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The Washback Effect of the Baccalaureate Examination on Teaching Practices

The Case of Third year Secondary School

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of foreign languages

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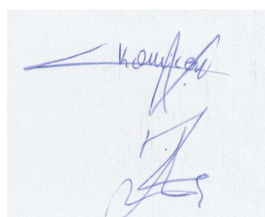
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2020/2021

Declaration

I hereby declare that the dissertation entitled “The Washback Effect of the Bacculaureate Examination on Teaching Practices” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

A handwritten signature in blue ink, appearing to be 'K. Bouffard', written over a light blue grid background.

Date

15/09/2021

Dedication

To my beloved:

Parents Allaoua and Massouda

Sisters Malika, Farida, Hassiba, and Nassima

Brothers Djamel, Mohammed, and Merouane.

(Kouicem Ouidad)

To my beloved:

Parents Rashid and Fadila

Brothers Nouar and Merouane

Sisters Hiba and Maya

Nephews Ayoub, Yakoub, Ayman, Melissa, Isra, and Lara

(Lalaoua Manal)

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Abstract

The influence of tests has been an issue of concern for many scholars and researchers particularly in the field of language- testing and it is commonly known as washback. Washback is of great importance in language- testing, as itay affect the whole teaching and learning act, which can be determined either positive or negative. Numerous studies have explored the way high stakes exam influence and often guide the teaching and learning process in the classroom. The present study is an attempt to investigate the washback effect of the Baccalaureate Exam of English on teaching practices including the type of activities, methods, strategies, and the materials being used inside the classroom. A mixed research was followed to achieve the above aime. A combination of classroom observations in Belhouchet Cherif secondary school, Zin Mouhammed Ben Rabeh secondary school, and 8 Mai 1945 secondary school in which six sessions were attended and the period for each is one hour, and a questionnaire administered to 15 teachers from the same schools were employed as data collection instruments. The data gathered by these tools showed that the teaching practices in non examination classes differ from those followed in examination classes. This can be explained by the existence of washback effect of the examination. In addition to that, the findings proved that the teaching practices were influenced both positively and negatively. On the basis of those results, some recommendations were suggested.

List of Abbreviations

- 1- ALM: Audio -lingual method
- 2- BAC : Baccalaureate
- 3- BEM: Brevet d'Enseignement Moyen
- 4- CBA : Competency Based Approach
- 5- CBALT: Competency Based Approach to Language Teaching
- 6- CLT: Communicative Language Teaching
- 7- EFL: English Foreign Language
- 8- GTM: Grammar Translation Method
- 9- L2: Second Language
- 10- MET: Michigan English Test
- 11- NCLB: No Child Left Behind
- 12- TOEFL: Test of English as a Foreign Language
- 13- WASL: Washington Assessment of Students Learning Tests

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General Introduction

a) Background of the Study

Value and fear examination and devalue the other aspects of learning and schooling. For teachers, the presence of examination affect how and what to be taught with the possibility of narrowing the course Objective to the one that could be faced in the day of examination in addition to the use of the teaching materials that qualifies and suits the format of the test (Marchant, 2004).

In language testing and assessment, the way the examination affects language teaching and learning is known as washback. In the early times of 1990s the washback effect start to be known in the field of language testing and assessment t (Green, 2013; Wall, 2012). Alderson and Wall are the founding fathers of washback by their recognition of it as a distinct and new emerging area of research in language testing and being the first researchers who gave the very first critical analysis for the notion of washback in a form of an article entitled ' Does washback exist? ' (Cheng, 2008; Wall, 2012). In this article writers tries to valid or to reject the existence of this phenomenon, they provide explanation and simple definitions concerning washback in case if it does exist is absolutely to be complex Phenomenon and even with all statements acknowledging its existence of some sort of relationship between the examination and the educational system, the existence of such a relationship was, at this stage, still unproved. Andrews (1994, p. 67) words, "washback is long on assertion but short on empirical study". In 1993, Hughes provides the first theoretical model of washback in which he explained further the washback effect by distincting three main components such as the participants, processes, and products . The first element embodies

both learners and teachers, materials developers, and the publishers. The second one indicates all the movements and the actions that have been done by the students. While the third one refers to what is learned and the quality of learning (Hughes, 1993, cited in Bailey, 1999).

b) Statement of the Problem

Testing, teaching, and learning constitute three interrelated and connected domains of applied linguistics. Teaching and testing are intertwined fields that are quite hard to deal with one field without being aware of the other. The correlation that occurs between language testing and teaching brings about improvements in both fields; the reason why most scholars tend to explain this relationship between learning and teaching as two sides of the same fence and testing as double edged sword. This connection can be further seen in the nature influence of testing on different aspects of language learning and teaching in general and on the foreign language in specific; this is what researchers called washback or the after impact of testing.

It was believed that language testing as a field has traditionally been concerned with the issue of test design, with much less attention to the consequences of tests on stakeholders, educational system, and society at large. Thus, if the examination is viewed from good angle, then it will reflect positively on teaching and learning but if it is viewed from a bad angle, it will certainly reflect negatively on teaching and learning by obstructing the development (Sima Sadeghi, 2014, p.547).

It has been long noted that high-stakes language exams have a powerful impact on language learning and teaching. It has been claimed that washback apparently rose when it comes to achievement tests as the Baccalaureate exam; thus, this National exam permits students' engagement not only in the university as well engaging in the life and society at

large, by acting like a real citizen with more rights and opportunities seeking to reach a higher level in all domains. This cumulative assessment is enough to give information about the educational outcomes and the educational system as whole, by giving good or bad reputation. The main goal in conducting this research study is to see whether the washback deeply influenced teachers' choices concerning teaching practices, in other words, it is an attempt to investigate and to check to what extent high-stakes exams specially BAC exam affect the type of activities, methods, strategies, and the materials being used inside the classroom. Research was carried out in three different secondary schools in Jijel in Belhouchet Cherif, 8 May 1945, and Zin Mohammed Ben Rabeh with the participation of third year students from different streams.

c) Research Questions / Assumptions

The study attempts to answer the following research questions:

1. Is there a difference between teaching practices in examination classes and non-examination classes that can be attributed to the washback effect of the Baccalaureate Exam?
2. How does the Baccalaureate Exam of English influence teachers' pedagogical behaviours including their choice of content, materials, and methods?

Based on the previous research questions, the following assumptions are formulated:

1. The teaching practices were affected by the Baccalaureate Exam positively and negatively.
2. Washback is likely to change the teaching practices including the choice of content, materials, and methods in order to raise students' scores in the BAC Exam.

d) Research Methodology

A mixed -method approach to data collection seemed appropriate. No single method is really enough to explain such complex phenomenon as the washback phenomenon. Hence, each method has its strengths and weaknesses; thus, the variation in methods is seen as the best way to draw a clear picture and to fully understand the problem. A mixed – research method including both qualitative and quantitative methods are going to be used in this study, in the purpose of achieving the main objectives, and to confirm or to reject the research hypotheses. Consequently, this research paper is going to rely on a questionnaire and a classroom observation. In this context, these two methods are complementing one another. The questionnaire is used for 15 teachers from Belhouchet Cherif secondary school, Zin Mohammed Ben Rabeh secondary school, and 8 Mai 1945 secondary school to have an idea about their teaching practices while preparing students for such valuable exam as the Baccalaureate exam and classroom observation in the same three secondary schools to check the certainty and the validity of data obtained.

e) Significance of the Study

The present study is of high importance as it determines whether the practice of high-stakes testing produces beneficial or detrimental consequences and whether the quality of language education is affected by these consequences. It also enables teachers and learners to voice their opinions to decision makers of the issue of more consistent reforms in the educational system.

f) Organization of the Dissertation

The structure of this dissertation follows the traditional simple model; it consists of a general introduction, two chapters, and a general conclusion. The first chapter gives an overview about the theoretical frame including language testing, the washback phenomenon, and its impact on language teaching and learning, the emphasis will be on the washback effects of high-stakes examination on Stakeholders. The second chapter is devoted to the practical work. It embodies the methodological procedure followed in the conduct of the study. It includes two parts: the first one provides a detailed description of the research design, the participants, and tools and instruments used for data collection; while, the second part represents an adequate analysis of the data obtained including both qualitative and quantitative data, to set an overall discussion with the interpretation of the main findings obtained throughout the research procedure. Besides, it attempts to valid or reject the aforementioned research hypotheses. Eventually, the research ends up with a set of suggestions and recommendations that may help students and teachers improving their testing strategies , and thus enhance EFL teaching and learning process.

Chapter One: Washback Effect in Language Testing

1.1. Introduction

Throughout the history of language testing, a plenty of works and research have been conducted about the effect of language testing on language teaching and learning. The present study portrays the complexity of the washback phenomenon in language testing. It describes the most important features of washback and language testing, including definitions about the washback phenomenon, types of washback, theoretical models, and its impact on learners, parents, teachers, in addition to policy holders. The aim of this chapter is to shed some light on the issue of testing the learners in the third-years classes in the Algerian secondary school, it also shed light on the impact of high stakes testing specifically the national exams, Baccalaureate exam, and how it really influences the EFL teaching and learning process.

1.2. Testing in Language Classroom

Language examination has always played a significant role in the lives of many individuals, functioning as a transitional step in education, employment, or transferring from one country to another. However, language testing is a complex social phenomenon; it is regarded as a "necessary evil" because it takes time and efforts. Language testing has aspired to be an independent academic discipline for the past 30years. Nonetheless, it has been suggested that it cannot be separated from research on language teaching. So what a test is?

1.2.1. Definition of a Test

A test is defined as "a method of measuring a person's ability, knowledge, or performance in given domain." (Brown, 2000, P.3) in the same line of thought, Richard et al.(1985) claimed that a test is only a process and just tools to measure the linguistics

knowledge(competence) and student's abilities(performance). While Bachman defined a test as "measurement instrument designed to elicit a specific sample of individual's behaviour..... A test necessarily quantifies characteristics of individuals according to explicit procedures."(1990, p. 20). Meriam Webster defines as well a test as"tool for measuring the skills, knowledge, intelligence, capacities, or aptitudes for an individual or group", this is quite similar to Beckman's definition (1990) in which he puts a deemed emphasis on the concept of measurement and qualification. Putting all these together, a test can be seen as a systematic process of measuring knowledge, behaviours, skills, aptitudes, and beliefs according to explicit rules and benchmarks (Mohamoodi – Shahrebabki, 2014, 2015) It is also a way to identify the gap in the learner's abilities to learn and to acquire knowledge because testing played a powerful role in the society in general and in the life of individuals in specific.

1.2.2.An Overview about Testing, Assessment, and Teaching

Testing and assessing are popular and sometimes misunderstood terms in current educational practice. One might think of them as synonymous terms, but in fact they are not. This is because testing is one kind of assessment, one which is typically used at the end of a stage of instruction, when the learners develop their abilities to produce their performance, knowing that their responses are being measured. On the other hand, assessment is a more inclusive term: it refers to the general process of checking the learner's progress. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subsequently makes an assessment of the student's performance. So, assessment is a broader concept in comparison to testing, but it is part of the whole process of teaching and learning. (Hedge, 2007)

However, one may ask whether all teaching involves assessment. In fact, students must have the freedom to experiment, to try out their own hypotheses about language without feeling that their overall competence is being judged in terms of trials and errors. So learners must have the opportunities to try the language without being formally graded. Teaching sets up the opportunities for learners to listen, think, set goals and receive feedback from the teacher.

Brown (2004) designed a diagram showing the relationship between testing, assessment, and teaching.

