actual BAC exam sample of 2012 and another belonging to the OBA era (2002) had been launched.

The comparison has taken into consideration all the BAC exams aspects ; the BAC exam presentation and its construction that involves everything found in the BAC (the different parts of the exam, mark scale, content ; types of the activities, number of the activities in each part or section and the order of the activities).

The result is they don't largely differentiate. In fact, there is a slight difference in the presentation of the BAC exam samples where in 2002 there was only one topic without a choice, which we find in the actual BAC exam.

The construction of the BACCALAURIAT exam of 2002 was not well-organized especially the number of activities and their order in both the first part (2012) and the first two sections (2002).

How comes that the approach of teaching and learning had radically changed without any considerable change of testing in parallel. Therefore , there is an overlapping gap that should be filled in and taken into account in order to reach the ambitions underlined by the adopters of Competency Based Approach in Algeria.

Table 01: Similarities and differences between the two BAC exam Samples' Contents



BAC 2002	BAC2012
<p><i>Section one: Reading Comprehension</i></p> <p>It starts with a text of 295 words divided into 4 paragraphs.</p> <p>This section consists in six activities (questions), they are about:</p> <p><i>Question 1:</i> Whether or not there are direct questions in the text, if there are how many.</p> <p><i>Question 2:</i> Forming questions to the answers from the text (four different sentences from the text).</p> <p><i>Question 3:</i> Reference words (2 words with the number of their paragraphs)</p> <p><i>Question 4:</i> Matching 4 given titles with their corresponding paragraphs (a table to fill in)</p> <p><i>Question 5:</i> Filling a table with words from the text. The table is composed of 3 columns with a given example.</p> <p><i>Question 6:</i> Also in a form of a table, the testees are asked to match words with their appropriate definitions (4 words and 4 definitions).</p> <p><i>Section two: Mastery of Language</i></p>	<p><i>PART ONE: Reading</i></p> <p>It is composed of two sub-parts:</p> <p><i>A) Comprehension:</i></p> <p>It begins with a text of 246 words divided into 4 paragraphs.</p> <p>This sub-part is composed of 5 activities (questions) the answers of which are to be found from the text.</p> <p><i>Question 1:</i> It is true or false question where the testee writes T or F next to the letter corresponding to the statement.</p> <p>There are four statements from letter a to d.</p> <p><i>Question 2:</i> The second question starts with the instruction of filling the table from the text.</p> <p>The table is composed of two columns; the first one is about reasons of doping whereas the second one is about the results of doping.</p> <p><i>Question 3:</i> It is about answering three questions according to the text. The first two questions (a and b) are WH questions, and the third question (c) is Yes/No question.</p> <p><i>Question 4:</i> This question is about putting the sentences given which are four in the order they appear in the text after having read carefully the text.</p> <p><i>Question 5:</i> It is the last question in this part of comprehension and it is exclusively for this stream. It concerns giving a title to the text.</p> <p>The second sub-part is :</p>

*Question 1:* Supplying punctuation and capitals when necessary in a selected passage.

*Question 2:* Deriving verbs from given nouns (4 verbs to be derived)

*Question 3:* Combining two clauses to make one sentence using the connector "if". There are two sentences to be made.

*Question 4:* Filling in the gaps with 4 words from their owns so that the text makes sense.

*Question 5:* Rewriting sentence 'b' so that it means the same as sentence 'b'.

*Question 6:* Reordering sentences to make a coherent paragraph (sentences a to f. One sentence must be left)

*Question 7:* Classifying words according to the pronunciation of their final 'ed' in a table that consists in 3 columns /t/,/d/and/id/.

This section is composed of 7 activities ordered as follows:

- 1- Spelling (question 1)
- 2- Morphology (question 2)
- 3- Grammar (question3)
- 4- Discourse (question4)
- 5- Grammar (transformation

*Text Exploration:*

This part is often dealt with the linguistic items through different activities connected in meaning to the text.

It is composed of five activities and can reach six activities to this stream in particular. It is ordered as follows:

*Question 1:* Finding the opposites of the words given from the text. They have been given three words with their paragraphs.

*Question 2:* Giving the opposites of the given words keeping the same root. This means adding the appropriate prefixe which requires from the testee to be aware of the meaning of the different prefixes.

*Question 3:* Rewriting the sentences given(a) keeping the same meaning (b)

-The first sentence is about the transformation of active sentence to the passive voice.

-The second sentence is about logical connecters of cause and effect

-The third sentence is about the direct and reported speech.

-The fourth sentence is about expressing wish and regret.

*Question 4:*It is about classifying the four words given according to their stressed syllables in a table that contains four columns; the first is devoted to the first syllable, the second to the second syllable, the last to the third syllable.

*Question 5:* Filling the gaps with only FOUR words from a list of words of six words to make the text meaningfull, this requires from the testee to be aware of the semantic and grammatical implications of linguistic items.

The paragraph given is not a very long one. It

<p>question 5)</p> <p>6- Discourse (question6)</p> <p>7- Phonology (question7)</p> <p><i>Section three: Written Expression</i></p> <p>In this section, testees are given two topics :</p> <p>Topic one:</p> <p>Testees are given a conversation between A and B to complete it.</p> <p>Topic two:</p> <p>Testees are asked to write a composition of about 150-200 words on the given topic. (argumentative text).</p>	<p>is composed of forty words regardless of the four gaps.</p> <p>The activities are ordered as follows:</p> <ul style="list-style-type: none"> <li>-Lyxic (question 1)</li> <li>-Morphology (question2)</li> <li>-Grammar (question3)</li> <li>-Phonology (question4)</li> <li>-Discourse (question5)</li> </ul> <p>The testee in this part is asked to choose one topic from two topics given. The difference between the two topics is that the first is guided and the second is free.</p> <p><i>Topic one:</i> Giving clues to use in writing, the candidate is requested to write a composition about 120-150 words in which s/he urges the athletes to show the sense of fair play and avoid doping in competitions.</p> <p>In fact, it is clearly noticed that this topic has a close relation with the idea discussed in the text and accordingly it should have a connection with a unit dealt with in the program.</p> <p>The testee has to follow the guideline given in order not to be out of subject. This does not mean s/he is strictly limited by the guideline's ideas; instead, it is preferable to use her/his ideas to take the mark of excellence.</p> <p><i>Topic two:</i> This topic does not contain a guideline that means the testee is required to use her/his own ideas. This topic is about writing a composition of 120-150 words on advising a classmate who cheats in the exams to have higher grades to refrain from behaving in such a way.</p>
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## 5- Conclusion :

Including testing learners oral proficiency would be a real application of CBA, but it seems a hard task within the actual status of EFL in the structuralisation of the algerian secondary school ; therefore, it is highly recommended to change the structuralisation of the secondary school education as a solution to the paradoxical state of teaching and testing processes of foreign languages in general and particularly English.

Structuralisation is the appropriate solution to enable testers to test the students' competencies of the four skills and reach reliable results that could enhance not only learning English in the secondary school but also learning it in the different educational institutions especially the university that would receive a reliable potential from the secondary school and which would serve the well-doing of the university as a whole and English in particular.

Launching a challenge of *successful* deep reform in Education in Algeria particularly the Secondary Education Foreign Languages Teaching would be a result of political *will* so that the whole society will benefit from the Educational Reform aiming at reaching well-prepared citizens who would serve the nation.

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