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

امتحان شهادة البكالوريا مفارقات التدريس والتقويم الثالثة ثانوي بشار

BOUREGUIG Abdelkrim [1]

[1] University of TAHRI Mohamed Bechar (Algeria), karimoguer@gmail.com

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 applied to meet the policy maker's 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 does not consider 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.

Keywords: Analysing, BAC exam, CBA, Evaluation, Testing.

ملخص:

هذا العمل هو محاولة لتحليل الامتحان النهائي لمرحلة الثانوي الخاص باللغة الإنجليزية من حيث مطابقته للمتطلبات التربوية والبيداغوجية والتعليمية لطريقة التدريس المستعملة في المدرسة الجزائرية. المقاربة بالكفاءات تم اختيارها لتطبق في التدريس لكي تستجيب للغايات الختامية المرجوة. تم استعمال الاستبيان الخاص بالأساتذة كوسيلة لجمع المعطيات المطلوبة قصد تحليلها. إضافة الى الاستبيان تم الاستعانة بتحليل لموضوعي بكالوريا ينتميان الى حقبتين مختلفتين من اجل المقارنة والتحليل الوصفي. أظهرت هذه الدراسة ان أساتذة الإنجليزية لا يعتبرون امتحان البكالوريا لمادة الإنجليزية امتحانا كاملا لأنه لا يختبر كفاءة المترشحين الشفوية. بالإضافة الى ذلك فان الدراسة اثبتت انه لا يوجد اختلافات جوهرية بين موضوعي البكالوريا رغم انتمائهما لمرحلتين مختلفتين وكذلك رغم بنائهما على طريقتين للتدريس

مختلفتين تماما ولهذا فقد خلصت الدراسة الى ان هناك لبس كبير في طريقة التقويم التي لا تتماشى والكفاءات الختامية لطريقة التدريس المنتهجة.

كلمات مفتاحية: تحليل–امتحان–بكالوريا–المقاربة بالكفاءات_ التقويم.

Corresponding author: BOUREGUIG Abdelkrim, e-mail: karimoguer@gmail.com.

1-Introduction:

The Algerian school in general and secondary school in particular has received a deep reform in the level of approach and method. The latter is considered as the locomotive of the Algerian policymakers' 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 creativity and innovation to cope with the world of technology. Besides the sense of creativity and innovation, the Algerian school ought to form autonomous citisens who will be able to challenge the coming difficulties that will face them in their daily lives.

Among a serge of approaches and methods in the market of methodology, decision-makers had clearly made their minds up and called school's practitioners to apply Competency-Based approach (CBA) in order to meet the socio-educational ambitions designed 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. However, competency in language 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 preserved 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 assessement, 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 teachers 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 perspective*". (p. 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 & Rodgers)

This approach adopted recently in teaching languages like other approaches had received much support being a powerful and positive element of change. Docking (1994, cited in Richards & Rodgers, 2001) explains the power of the approach in relation to teaching and assessment. Competency-based approache "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 continious feedback that competency-based assessment can offer. These 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 extremly 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 based on competencies that involve in addition to learners' knowledge, 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 based on 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 & Crandall, cited in Richards and Rodgers, 2001)

The notion of subject knowledge upon which many syllabuses are designed, the competency-based language teaching, however, is designed based on the notion of competencies, which "consist in a description of the essential skills, knowledge, attitudes, and behaviors required for an

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 & Rodgers, 2001, p.144). Docking (1994) setsforth 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 & Rodgers, 2001)

3- Evaluation and Assessment

3-1-Evaluation

Pauline and Kevine (1992) setforth 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 daily life. Pauline and Kevine (1992) say that Evaluation is a natural activity and related to many areas and fields starting from education, innovation, management, and context.

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 & 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 giving 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 usual. (Foucault, cited in McKay, 2006)

4-Types of Assessment

The decisions that will be made determine the purpose of the assessment 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 decisions that affect students' lives and they are difficult to correct. (Cited in McKay, 2006). Rea-Dickens and Garnet (2000) note that not only formal tests are high-stakes but many assessment procedures are also more high-stakes for students than we expect since various decisions that teachers and assessorsmake have the effect on students' futures. (Cited in McKay, 2006).

4-1-Formal and Informal Assessment

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

A-Formal Assessment: It usually refers to the 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. External assessment is often prepared and administered by those outside the classroom. An external test is sometimes the procedure 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. Informal assessment 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 assessment, formative assessment does not include diagnostic assessment, rather it is another dependent type of assessment that aims at diagnosing the students' 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, syllabi, curriculums and even teaching approaches, methods and techniques as well as teaching materials are to be made.

However, McKay (2006) thinks that diagnostic assessment is a part of a 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."(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 procedures by teachers in the classroom by the term on-*the-run assessment*. It involves teachers in observation followed by immediate feedback (remedy). *Planned-assessment* is also considered to be a formative assessment merely because it helps the teacher to target specific observation and/or plan language use tasks to check up learning objectives' acheivements 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 judgment about the students' learning acheivements.