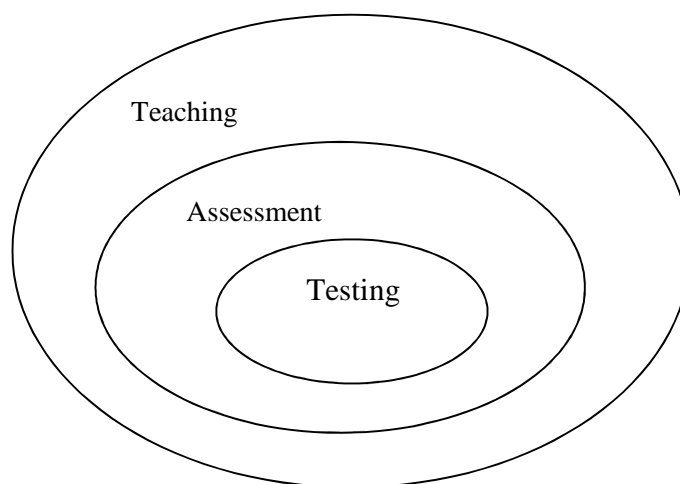


Figure 1.1. The relationship between testing, assessment, and teaching

Brown's diagram shows that there is an overlap relationship between testing, assessment, and teaching. That is to say, in the process of teaching, the teacher provides instructions and activities and makes assessment in order to evaluate the students' performance i.e. what they learn and they receive, acquire, and produce in the classroom.

1.2.3. Types of Language Tests

Language tests can be divided into different types depending on many criteria. Thus, tests can be classified on the basis of their purposes as well as the information they provide.

1.2.3.1. Low-Stakes Examinations

Low-stakes tests would be used to confirm how a school system is doing as well as what have been achieved by learners early and throughout the semester and it enables them to ameliorate their performance, identify learning problems, and using assessment tools that have no direct results on students. Those exams help students to practice and learn from their mistakes focusing on a particular element or content in a course. Low-stakes assessment can be made through assignments or mid-term projects in a form of formative assessment which allows to provide a feedback to teachers about their students' achievement, also it leads the students to have a view of their mastery and understanding of the subject matter.

1.2.3.2. High-Stakes Examinations

Writers in the field of language testing share the same assumption which is that high-stakes exams have a direct impact on the content of teaching materials which they saw as an evidence of washback (e.g. John and Wong, 1981; Fullilove, 1992; Pierce, 1992; Shohamy,1993; Shohamy et al., 1996). What differentiates a high-stakes test from a low - stakes test is not its form, how the test is designed, but its function, how the results are used; for example, if a test has an important outcome like receiving a high school diploma the test will be a high-stakes test; whereas, for a low-stakes exam the results matter to teacher or students only as it has been mentioned before. So, a high-stakes test has a huge effect compared to Low-stakes exams. A high-stakes test has significant outcomes for the testers, it comes in a variety of forms such as standardized tests of language proficiency, tests for promotion from grade to grade, and graduation or school exit examination. Concluding what have been discussed before, Corbett and Wilson 1991 states 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" (1991, p. 27). In Algeria, there are three high-stakes exams, the first one is the primary education exam (pupils In Algeria, there are three high-stakes exams, the first one is the primary education exam, pupils pass this exam after studying five years to go to middle school; the second one is BEM exam, pupils do it after four years of studying to pass to secondary school; and the third one is the BAC exam which is done after three years of studying and it represents a visa to Tertiary education.

1.2.3.2.1 The Baccalaureate Exam

In Algeria, English is used as a foreign language, and the Algerian students are supposed to take a final achievement test at the end of their secondary education which is the BAC exam to test if they reached the final integration objectives. The Algerian English foreign language (EFL) Baccalaureate is a high-stakes exam which seeks to assess learners' achievement and their critical thinking, also, BAC exams are official exams designed by the Ministry of National Education each year to evaluate the third year secondary school students. Those who succeed will pass to carry on their education at the university, like what Benmostafa Nawel (2014) has stated in the sense that:" a high-stakes school-leaving examination. Not only it is 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" (2014, p. 143). The exam paper is a traditional way to assess students mastery of what they studied chosen by most test designers, Koksai, D. and Ulum, Ö.G, mentioned that: "an exam paper is a traditional way of assessment – being the common choice of teachers

evaluating the learners degree of success in a particular lesson in which the necessary cognitive ability of students is determined through the exam scores." (2018, p. 2); it means that the Baccalaureate Examination determines their cognitive abilities through their scores or grades.

1.3. The Washback Phenomenon

The needs for a better education drive to the demand of a phenomenon that may bring about beneficial changes on the process of teaching and learning; this is what researchers named washback. At the early times of 19th century, test influence was a centre of attention of many scholars in the field of education in which they conducted several studies about it; however, most educationalist focused on test design rather than being much interested on the effect tests have on educational staff and teachers. This lead to the appearance of washback by being known and mostly used in the work of applied linguists.

1.3.1. Origin

The notion of washback is common in language teaching and testing literature, and what happens in the classroom can be directed by tests; this influence of tests on teaching is known as 'backwash' or 'washback'. Since examinations have important consequences on the teaching and the learning of a language, many writers have written about it like Vernon 1956; Davies 1968; Kellaghan, Madaus, and Airasian 1982; Alderson 1986; Morrow 1986; and Pearson in which they have shown that testing and teaching are part and partial; moreover, they are two facets of the same coin so that it cannot be worked in a field without involving the other in.

However, it has been looked at the relationship between the two terms from different assumptions.

Before the 1990s, researchers referred to the impact of examinations in education by various terms; for instance, *test impact* by Bachman and Palmer, 1996, *systemic validity* by Messick who referred to it as "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of influence and actions based on test scores or other modes of assessment"(1989,p.5), *measurement-driven instructions* by Popham in which he stated that "it is the most cost-effective way of improving the quality of public education"(Popham, 1987, p.679-682), curriculum alignment by Webb in 1997 , it is referred to as "the degree to which expectation (i.e. standards) and assessment are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do", *backwash* by Biggs in which he said that "students learn what they think they will be tested on. This is backwash, when the assessment determines what and how students learn more than the curriculum does. In a poorly aligned system, where the test does not reflect the objectives, this will result in inappropriate surface learning" (Biggs, 2003, p. 140).

In 2006, Tzagari conducted a research in which she elucidated the exploration of this phenomenon through designing artificial framework; her framework is divided into three phases that clarified the development of washback over time. The three phases are pre-1990, the 1990's, and the post1990's. Although education seems to have always been aware of the effect of tests on educational program teachers, and learners; although, still no one counted for it, this what Tzagari named pre-1990's phase. Washback effect term come to birth in the early of 1990's, the 1990's phase, which was supposed that tests have an impact on teaching

practices, this impact is technically called washback effect. It has successfully been known after the publication of the work of the two prominent language testing researchers Alderson and Wall(1993) 'Does Washback Exist?' ,they were the first to be confused about what is the nature of examination and how it relates the effect of tests on the teaching process. Importantly, for a more theoretical the researchers propose a set of hypothesis as it is stated below:

- 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 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. (Alderson and Wall, 1993, p.p. 120-121).

The last phase knew a further analysis and explanation of the nature of this phenomenon through the development of a set of models, what Tsagari named “reality phase”.

1.3.2. Definition of Washback

Much has been written about the influence of testing on teaching and learning i.e. washback. It is commonly believed that examination affects teaching and learning as stated by Alderson and Wall (1993, p.1) who stated that “tests are held to be powerful determiners of what happens in classroom” and that “what is assessed becomes what is valued, which becomes what is taught”(Mc Ewen, 1995, p.42); thus, the way which examination influence the whole teaching-learning process is commonly known as ‘washback’ or ‘backwash’. The two terms are used interchangeably; for example Alderson claimed that "there is none" (2004, p.9).Despite this, the term washback is preferred to be used in British applied linguistics (Cheng and Curtis, 2004:5); furthermore, it has become commonly used in language teaching and a key concept in the testing literature.

Yet, many educationalists have indicated that few explanations of this concept are available. It has been defined in New Webster's Comprehensive Dictionary as “the unwelcome repercussions of some social actions”. Another definition found in Collins Cobuild Dictionary of English Language which defined it as “ the unpleasant after effects of an event or situation”; also, it has been defined in Merriam Webster's Electronic Dictionary as “a backward flow of movement produced especially by a propelling force”; whereas, a large number of definitions are provided by many researchers who brought different meanings of this concept. Starting from 1988, Pearson believed that washback can be a potential means of educational reforms, he said that "it is generally accepted that public examinations influence

the attitudes, behaviours, or teachers, learners, and parents"(1988, p.98). In relation to Pearson's definition, Cheng (2005) showed the influence of the external examinations on the attitudes, behaviours, and motivation of teachers and learners. Shohamy (1992, p.p. 513-521) supported this idea in which he said that this concept is the result of the strong authority of external testing and the major impact it has on the lives of test takers. Buck (1988, p.17) claimed that "testing drives not only the curriculum, but also the teaching methods and students' approaches to learn", Pierce (1992, p.687) shared the same idea which is that "washback is the impact of a test on classroom pedagogy, curriculum development and educational policy". Alderson and Wall (1993) defined washback as the extent to which a test influences language teachers and learners to do things, Messick goes with Alderson and Wall (1993) and said that this term refers to the extent to which the interaction and the use of a test influence language teaching and learning to do things learners would not otherwise do that to promote or inhibit language learning.

In addition, Tsagari (2006) considered washback as one dimension of impact in accordance to language testers' perspectives; she relied on Wall (2005) to explain the relationship between washback and impact. In her point of view, washback is frequently used to refer to the effect of tests on teaching and learning, and impact refers to "any of the effect that tests may have on individuals, policies, or practices within the classroom, the school, the educational system, or society as a whole"(ibid, p.291). Bachman and Palmer (1996) do not clearly distinguish between washback and impact; they think that washback can be best considered within the scope of impact. In relation to what is stated above, the concept of washback is defined from two various perspectives, a narrow definition that shows the impact

of tests on teaching and learning, and a wider definition that points at the effect that happens in the classroom.

1.3.3. Types of Washback

The connection between language testing and language teaching can be seen from a bound called washback. The word washback refers to the effect tests have on teaching and learning. Before the 19th century, there was a belief that tests can drive the learning and teaching process either in a good or bad way, yet still there is no such word that may convey that meaning until the early times of the 19th century, when researchers finally acknowledged and been aware of the crucial role tests have, by suggesting the word "washback" to describe that impact.

The term washback seems to be strange and ambiguous to many, but nowadays most linguists and test researchers use the word frequently in their works. The needs for a better understanding, researchers in the field tried their best to clearer the image and provide a comprehensive explanation through conducting a numerous research on the concept of washback. (Alderson & Wall 1993) noted that "tests can be powerful determiners both positively and negatively of what happens in the classroom." Generally washback can be described either positive or negative according to the quality of the tests done by the teacher and its content, in addition to other factors such as, classroom environment, the syllabus design, the different approaches and methods used by the different participants within the context, positive (beneficial) and negative (harmful). The former is when the assessment used to reflect the skills and the content taught in the classroom, so it gives beneficial changes in language teaching and learning while the latter is when the curriculum is driven by the

assessment leads to undesirable effect on teaching and learning (Bachman 1990.) This appears especially in high stakes exam testing such as Baccalaureate exam.

Buck wrote 'There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom (referred to as washback by language testers) is, of course, very important; this washback effect can be either beneficial or harmful' (Buck, 1988). From Buck's quotation is noticeable that there is an interrelation between the tutor and his /her students to fairly describe the types of washback depending on the importance of the test taken. Moreover, he asserted that washback could be either constructive or destructive therefore; it depicts two types of washback (negative or positive) as it is illustrated in the following figure:

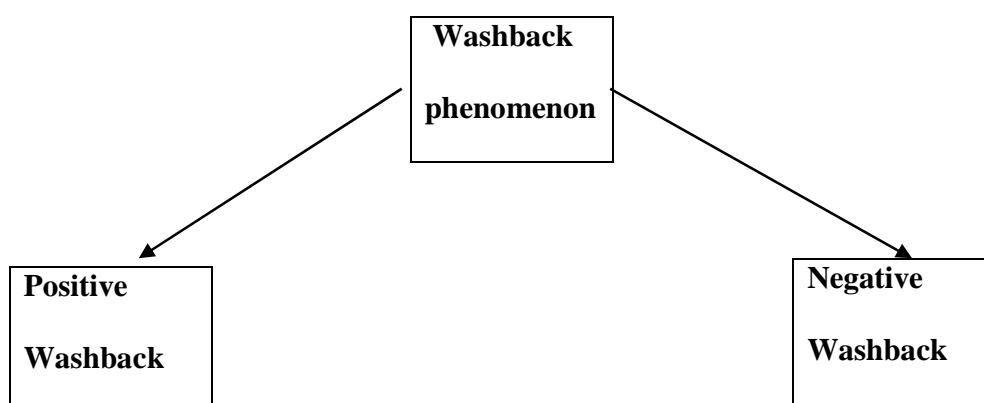


Figure 1.2.Types of Washback (Azmi et al., 2007, p.4)

1.3.3.1. Positive Washback

Large number of testing researchers who have seen washback from a positive angle agreed on the point that washback happened when numerous variables are displayed

cohesively as classroom setting and realized when it is possible to bring about beneficial changes in teaching through making changes in the examination. The function of tests is to cultivate the thought of deep rooted learning. Tests shall be used to get students paying more attention to the lesson and to prepare more i.e. tests motivate students to work harder to have a sense of accomplishment and thus enhancing learning process. According to Alderson and Wall (1993), instructors and learners will be spurred to satisfy their education and learning goals. Teacher's choices of tests play a pivotal role in achieving positive washback, they are recommended to well select tests that directly reflect the teaching goals that are already. (Gates, 1995, p.p. 101-106) propose that a positive washback exists when course and test Objectives overlooked or considered i. e what is taught have to be what is assessed, (Brown 2005, p 245.) promote positive washback through listening a number of suggestions including design the test on sound on the theoretical principles. (Bailey1996) "Use direct testing ", (Hughes, 1989), (Wall, 1996) "use a variety of exams formats." Hughes (2003) claimed that goals have to be designed on the purpose of discovering whether the teaching goals have been achieved or not ; for instance, if the goal is to make people able to write composition, they will be given a test in which they write a compositions. On the other hand , (Person, 1998 ,p.107) contented that a great test can be utilized and outlined as advantageous educating learning exercises, so as to energize a positive teaching- learning prepare. Moreover, the educational/societal framework which is controlled by the test holders who speak to the significant part within the victory of the learning as they have to specialist control to realize the objectives of educating and learning such as submitting of unused courses readings and modern educational programme to advance the quality of instructing. The table underneath portrays the divers highlights of positive washback.

Table.1.1. Features of Positive Washback. (Yi-Ching Pan, 2009. P. 261)

Positive washback	
Classroom settings	<ol style="list-style-type: none"> 1. Tests influence teachers to finish the syllabus in the prescribed time limits. 2. Tests encourage students to do their best to have a sense of fulfilment and thus promote learning. 3. Good test can be utilized and designed to be as a model to enhance the learning and encourage students to be positive towards the high stakes exams.
Educational/societal system	Decision makers use their authority power of high stakes exams to reach the goals of teaching and learning. Such as the implementation of new curricular and textbooks.

1.3.3.2. Negative Washback

Alderson and Wall (1993) referred to the negative washback as "an undesirable affect on the teaching and the learning of a particular test". Test researchers claimed negative washback can be present when tests effect negatively the teaching and the learning of a language, that causes for harmful results on the exam, which means that the main focus is on test preparation(teaching to the test), rejecting other learning activities thorough the narrowing down of the curriculum. Based on this perception, Shohamy (1992, p.p. 513-521) said that the test will lead to the narrowing of the content in the curriculum, what students learn is test language rather than total phases. Earlier, Vernon (1956, p.166) claimed that examination 'distort the curriculum' he said that teachers preferred to deselected subjects and activities which did not contribute directly to passing the exam. Moreover, the negative influence of tests on teaching and learning may occur when teachers lose autonomy when

focusing on exam related content tests preparation. When the major focus is given just to test preparation without taking into account other classroom activities, students on the day of the exam may find something that they have never been taught before; thus, what students learn are test-taking skills rather language activities (Wiseman,1961, P.21). Taylor asserted that "Negative washback is said to occur when tests content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context"(Taylor, 2005, p.154). As a result, teachers teach what is to be tested and resort to ignore the activities and subjects that do not have relation with the content of test.

Another perception given by researcher on the sense that test can not reflect the educational goals, Bailey (1996, P. 269) mentioned that"...can be positive or negative, to the extent that it either promotes or impedes the accomplishment of educational goals held by learners" i.e. the test disrupts or fail to reflect the learning principles and /or the course objectives that should go hand in hand (Alderson and Wall, 1993, p.5). In parallel, Cheng asserted that those tests may fail to create correspondence between the learning principles and course objectives to which they should be related. The different features of negative washback can be summarized as it is mentioned in the table below:

Table.1.2. Features of Positive Washback (Yi-Ching Pan, 2009, p. 261)

Negative washback	
Classroom settings	<ol style="list-style-type: none"> 1. Tests foster teachers to narrow the curriculum and forfeit the instructional time, this lead to "teaching to the test" 2. Tests create a mood of anxiety for both teachers and students. 3. Students may just learn what is to be tested, but do not learn to the real-life of knowledge.

	4. Cramming lessons effect negatively the students' motivation toward test preparation.
Educational/societal system	Decision makers influence negatively by the teaching process and use tests as a lever of change to promote their political agendas.

1.3.4. Theoretical Models of Washback

Writers in the field of education have written about the crucial role of the examination and its impact on what happened inside the classroom. The term 'washback' has been introduced first through the publication of an article by Alderson and Wall (1993) under the title 'Does Washback Exist?', at the early time of the 1980s, there was not any published work which represents test influence. This article has influenced all the work that come next concerning that phenomenon; this returns to the fact that their article was the first to introduce the notion of washback effect. Alderson and Wall supposed fifteen hypotheses relating to teachers and their teaching practices, learners, test consequences.....etc. Their main objective was to serve the questions that the coming research studies would pose, they point at the idea that when dealing with how washback operates, there may be other factors to be taken into account rather than test design such as teachers' lack of understanding of materials, school management problems and difficulties in resourcing. It also deals with the different methodology in order to get an idea about participants (teachers and learners), and perspectives about washback, they include direct classroom observation as a useful method for the investigation of washback. In general, when conducting researches concerning this phenomenon, the researcher has to have an idea about the educational context, the nature of the test, and the research literature.

In 1996, Alderson and Hamp-Lyons reshaped the fifteen hypotheses mentioned in the work of Alderson and Wall as it is shown below:

“Tests will have different amounts and types of washback on some teachers and learners than on other teachers and learners. The amount and type of washback will vary according to:

- (1) The status of the test (the level of the stakes);
- (2) The extent to which the test is counter to current practice;
- (3) The extent to which the teachers and textbook writers think about appropriate methods for test preparation ...; and
- (4) The extent to which teachers and textbook writers think are willing and able to innovate...” (Alderson & Hamp-Lyons, 1996, p. 296)

In 1994, Hughes claimed that Alderson and Wall's hypotheses should be more precise; thus, he categorized the types of the impact to make it more adequate. He divided the main three aspects effected by the washback namely participants, process, and product. According to Hughes, participants refer to all who's their works and perceptions are affected by the high-stakes exams. The process refers to the actions done by the participants in relation to the learning process. Finally, the product is referred to as “what is learned and the quality of learning” (ibid).

Assembling the previous theoretical Models, Bailey came up with another model which is 'Basic model of washback'. As it is presented in the figure 1.3., she stated a specific number of different participants and the kinds of products that might be influenced by a test, and how this latter can have an impact on other products.

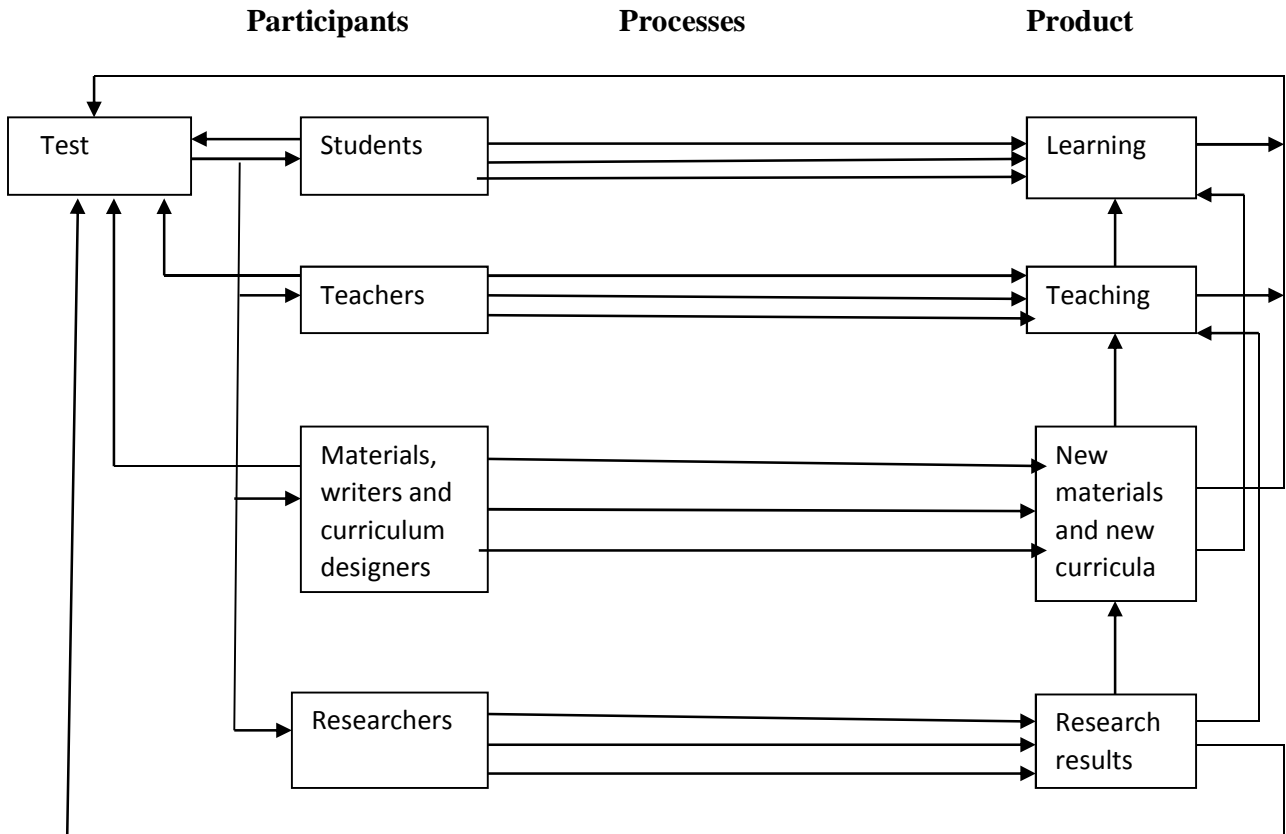


Figure.1.3. a Basic Model of Washback

Additionally, she categories five related hypotheses from Alderson and Wall (2,5,6,8, and 10) under the title of 'Washback to the Learners' and other six hypotheses under the title of "Washback to the Program' (1,3,4,7,9,and 11). Also, she dealt with obstacles that may face the researcher when investigating washback specifically working in natural setting i.e. classroom observation. Along with Alderson and Wall (1993) and Messick (1996), Bailey, in her turn, pointed at the fact that explaining to what extent what happened in the classroom have to be explicitly related to the introduction and use of the test if this is considered as washback.