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

Indeed, the reasons behind the necessity to develop an obvious understanding and the need to tackle language's tests ″which seeks to find out what candidates can do with the language to provide 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.″(Heaton, 1988, p. 5)

4-Findings and discussion:

4-1-Teachers' questionnaire

In fact, the questionnaire is a very useful and effective data collection procedure. Thirty-five 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 four 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's 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 the 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' careers in teaching English and most importantly third-year classes. There are four 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 is less experience in comparison with the last category of more than 20 years.

The second question is whether or not the respondents had taught third-year classes. Their answers showed that the majority of the 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 a 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 the 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 problem 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.

The ninth question seeks informants' points of view about the results of their students during the year compared 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' an 'rarely' were requested to justify their answers in question ten. In 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 based on only writing skill testing. It does not 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 could not. 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 should not be only in the written form. Including an oral test in the BAC, the 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 an 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 the 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 the 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 the 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, 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 making efforts to learn and acquire the language is demotivation brought about by the absence of oral tests 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 based on the new approach of CBA, which gives great importance to the concept of contextualization. It 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 based on 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 do not largely differentiate. In fact, there is a slight difference in the presentation of the BAC exam samples whereas 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, an overlapping gap should be filled in and taken into account in order to reach the ambitions underlined by the adopters of the Competency-Based Approach in Algeria.

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

BAC 2002	BAC 2012
Section one: Reading Comprehension It starts with a text of 295 words divided into 4 paragraphs. This section consists in six activities (questions), they are about: *Question 1*: Whether or not there are direct questions in the text, if there	*PART ONE: Reading* It is composed of two sub-parts: *A) Comprehension*: It begins with a text of 246 words divided into 4 paragraphs. This sub-part is composed of 5 activities (questions) the

are how many.

Question 2: Forming questions to the answers from the text (four different sentences from the text).

Question 3: Reference words (2 words with the number of their paragraphs)

Question 4: Matching 4 given titles with their corresponding paragraphs (a table to fill in)

Question 5: Filling a table with words from the text. The table is composed of 3 columns with a given example.

Question 6: Also, in a form of a table, the testees are asked to match words with their appropriate definitions (4 words and 4 definitions).

Section two: Mastery of Language

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'

answers to which are to be found from the text.

Question1: It is a true or false question where the testee writes **T** or **F** next to the letter corresponding to the statement. There are four statements from the letter **a** to **d**.

Question 2: The second question starts with the instruction of filling the table from the text.

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.

Question 3: 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.

Question 4: 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.

Question 5: 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.

so that it means the same as sentence 'b'.

Question 6: Reordering sentences to make a coherent paragraph (sentences ato 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 question 5)
6- Discourse (question6)
7- Phonology (question7)

Section three: Written Expression

In this section, testees are given two topics:

Topic one:

Testees are given a conversation between **A** and **B** to complete it.

Topic two:

Testees are asked to write a composition of about **150-200** words on the given topic. (argumentative text).

The second sub-part is :

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 is composed of forty words regardless of the four gaps.

The activities are ordered as follows:
-Lyxic (question 1)
-Morphology (question2)
-Grammar (question3)
-Phonology (question4)
-Discourse (question5)

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.

Topic one: 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.

In fact, it is clearly noticed that this topic has a close connection with the idea discussed in the text and accordingly it should have a connection with a unit dealt with within the program.

The testee has to follow the guideline given in order not to be out of the 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.

Topic two: 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.

5- Conclusion:

As far as a foreign language is concerned, including testing learners, oral proficiency would be a real application of CBA. However, it seems a hard task within the actual status of EFL in the structuralization of the Algerian secondary school; therefore, it is highly recommended to change the structuralization 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.

Therefore, structuralization 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 secondary school but also learning it in the different educational institutions especially the university. The latter 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.

6- Bibliography:

1- Bachman, L. F, Statistical Analysis for Language Assessment. Language Testing,

2- Docking.R, (1994) Competency-based curriculum, the big picture. Prospect.

3- Foucault. M, (1997). Discipline and Punishment, USA, New York, Vintage Books.

4- Grognet, A.G. Grandall, J (1982). Competency-based curricula in adult *ESL*.ERIC/CLL New Bulletin.

5- Heaton. J. B, (1988). Writing English Tests, USA, New York, Longman Groups UK Limited.

6- Pauline.Rea-Dickens and Kevin Germaine, (1992). Evaluation, UK, Oxford, Oxford University Press.

7- Penny McKay, (2006). Assessing Young Language Learners, UK, Cambridge, Cambridge University.

8- Rea-Dickens.P. Garner. S, Disentaglating the construct of Formative Assessment.

9- Richards J. C and Rodgers. T. S, (2001). Approaches and Methods in Language Teaching, USA, New York, Cambridge University Press.