1.3.5. Washback Effect of the BAC Exam on Stakeholders

1.3.5.1. Learners

One main reason that pushes students to work hard is the exams in general and high-stakes exams in specific, also still there are students who really enjoy studying the language. Regardless to this, the main important objective is passing the exam. This focus leads students to obtain strategies like memorization of repeated items and to focus more on test items, this drives to the lack of productivity in learning and incapability of communicating; moreover, if the teacher bring further information, the students will not focus and ask him/her to focus only on items they need to pass the exam. First, Hughes' study (1988) in Turkey showed that students performed and scored better because they were more acquainted with the content that allowed them to adjust their learning styles. Second, Bachman and Palmer (1996) assumed that there are three distinct phases of washback impact on learners: the first phase is while they are preparing themselves for the exam, the second phase is when the results are announced, and the third phase is when serious decisions are being made on the basis of their results. Andrew's et al (2002) in their Hong Kong study argued that "the inappropriate use of these phases 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).

1.3.5.2. Parents

When students are having an exam, their parents feel stressed and anxious especially when it comes to high-stakes exam such as the BAC exam. Their fear from failure make them try their best to help their kids to succeed, by reducing for example their kids' time spent on

watching TV, playing, and using the internet. Fuhrman et al (2015) pointed at the idea that what students have achieved is highly affected by parental involvement. Besides this, parents may prepare their kids physically and psychologically to reach high scores no matter how it costs; therefore, lot of them think that special courses are helpful and very important to succeed, since it gives them more potential for a better understanding of the points they do not really understand inside the school. Whereas, psychologists argued that those extra sessions may affect negatively the learning of the language due to the extra efforts done by the learners which effect in its turn the mental capacities of the learners, also it takes more time to the point that students won't be able to manage the revision of the other subjects at home.

1.3.5.3. Policy Holders

High-stakes exams affect the institution, the teaching staff, the educational jurisdiction, and school's reputation and its educational system, that's the reason why the institution gives more emphasis to those tests. In the same context, Goldhaber (2015) said that students' success and progress are gauged using standardized tests and that the 2001 passage of the '*No Child Left Behind Act*' led to measure institution quality based on test scores, not only on the institution's reputation that is measured by the scores but also the teacher. Policy holders use the BAC exam as a helpful tool to evaluate the educational system, to compare between school, and to introduce reforms to improve the educational system; so the main focus of the Algerian Ministry on National Education do their best to provide all what is important for the success of those examinations particularly the BEM and the BAC exam. Based on this idea the scores are given the main attention, Madaus (1988) concluded all what has been discussed above and says 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 system, schools, teachers, and children. When this happens, of course, both instruction and the test are injured" (1988, p. 43).

1.3.5.4. Teachers and Their Teaching Practices

1.3.5.4.1. Teaching Resources

The teacher's choices of using a set of specific resources that able the students to familiarize and engage themselves in the learning process. Andrews et al (2002) argued 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) (Cited in Sid Ahmed Berrabeh, 2019, p. 21)

Contrary, Lam (1993) used the term "text washback"referring to the impact of high stakes tests on teaching materials (cited in Tzagari 2007). Text book writers designed the text book following the exam oriented materials, suiting both teachers and students' need during the exam preparation. Text books are the widely used materials here in public schools of Algeria. Most teachers follow its content and instructions in conducting their teaching. In fact, text books are subject of alteration whenever there is a change in the exam formats. This latter may include, textbook content, how they are applied inside the classroom and its impact on student's performance in the exam. Speaking about teachers, Andrews (1994), in term of curriculum found that teachers are spending much time using exam papers, while NiKolov (1999), based on his experience and observation, noted that tutors still following the old traditional method in their tutoring mainly the grammar translation method and audio-lingual

method. Through the teaching approach adopted in the text books used here in Algeria is CBALT (Competency Based Approach to Language Teaching), in the case of BAC exam, teachers generally used past exam papers and annuals. Accordingly, it is very helpful for the students to at least have a full image about how the test is going to be its formats and type of activities but in fact it is very unhelpful for the teachers in terms of time by devoting most of the time working on exam oriented materials and e efforts by giving extra sessions to deal with which is a mistake.

1.3.5.4.2. Teaching Methods and Techniques

In one way or another, tests affect the teacher teaching methods and techniques. Stretcher et al (2004) in his work the effect of Washington Assessment of Students Learning Tests (WASL) showed that, test techniques play a crucial role in forming the teaching practices of teachers who used test result as a methodology in teaching. From the same perspective, Alderson and Hamp-Lyons (1996) found that teachers even they are teaching the same content, objectives, and goals but still are somehow divergent in terms of the TOEFL. Test on teacher's activities while preparing students for the exam.

Teacher's educational background and beliefs concerning teaching attitudes towards the exam play a major role in the way lessons are prepared and represented (quoted in Tsagari 2007). Examining past exam papers and explained each item separately is the old and most common techniques between teachers that tend to prepare students for the day of examination. In Algeria, teachers are required to follow the instructions of the Ministry of National Education, CBA. However, in real life it is totally different, teachers find themselves in much situations obliged to use GTM to translate sentences and words for the learners and learners in their own learned needed grammar and vocabulary for the exam. This obligation is due to the

syllabi. The learners find the syllabus somehow hard and dry, nothing interesting in it only memorising.

Struman (2013), through the teacher's questionnaire came with the result that the majority of teachers, not only English, in all disciplines are highly influenced by the national test. The findings showed that teachers teach test taken strategies, the only difference between them is time consuming on the preparation, materials used and approaches followed (p.p. 261-273).

In Algeria, most teachers adopted the "teach to the test" approach. Teachers, using this method, tend to prepare students for the official and formal tests. For a long period of time, this approach has been used in all schools, but it was claimed that this approach is not that good, since it limits the teachers and puts a deemed emphasis on memorization of isolated skills which is known as "drill and kill" instead of ensuring that the learners really got the topic, mainly because learners are interested in memorising to have good scores in the exam, rather than developing their logical thinking or enjoying their learning. As a result, we can distinguish between curriculum and item teaching. The former necessitates a set of instructions aimed at a certain body of content knowledge or a set of mental skills reflected by a test. The latter refers to a teacher's decision to focus his instruction on things that are likely to appear on a test, rather than on subjects that are unlikely to appear on the exam.

The purpose behind "Teaching to the test" or "Items teaching" is not to force the learners to be critical thinkers, but to understand what they are doing instead. The aim is to gauge the arbitrary knowledge that the students learn by heart. Like in the case of preparing students for the Baccalaureate exam is expected to have good marks in some skills like reading in reading comprehension only because they have already memorized some key points

that fairly well to understand the text with knowing what the passage is about. Educators tried to find a good method, a methodology that suits both teachers and students. Yet, the parents and the institution's view enables student's achievement in standardized tests. From the educational side, it is commonly believed that good scores means good and excellent students , students then are obliged to score well in the official exams . This good reputation pushes the parents to search for the best ways to make their children got well.

Teachers try to follow test- taking techniques by explaining important words that may be used in reading part using the mother tongue or the L2 and ask them to memorize. The majority of teachers tend to follow the text book only in the first and the second semester; while in the third semester most of them organize sessions plus extra sessions to train them via working on exam- oriented materials. Instead of teaching the whole curriculum, teachers, by experience, concentrate on grammar and Lexis in the need for scoring well in BAC exam. The Algerian teachers followed this methodology due to several reasons, namely, time allocation which is insufficient to cover the whole curriculum in addition to student's results, and the scores play a big role in giving good or bad reputation to the tutor, reflecting his /her competencies in teaching. As much as this methodology is good it is as well had a bad impact in terms of credibility and had a bad teaching quality; besides, neglecting the major goal of English language education which is to develop learner's communicative competence.

1.3.5.4.3. Syllabi

Nowadays, teachers become less creative due to testing limits. In high stakes exam, teachers put an exceptional attention on some skills rather than the others, trying to make the skills that will be included in the examination a circle of attention namely the productive skills

(reading and writing). This impact represents the narrowing down of the curriculum to the items that would be measured (Alderson and Wall, 1993). This narrowing would reduce the student's communicative competence and their chances in developing the needed competencies while communicating with the differing others. Educators are no longer teaching the learner's to feel free in their answers without boundaries (answer's numbers) regardless to its certainty. The most important thing in learning is communication and to let them express themselves without limiting them with the numbers of the words or expressions, to let them know that there can be more than one answer but rather, they are teaching them how to refer to the text and get correct answers. Obviously teachers assign no time for the activities concerned with receptive skills (listening and speaking). Thus, official tests have an impact on the way of lecturing, what to be included and how.

Several studies have found that curriculum design is highly influenced by tests. Teachers organized and planned their courses on exam oriented classroom items, and aided students to pass the test through "teaching to the test". Various research showed that the washback effect on the curriculum. Li (1990, p.p. 393-404) in his work concluded that after the appearance of MET, students were exposed to all language skills (reading, writing, listening, and speaking.) However, teachers gave a great attention to the skills that were measured in the test specifically the reading skill as it carries the most marks. For a further support, Alderson and Wall (1993), asserted that the new O-level exam in Sirilanka profoundly influenced the content of language syllabi. Both researchers came to the result that, teachers gave very much time to skills gauged in the exam, mainly reading and writing with the ignorance of other skills to a certain extent (Alderson and Wall 1993 mentioned in Tsagari 2007).

From the same perspective Lam (1993:1994) observed that the majority of teachers pay a great interest on the sections that have the heaviest weighting in the test, parts that count and obtained good scores, as well the ones that most of the sessions in the time table devote for them. He assumed that such impact may result in a good or in a bad way. It can be beneficial when authentic materials are used and it can be unfavourable when teachers limit their teaching to the items that only assessed into the test (mentioned in Tsagari 2007).

Shohamy et al (1996) by contrast, assumed that the low stakes Arabic exam changed in the first place the curriculum while, high stakes exam deeply affected the syllabi. Speaking about the high stakes exam, teachers confirmed that they spend most of the time to activities like debates, dress discussion, questions, and speeches since test is dealing with the oral skills and those students need to be well prepared.

Through a long journey of observation and after the analysis of 118 lessons in the high school in Hungary, NiKolov (1999, p.p. 221-241) informed that the lesson activities are all about question-answer, translation, reading aloud, and grammar activities in the form of substitutional drills. The researcher came up with the result that such kinds of activities were only language examination techniques.

Through the student's questionnaire, Paris et al(1991) concluded that official tests in the United States actually obliged the educational system and staff, specifically teachers, to devote the whole time dealing with the items that students may faced on the examination and eliminating the ones that have been not assessed(Tsagari, 2007, p. 17)

In their comparison between Pennsylvania and Maryland in term of high and low stakes exams, Corbett and Wilson (1991, p. 27) deduced that in the case of the high stakes exam, the

narrowing of the curriculum has a destructive effect concerning tests results. This is why they make some changes in the curriculum, they strongly confirmed that the curriculum was too specific compared to Pennsylvania, and the students are not pleased with this modification. When the examination get closer, teachers try their best to make students succeed and got good scores.

1.6. Conclusion

The review of the literature in this chapter gave an overview of the theoretical background concerning high-stakes exam, specifically Baccalaureate exam (BAC). It is an attempt to examine the concept of washback phenomenon and its impact on teaching and learning; in addition to the description of the main notions related to the concept of washback by shedding some light on the origin, definition, and its types, both positive and negative. Speaking about washback means speaking about language testing, it mainly intricates the relationship between testing, teaching and learning. This chapter has dealt with the definition of test, its types and its characteristics. Washback has an essential role in affecting either positively or negatively the students, and their parents, the educational staff including policy holders, teachers and their performance. Overall it has a crucial impact on the curriculum, materials used for educating, and the teaching methodology.

Chapter Two: Fieldwork

2.1. Introduction

The previous theoretical chapter reviewed the literature of the research topic. The practical chapter deals with the methodology of the research. It is considered as the most crucial phase in the whole work. It plays a pivotal role in the success or failure of the work in terms of validity and credibility. The aim of the present study is to provide a concrete picture of the washback effect of the Baccalaureate Exam of English on EFL teaching practices. In this chapter the researcher made a deep investigation and description of the research design of the work in order to obtain insightful data. It showed the kind of instruments and research tools used by the investigator in collecting data such as the use of a questionnaire for EFL teachers and classroom observation, in addition to examining the population addressed in this study.

2.2. Research Design.

The first section provides a short description of the methodology procedure followed in the present study. It mainly gives information about the research tools, and the participants involved in the current study. In this case, the researcher relied on using different research methods and data is gathered from a variety of instruments and resources. The review of the literature showed that washback is a multi-faceted concept that must be investigated systematically. Therefore, a mixed research was followed to address this complexity and to provide an enriched understanding of the research problem. A combination of a classroom observation and a questionnaire were employed as data collection instruments.

2.3. The Participants

The research was conducted at different public secondary schools in Jijel. The target population consisted of a total of 15 secondary school teachers. The sampling was purposely chosen where the researcher carefully selected three teachers from three different secondary schools who were assigned two levels (examination and non examination classes) in order to involve them in the comparison. The remaining 12 teachers were randomly chosen from other secondary schools in order to include them in the administration of the questionnaire.

2.4. Data Collection Instruments

Several methods can be applied in gathering data during a research study. In the current study the researcher used two research tools to answer the research questions: a classroom observation and a questionnaire.

2.4.1. Classroom Observation

One effective way in data gathering is through Observation. Having feedback from observation is very crucial and powerful act. It has been considered as good research instrument that most researchers counted on in describing people's actions, attitudes, and behaviours. Cohen (2000, p. 305) maintained that "Observational data are attractive as they afford the researcher the opportunity to gather data from live situations". Over all classroom observation aided the researcher to extract data from its natural settings to avoid having fake and false information, to be more reliable and valid.

The major reason behind observing third-year classes is to experience the direct observations of the situation where an examination is used. A total of six secondary classes were observed for a period of over 15 days in three different secondary schools: Zin

Mohammed Ben Rabeh, 8 May 1945, and Belhouchet Cherif in kaoues. In each school, the researcher attended an examination and a non-examination class taught by the same teacher. It was not possible to attend all the classes in the same secondary school because most teachers were assigned one level and thus it was impossible to involve them in the observation. In order to facilitate the classroom observation, the researcher relied on an observation checklist based on three main criteria: the content, the materials and the methods used.

2.4.2. The Questionnaire

The questionnaire is a traditional data collection tool. It has been defined” 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 research instrument aims to gather as much opinions as it is possible of the sample population from one hand and gain both qualitative and quantitative data from the other hand. While giving the opportunity to appropriately describing the analysis and discussion of data obtained. Since 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(Wilson &McLean 1994). The questionnaire target is providing data about teachers' perceptions concerning the washback effect of the BAC exam on teaching practices. It gives information on their intention behind classroom behaviour and activities.

2.5.2.1. Description of the Questionnaire

The Teachers questionnaire is a combination of different types of questions. It includes 26 questions: 5 open-ended questions, 6 close-ended questions, and 15 multiple choice questions. The questionnaire is divided into three sections; the first section includes questions about the general information of the participants. It embodies information as, gender, age, teaching experience, academic level, and streams are in charge of. The second section is about teachers' perceptions of the teaching content, materials, and methodology. Here teachers were kindly asked to give answers about their main concern when teaching 3rd year secondary school students, type of activities they use the most in their teaching and whether they fully adopted the CBA frame in their teaching in terms of language skills. The Last section in the questionnaire intended information on the teachers' views on the washback effect and how this national exam affects their instructional practices.

3. Data Analysis and Discussion

3.1. Data Analysis

This section shed light on the data analysis and discussion of the information obtained from both teachers' questionnaire and classroom observation (qualitative and quantitative method). The aim of this part of the research study is to find appropriate answers for the research questions that have been mentioned before in the general introduction.

3.1.1. Analysis of the Results of Classroom Observation

The first instrument used to collect the information about teachers' behaviours is classroom observation. The first secondary school is 8 Mai 1945, we attend two sessions with the same teacher; the first one was with second year scientific stream on the 26th April 2021.

The teacher asked the students to open the book on page 85 and try to do the activity, he clarifies and explains it through using the mother tongue to make thing clear for them, the activity was about suffixes and prefixes, then he moved to the second part of the lesson which was about listening and speaking in page 86. At first, he attempted to explain for them the advertisement through translating some word and expressions into Arabic, he based his teaching on the interaction with each other so he kept encouraging them to give answers whenever they have , no matter if it is right or wrong. Later, he read the dialogue twice in which students are not allowed to read but rather listen and then do an activity which is related to the dialogue they were listening to. Both the teacher and the students were interacting with each other. It can be said that teacher's main focus here is on oral skills without paying attention to students' mistakes of grammar and structures. However he cautiously corrects serious mistakes. Moreover, the teacher did not move further on the lesson till all the students grasp the meaning of the previous part of it. The methods he used are a mixture between GTM and CLT.

The second session was conducted with 3rd year scientific stream on the 28th April 2021. At the beginning of the lesson, the teacher asked them to open the book on page 128; the lesson was about the difference between skimming and scanning. He asked them about the differences between the two terms and then he explained them and quickly gave them examples on how to differentiate between the two through the use of the reading passage of achievement tests. He used simple words and each time he writes synonyms and antonyms on the boards pointing out that they are key word and worth noting down with no feedback on students' pronunciation mistakes. He often uses the mother language to make things clear for them. They move on to the next activity (activity one page 129), he asked them to read the

short paragraph and try to fill in the box and he emphasized that those types of activities are highly expected in the BAC Exam. So, the main focus on this session was on the reading and writing skills, test- like activities, vocabulary items and GTM.

The second secondary school is BelhouchetCherif; the first lesson was with 2nd year scientific management and economy that took place on the 28th April 2021. It was about reported speech. At first, she gave them an example and asked them several question to let them guess what would the lesson be about before giving them the title and the rule, students were motivated to this strategy and try their best. The teacher gave them another example for a better understanding, after that she wrote the rule and asked them to form some examples. When making mistakes, she gave them a try to correct their own mistakes if there were any. She brought some questions, not from the book, and asked them to report them. Once they found difficult words, she gave them synonyms and put those words in a sentence so that they grasp the exact meaning. The teacher used peer-assessment, GTM, and self-made materials on her teaching.

The second session was with third year foreign languages on the 3rd May 2021, the lessons started with a group task in which they write a short paragraph to compare between the primary school and secondary school or between the middle school and the secondary school. One group was interacting using English; whereas, the others were just using Arabic. Once they finished, they read what they have written one by one and later they choose the best paragraph to be written on the board. The second part of the session was about Grammar explorer, comparatives and superlatives, but time was up so that they could not do the task. The teacher asked them to fulfil it at home. As a result, in third year classes, the teacher keeps focusing on grammar, vocabulary, writing, textbook activities, and test-like activities.

The third secondary school is Zin Mohammed Ben Rabeh, the first lesson was in the 6th May 2021 with 2nd year foreign languages, it was about indirect and direct quotation. The teacher started with giving them some questions and then let them try to discover the rule themselves, after that he wrote it on the board. He did not refer to the textbook at all; besides, he provided them with an activity not included in the book at the same time he was explaining difficult terms by translating them to Arabic or by using examples to illustrate; furthermore, he gave them some alternative words to some adverbs and insisted on them to copy down them so that to memorize them later and reuse them on the homework that he would give them at the end of the session. They finished doing the task and wrote their answers, then the teacher asked them to give some examples to confirm that they understood the lesson or not. He makes them correct each other mistakes when he finds that they feel comfortable for this way of assessing and feel free to speak. At the end of the lesson he asked them to do the homework and he gave them printed copies, the homework activity was not included on the book. The main focus of the teacher is on students' production and what they need for a better understanding that's the reason why he adopted a peer-assessment to let them interact and produce new examples. He used also self made materials (printed materials and self-made activities) as well as he emphasized on memorizing certain vocabulary items as a beneficial way of learning.

The 2nd lesson with this teacher was in the same day with 3rd year literature and philosophy. They started a new unit under the title "waste not, want not"; since the expression waste not seemed to be unfamiliar for them, the teacher tried to clear up by putting it in a sentence. He asked them to open the book on page 60, he explained and interrogated at the same time and students were answering, they write their answers on the board; coincidentally,

the teacher was checking the answers and asked the students to correct the spelling mistakes if there are any. The second part of the lesson was about reading the passage in the same page, they were asked to scan it and underline difficult items to be explained later. They were trying to answer the questions while reading; after they finished reading slowly, one of them started reading the first paragraph loudly; however, because of time restriction the teacher could not explain, so, he asked them to answer them at home and explain jargon word using the dictionary. One can realize that the teacher's main concern was to make the students deduce what the new unit will be about, and also to make them grasp the exact meaning of what is going on in the reading passage.

3.1.2. analysis of the Teachers Questionnaire

The teachers' questionnaire consists of three sections, the 1st section is about general information, it consists of five questions considering the gender, the age, the teaching experience, the academic level, and the streams they are in charge of. The second section is about teachers' perceptions of teaching contents, materials, and methodology; it consists of ten questions. Then, the third section is under the title teachers' view on the washback effect of the Baccalaureate Examination, and it consists of eleven questions.

Section one: General Information

Q1: What is your gender?

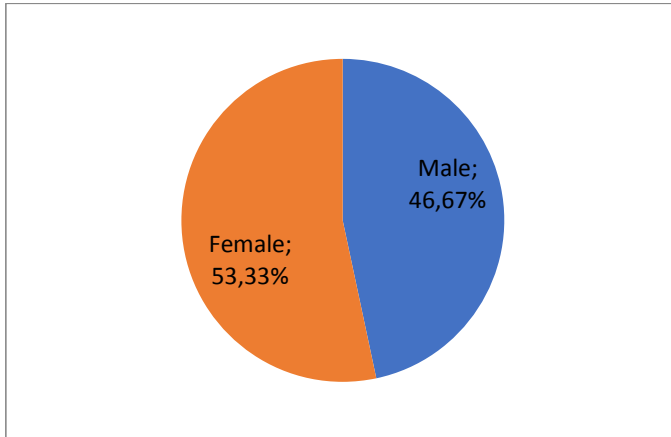


Figure 2.1. Teachers' gender

The first question given to the teachers is about the gender, female's percentage is 53,33% and male's percentage is 46,67%.

Q2: What is your age?

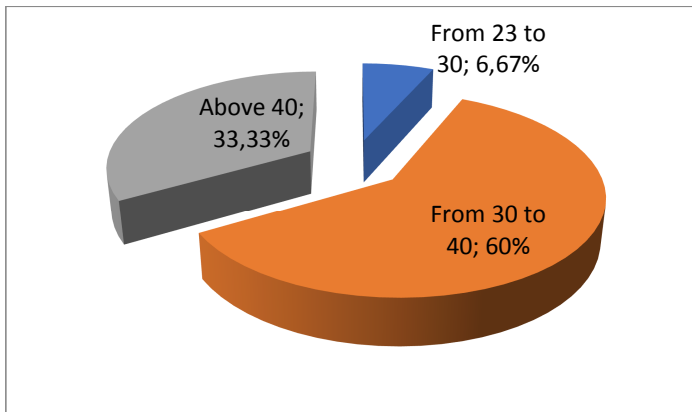


Figure .2.2. Teachers' age

Many teachers are between the age of 30 and 40 with a percentage of 60%, 33.33% are above 40, and just one out of fifteen teachers is between 23 and 30 years old with a percentage of 6,67% .

Q3: What is your teaching experience?

Table.2.1. The teaching experience

Teaching experience	5	8	9	10	12	15	17	20	30
teachers	1	3	1	4	1	1	1	1	2

As it is mentioned above in the table, the teachers teaching experience is restricted between five and thirty years, so, it can be deduced that almost all of them are experienced, three out of fifteen have been teaching the English language for eight years, four of them for ten years, four of them for thirteen years, and the rest are divided between five, nine, twelve, fifteen, seventeen, and twenty.

Q4: What is your academic level?

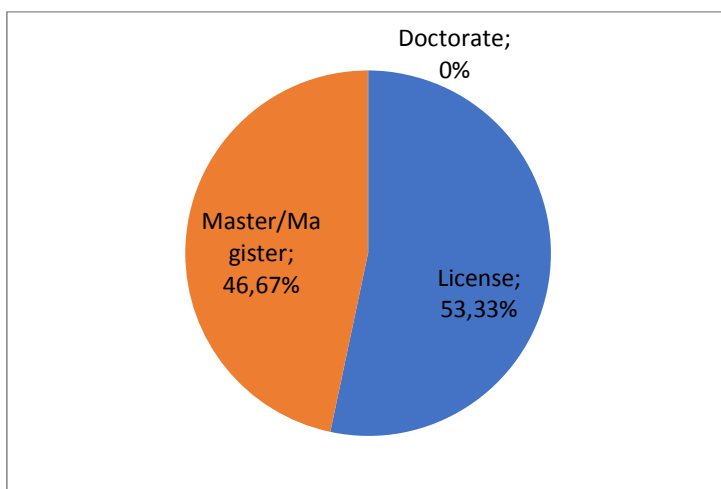


Figure .2.3. The academic level

When the teachers were asked about their academic level ,53,33% of them have a license degree, 46,67% have a master/magister degree; whereas, none of them has a doctorate degree.

Q5: Which stream(s) you are in charge of?

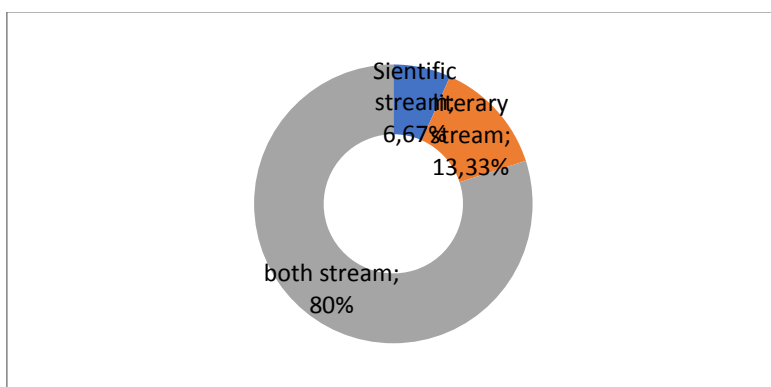


Figure .2.4. The streams teachers are in charge of

The majority of teachers are teaching both the literary stream and the scientific stream (80%), 13,33% teach only the literary stream, and only 6,67% teach the scientific stream.

Section two: Teachers’ perceptions of teaching content, materials, and methodology

Q1: What is your main concern when teaching 3rd year secondary school students?

Table.2.2. Teachers' main concern when teaching 3rd year

Students’ knowledge of the English language	06
Students’ use of the English language	06
Students examination preparation	11

As it is presented in the table above, the teachers were asked about their main concerns when teaching third year secondary school, students’ exam preparation is chosen the most, eleven times, and then both students' knowledge of the English language and students’ use of the English language are chosen six time for each.

Q2: Do you teach the whole textbook?

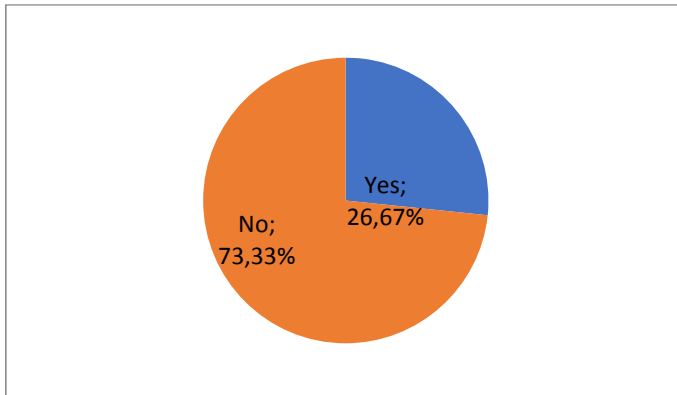
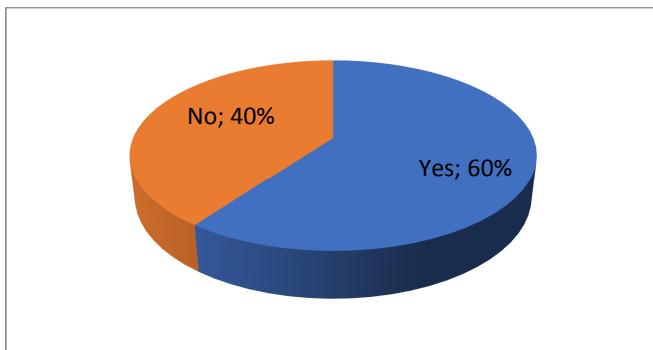


Figure .2.5. Teachers' dependence on the textbook

The data collected from this question shows that about three-fourth of the teachers (73,33%) informed that they do not teach the whole textbook, and the rest (26,67%) answered that they do teach it.

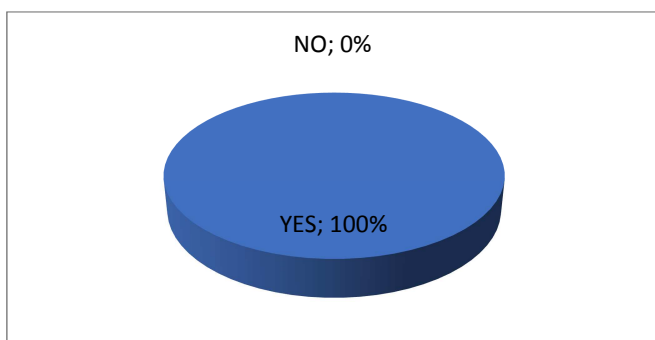
Q3: Is the content of the textbook modified because of the BAC exam?



Pie chart 2.1. Modifying the content of the textbook because of the BAC exam

The third question in this chapter shows that 60% of the teachers choose yes and the remaining 40% choose no.

Q4: Do you skip over parts of the textbook?



Pie chart.2.2.The rejection if some parts of the textbook

It can be clearly observed that 100% of the teachers answered yes for the question "Do you skip over parts of the textbook?"

Q5: What types of activities or materials do you think are important to promote English learning?

Table.2.3. Types of activities and materials that are important to promote English learning

Communicative tasks	14
Language games	09
Role play and group discussion	11
Authentic materials	08
Textbook activities	09
Text-like activities	07

The data illustrated above clarifies that most of the teachers put emphasis on test like activities in which it has been chosen 14 times, the second type of activities that teachers relied on is textbook activities which has been chosen ten times, authentic materials has been chosen seven times, communicative tasks five times, role plays and group discussions only one time; however, language games did not get any emphasis by the teachers.

Q6: What types of activities and materials do you think are important for the examination?

Table.2.4. Types of activities and materials that are important for the examination

Communicative tasks	05
Language games	0
Role play and group discussion	01
Authentic materials	07
Textbook activities	10
Text-like activities	14

The data illustrated above clarifies that most of the teachers put emphasis on test like activities in which it has been chosen 14 times, the second type of activities that teachers relied on is textbook activities which has been chosen ten times, authentic materials has been chosen seven times, communicative tasks five times, role plays and group discussions only one time; however, language games did not get any emphasis by the teachers.

Q7: As an EFL teacher, what do you focus much more on?

Table.2.5. Focused -on components when teaching the English language

	01	02	03	04	05	06
Listening	04	01	03	04	0	03
Speaking	05	03	03	02	02	0
Reading	05	03	04	01	01	01
Writing	04	02	02	06	0	01
Grammar	05	02	05	03	0	0
vocabulary	02	04	05	03	01	0

The table above shows the frequencies of each item on each rank, starting from it, the components that have much emphasis are speaking, reading, and grammar I'm the first rate, listening and speaking come on the second rate and the last component is vocabulary which is considered as less important to be focused on.

Q8: Do you devise any activities that aim to develop learners' communicative skills?

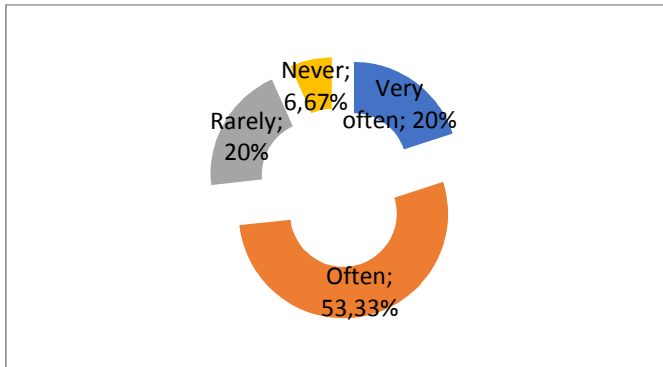
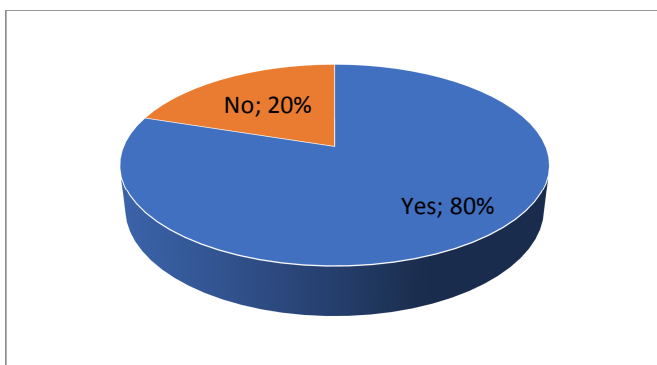


Figure .2.6. The devising of activities that aim to develop learners' communicative skills

The eighth question presents that 53,33% of the surveyed teachers often devise activities that aim to develop learners' communicative skills, 20% of them do so very often, another 20 percent choose rarely and only one choose never with a percentage of 6,67%. They include project work, group work activities, and presentations, games like word puzzles, dialogues, and writing essays.

Q9: Do you devote sometime to the teaching of skills and content not included in the BAC exam?



Pie chart .2.3. Time devoting for the teaching of skills and content not included in the BAC exam

Many teachers (80%) devote sometimes to the teaching of the skills and content not included in the BAC exam and only 20% do not do so.

Q10: What are the factors that influence your teaching most?

Table.2.6. The factors that influence the teaching

Professional training	11
Teaching experience	12
Baccalaureate examination	02
Prescribed syllabus	08
People's expectations	01
Textbook	01

According to the findings illustrated in the table, the factor that influence teaching most is teaching experience which has been picked 12 times, next comes professional training with 11 times, then prescribed syllabus with 8 times. However, BAC exam has been chosen only two times, and both people's expectations and textbook have been chosen only one time for each.

Section three: Teachers' view on the washback effect of the Baccalaureate examination

Q1: Which of the following components you give much importance in 3rd year secondary school classes as the BAC exam gets closer?

Table.2.7. Focused-on components when teaching 3rd year secondary school classes when the exam gets closer

	01	02	03	04	05	06
Listening	01	02	01	03	05	03
Speaking	0	03	04	04	03	01
Reading	09	01	02	01	0	02
Writing	07	02	03	03	0	0
Grammar	07	06	01	01	0	0
vocabulary	05	04	04	02	0	0

The latest table presents the frequencies of each component in each rank to discover which has the most emphasis and which has the least. It can be clearly observed that reading,

writing, and grammar have the most emphasis , second comes vocabulary, and then comes listening and speaking with the least emphasis.

Q2: Do you make use of exam related materials in 3rd year secondary school classes?

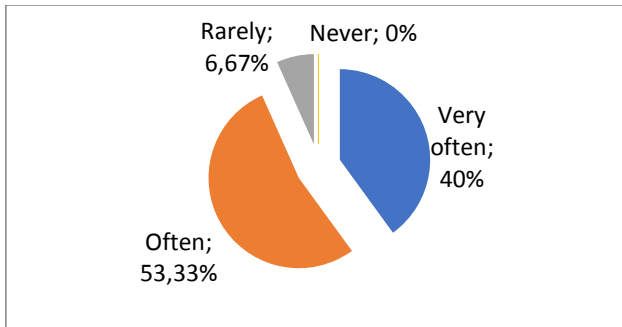


Figure.2.7. The use of exam related materials

It can be illustrated from the data gathered above that 40% of teachers use exam related materials with third year secondary classes very often, 53,33% of them often use those materials, just one teacher out of fifteen used them rarely (6,67%), and none of them picked never.

Q3: If so, what kinds of materials do you use in those classes?

Table.2.8. The materials being used in 3rd year secondary school classes

Textbook	08
Self-made materials	12
Past exam papers	09

The third question in this section revealed that textbook was picked 8 times, self-made materials 12 times, and past exam papers 9 times.

Q4: Do past examination papers help students in their learning or only to score well in the BAC exam? Explain.

For this question, all teachers share the same idea that examining past examination paper is a beneficial way to enhance their learning as well to score better in the BAC exam,

because it makes them familiar with types of questions and activities and vocabulary in general.

Q5: Do you get inspired or draw on your teaching techniques for past examination papers?

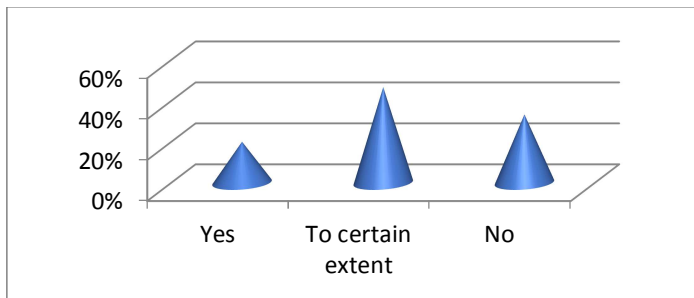


Figure 2.8. The influence of past exam papers on teaching techniques

As it is represented in the data collected from this question, 20% picked yes, 46,67% goes for "to certain extent", and the remaining 33,33% goes for "no". For those who choose yes and the certain extent provided some examples such as they work on forming a learning which is beneficial for everything, also they confirm that learners have to be trained to meet the expected exam papers and related activities, that's the reason why the teachers should get inspired from past exam papers their teaching. On the other hand, teacher who choose no exemplify that it is the other way round, teaching is bounded to syllabus and exam guide only in its objectives and strategies.

Q6: Do you adapt the syllabi according to past exam paper?

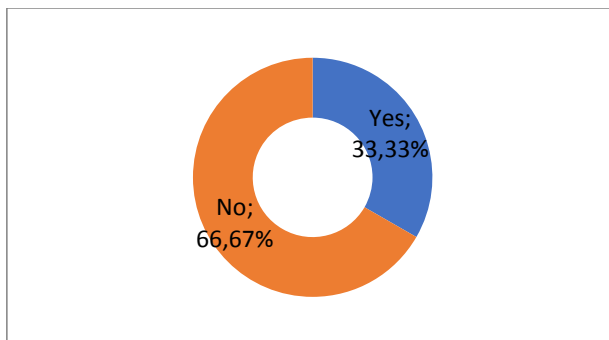


Figure.2.9. The adaptation of the syllabi according to past exam papers

More than half of the teachers (66,67%) indicated that they do not adopt the syllabi according to past exam papers, and the other 33,33% they do adopt it.

Q7: Do you give extra classes besides regular school classes?

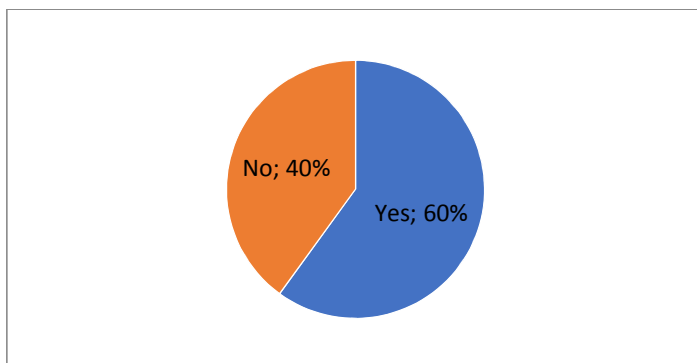


Figure.2.10. Teachers' arrangement of extra classes

When the teachers were asked about if they give extra classes besides regular school classes, 60% confirm that they organize additional classes for students and 40% do not.

Q8: Do you schedule revision sessions?

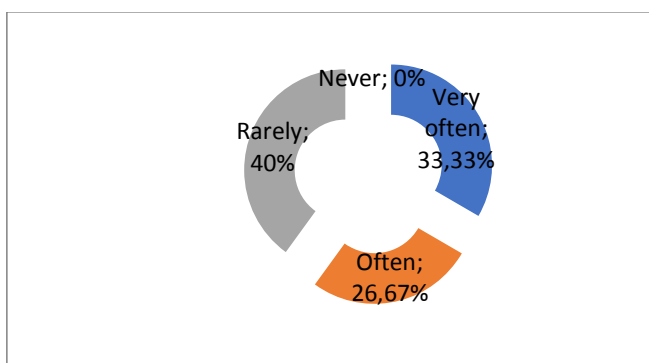


Figure.2.11. Teachers' arrangement of revision sessions

When asking the teachers about the scheduling of revision sessions and to what extent they schedule them, 33,33% arranged the session most of the time, 26,67% often do that, the rest 40% choose rarely, and no one choose never. As a result no one can skip this strategy in learning a language.

Q9: Do you use Arabic or French to help students consolidate vocabulary building and structure information?

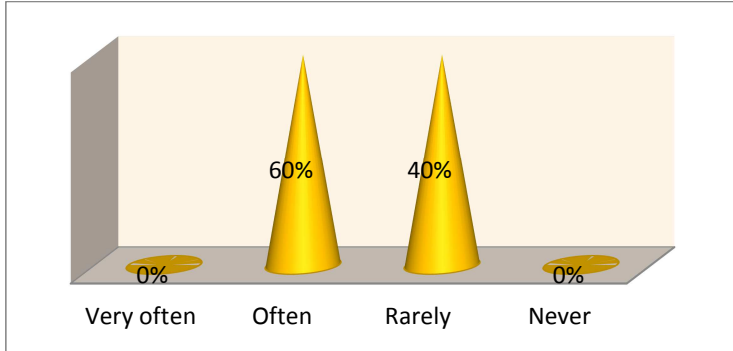


Figure.2.12. Teachers' use of Translation

This question seeks to know whether teachers used Arabic or French to help students consolidate vocabulary building and structure formation, none of the informants asserted that they use such strategies neither often nor never; however, 60% confirmed that they often use it, in addition to 40% whom use it rarely.

Q10: Do you encourage your students to memorize certain familiar words so as to help then grasping the reading passage?

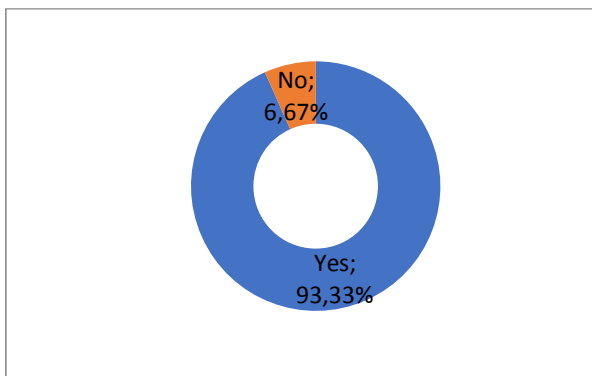


Figure.2.13. Student' memorisation of vocabulary

Almost all of the teachers being surveyed (93,33%) answered that they do encourage their students to memorize certain familiar words so as to help them grasp the meaning of the reading passage, and 6,67% (only one teacher) did not do so. Those who picked yes gave some examples like in the warm up they use the key words that are mentioned in the reading passage in order to be able to understand what is going on. They agree that learning new vocabulary by heart is an efficient technique in learning and helps a lot to understand the content. However, one teacher have a different point of view in which he explained that pupils generally would limit their preparation and focus on those vocabulary items which are unlikely to be re-used in the same context as previous paper context .

Q11: Is there a correspondence between pupils' results and the teaching goals?

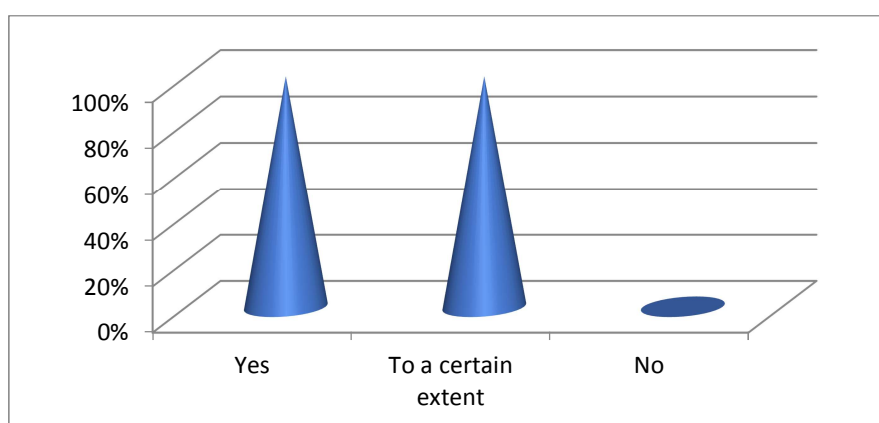


Figure.2.14. The correspondence between pupils' results and the teaching goals

The last question aimed to know whether the students' results reflect the teaching goals, 33,33% indicated that there is a correspondence between them, 66,67% pointed that there is a correspondence to a certain extent, and no one asserted that there is no link between the students' results and the teaching goals. Also teachers mentioned the reason why they answer like this, they almost all share the same idea that the teacher's performance has definitely an impact on pupils' feedback, though the other factors may also influence the results, and the

selected teaching goals are not significantly related to students' gain. Furthermore, they mentioned that they teach according to the content of the curriculum and according to the syllabus.

3.2. Data Interpretation and Discussion of the Main Results

This section sheds light on discussing the main results obtained from both the classroom observation and the teachers' questionnaire in relation to the stated hypotheses. The aim of this part is to confirm or reject the hypotheses.

The purpose of this study is to explore the washback effect of the Bccalaureate Exam on teaching practices. It tries to find out whether the BAC Exam has an influence on teachers instructional behaviour and what type of influence it exerts (positive or negative washback).Based on the data collected from the questionnaire, it can be clearly noticed that the teachers' main concern when teaching third year secondary school students is to prepare them for passing the exam (first question in the second section). Also, about three-fourth of them do not teach the whole textbook (second question in the second section), but they SARS (Select, Add, Reject, Supplement) the content of the book in a way that serves their preparation (fourth question in the second section). this latterwas also noticed in the classroom observation in some exam classes that teachers do not rely 100% on the textbook content and they skip parts that they think are not necessary; as well as they make changes on the content being taught because of the BAC exam (third question in the second section). Starting from the answers gathered from the previous three questions, it can be said that most of the teachers focus only on the content needed to pass the exam and their teaching practices were exam oriented. For the fifth question given to the teachers, in their perceptions, the type of activities and materials that are important to promote English learning are role plays and group

discussions, which has the highest percentage and the other choices were very close in their percentage; as it has been mentioned in the analysis of classroom observation that one teacher based her teaching on group discussion and it enhanced students' motivation to learn the language. However, when it comes to the types of activities and materials that are important for the examination (sixth question in the second section), test-like activities have been chosen several times by the informants which shows that they put much emphasis to make students being familiarized with such kind of activities. In parallel, in 3rd year classes, the teachers always make the students pay attention to the kind of activities that are similar to the ones being included in the Baccalaureate exam; whereas, a less emphasis was given to activities that are based on oral expressions. The seventh question in this section aims to discover what do teachers focus more while teaching the English language; in accordance to how they classify the items in the table, one can come out with the result that the focus is given to speaking, reading, and grammar; in addition, listening and writing are given a lesser emphasis while vocabulary is not given a big emphasis. Relied on what have been mentioned before, teachers think that the language is rather to be practiced through speaking, reading, and the learning of grammar as an effective way of learning and not to be taught through learning by heart its vocabulary items. They were asked the same question (first question in the third section) but for third year secondary school students when the BAC exam gets closer, here comes the difference, it is observed that there is a switch on what they focused more on; reading, writing, grammar, and vocabulary become the important items to be focused on and it is due to the fact that the BAC exam instructions do not necessitate students listening and speaking skills; so, they have been given less importance particularly when the exam gets closer contradicting to the previous question. Classroom observation confirms this point in which it was revealed that teachers put much emphasis on the point that students have to grasp

the meaning of what they are reading through being familiarized and getting used with the different vocabulary items so that to use them in their writing. The eighth question in section two shows that more than a half of the informants answered that they often devise activities that aim to develop learners communicative skills and 20% do so very often, this helps to deduce that in non-examination classes teachers try to enhance the students communicative skills get them more engaged in the teaching learning process. Additionally, in question nine section two, almost all of the teachers picked a yes to show that when teaching third year classes, they do not totally ignore the other skills rather they also devote some time to the teaching of the skills and the content not included on the examination. The data gathered from the last question in this section shows that the factors that influence their teaching most is the teaching experience, professional training, and prescribed syllabus; that's the reason why 66,67% of the teachers do not adapt the syllabi according to past exam papers (question 06 in the 3rd section) but rather they follow a prescribed syllabus.

Relying on what has been gathered from the second question in the third section, more than a half of the teachers often used exam related materials in third year classes, and 40% used them very often, as a result, one can clearly deduce that teachers do prepare students for passing the exam. The materials being used are self-made materials first, past exam papers comes second, and finally textbook comes third (third question in third section). The aim of the 4th question is to get an idea about teachers' point of view about whether past examination papers help students in their learning or only to score well in the BAC exam. Most of the teachers think that it helps them in both their learning and scoring, they explain their view points in the sense that students who examine the past examination papers over time will find that they improve their assessment scores and acquire useful life skills, it helps to develop

students' abilities to answer any kind of questions; it helps them to get an idea about how the BAC examination papers are made, also the students in this case will be familiar and experience the method of questions and tasks. For the 5th question in this section, teachers get inspired and draw on their teaching techniques for past examination papers but to a certain extent due to the fact that learners are trained to meet expected exam papers with related activities. That's what have been observed from the attendance with 3rd year classes they based on the types of activities that are similar to what students will find in the day of the exam. The seventh and the eighth question shows that teachers give extra classes besides regular school classes and also schedule revision sessions. The next question bring to light that teachers use Arabic and French often and rarely and that's what have been mentioned before in the discussion of the classroom observation that teachers from time to time use Arabic especially when facing unfamiliar words and expressions or when trying to help them grasp the meaning of a piece of writing. The tenth question shows that almost all of the teachers encourage the students to memorize vocabulary items that are useful to for understanding better the reading passages, the same point was observed with all the teachers that they emphasized on the learners to memorize some words so that not to face problems in understanding what they are reading. The last question in this questionnaire shows that there is, somehow, a correspondence between the pupils' results and the teaching goals because of the other factors that may affect the students' results.

The main findings obtained from classroom observation and teachers' questionnaire revealed that teaching practices in non-examination classes differ from that of examination classes. This can be explained as the existence of washback effect of the examination. Yet this influence vary from teacher to another in terms of its intensity and power depending on their

teaching instructions such as the over use of the mother language to explain difficult words. In addition to that, the findings proved that the teaching practices were influenced positively and negatively. Examples of positive washback are the use of communicative oriented tasks, free productions and the use of the English language for instructions. Examples of negative washbak are apparent in the overuse of the mother language, the emphasis on receptive skills (reading and writing) with no feedback on students' pronunciation mistakes.

As far as the materials used, teachers focus on the instruction of the textbook as the students will be tested on what it contains. In addition, teachers relied on sample exam papers to get their students familiar with the exam instructions. The content used, though the use of written forms is apparently overused, teachers are aware of including the speaking and listening skills. In terms of the method of instruction, the examination exerted an influence on the methods that vary between communicative-oriented and test-oriented methods.

Conclusion

The second chapter of this study is about the practical part, it dealt with the design and method, research context, and data analysis and discussion. In the data analysis, we analysed each question separately through the presentation of data using charts, figures, and tables. Data analysis is followed by the discussion of the main findings collected from both teachers' questionnaire and classroom observation. After that a set of suggestions and recommendations are formulated to enhance the positive washback.

General Conclusion

1- Concluding Comments

The present study is an attempt to explore the washback effect of the Baccalaureate Examination on teaching practices including types of activities, the materials and strategies used. The research work took place at three secondary schools in Jijel: Zin Mohammed Ben Rabeh, Belhouchet Cherif, and 8May1945. The dissertation is divided into two chapters, the first chapter presents the theoretical framework of the dissertation and the second chapter is the practical part. The former started with a general introduction in which the researcher developed the following hypotheses. The first hypothesis is that the teaching practices were affected by the Baccalaureate Exam positively and negatively. Whereas the second hypothesis suggested that Washback is likely to change the teaching practices including the choice of content, materials and methods in order to heighten students' scores in the BAC Exam.

The theoretical part describes the most important features of washback and language testing, including definitions about the washback phenomenon, types of washback, and its impact on learners, parents, teachers, in addition to policy holders.

The practical part is considered the core of the study since it includes the research methodology and data collection and analysis. A mixed methods approach which is both qualitative and quantitative data was implemented and two main research tools were used: a classroom observation and a questionnaire. The data gathered by these tools showed that the teaching practices in non examination classes differ from that of examination classes. This can be explained as the existence of washback effect of the examination. In addition to that, the findings proved that the teaching practices were influenced both positively and negatively.

The positive washback was revealed in the teachers' use of communicative-oriented tasks to enhance the learners' communicative competence; whereas, the negative washback is clearly exposed in the use of test-like activities with the aim of raising the students' scores in the BAC Exam.

2- Limitations of the Study

The researcher faced some problems and difficulties that must be noted: The first limitation is related to the complex nature of the research. Washback phenomenon is likely to evolve over time and thus requires researchers to observe the participants for a long period then the associated the dissertation.

The research may be limited in terms of its generalizability. The findings are limited to the scope and the sample chosen. It is not intended to represent all the foreign language teachers in all secondary schools. The same issue undertaken by another researcher could generate different results.

3- Suggestions and Recommendations

To reduce the negative impact of exams on the educational process, some suggestions and recommendations are proposed. First, students seemed to be not interested in the process of teaching followed by the teachers in conducting the courses, particularly the types of activities and the methods and strategies being applied in the classroom which effect directly their motivation. It can be proposed that instead of relying on activities and applying methane strategies that serves the need for scoring better, the teacher can also adopt audio-visual tools to enhance the listening and the speaking skills since in third year teacher do not put emphasis on oral skills.

The second suggestion is concerned with teachers training in which teachers are supposed to attend in seminars, scientific meeting, and conferences to share ideas and cooperate for the purpose of developing test projects so that to be able to create a connection between procedures, methods, and the teaching practices. As a result, teachers will be more aware that assessment is not only testing students' grades; whereas, it is used for improving the quality of language education and learners' motivation towards the English language learning.

For the third suggestion, teachers have to involve students in the process of assessment through providing them with questionnaires and checklists so that learners can evaluate themselves, self-assessment. This method allowed teachers to discover students' strengths and weaknesses in order to switch from emphasizing their strengths and foster what they lack.

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Appendix

Teachers' Questionnaire

Dear teachers,

The present questionnaire is part of a research on the Washback Effect of the English Baccalaureate Examination on Teaching Practices. The data obtained is of significant importance for the conduction of this research. Thus, you are kindly requested to answer the questions below by ticking (✓) the relevant answer (s) and commenting when necessary. Your participation in this survey will be treated in the strictest confidence.

Section One: General Information

1. Gender:
 - Male
 - Female
2. Age:
 - From 23 to 30
 - From 30 to 40
 - Above 40
3. Your teaching experience years.
4. Academic level

License	Master/ Magister	Doctorate

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

Section Two: Teachers' perception of teaching content, materials, and methodology

1. What is your main concern when teaching 3rd year Secondary School students?
 - Students' knowledge of the English language
 - Students' use of the English language
 - Students examination preparation
2. Do you teach the whole textbook?
 - Yes
 - No
3. Is the content of the textbook modified because of the BAC Exam?
 - Yes
 - No
4. Do you skip over parts of the textbook?
 - Yes
 - No

5. What types of activities or materials do you think are important to promote English learning?

- Communicative tasks
- Language games
- Role play and group discussions
- Authentic materials
- Textbook activities
- Test-like activities

6. What types of activities and materials do you think are important for the examination?

- Communicative tasks
- Language games
- Role play and group discussions
- Authentic materials
- Textbook activities
- Test-like activities

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

	01	02	03	04	05	06
Listening						
Speaking						
Reading						
Writing						
Grammar						
Vocabulary						

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

- Very often
- Often
- Rarely
- Never

Examples:.....

.....

9. Do you devote sometime to the teaching of the skills and content not included in the BAC exam?

- Yes
- No

10. What are the factors that influence your teaching most?

- Professional training

- Teaching experience
- Baccalaureate Examination
- Prescribed syllabus
- Peoples' expectations
- Textbook

Section Three: Teachers' view on the washback effect of the Baccalaureate Examination

1. Which of the following components you give much importance in 3rd year Secondary School classes as the BAC exam gets closer?

	01	02	03	04	05	06
Listening						
Speaking						
Reading						
Writing						
Grammar						
Vocabulary						

2. Do you make use of exam related materials in 3rd year Secondary School classes?

- Very often
- Often
- Rarely
- Never

3. If so, what kinds of materials do you use in those classes?

- Textbook
- Self made materials
- Past exam papers

4. In your opinion, do past examination papers help students in their learning or only to score well in the BAC exam?

Explain

.....

5. Do you get inspired or draw on your teaching techniques for past examination papers?

- Yes
- To a certain extent
- No

Examples.....

.....

6. Do you adapt the syllabi according to past exam papers?

- Yes
- No

7. Do you give extra classes besides regular school classes?

- Yes
- No

8. Do you schedule revision sessions?

- Very often
- Often
- Rarely
- Never

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

- Very often
- Often
- Rarely
- Never

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

- Yes
- No

Explain.....
.....

11. Is there a correspondence between the pupils' results and the teaching goals?

- Yes
- To a certain extent
- No

Why?

.....
.....

Thank you very much for your collaboration

Résumé

L'impact des tests est au centre de l'attention de nombreux scientifiques et chercheurs, en particulier dans le domaine des tests de langue, où le terme washback était connu. Le terme "washback" est un concept très répandu dans le milieu éducatif et dans la linguistique appliquée. Il désigne l'influence réflexive des examens sur l'opération de formation d'apprentissage pédagogique. Cette action que l'on retrouve dans les pratiques quotidiennes des professeurs d'anglais comme une langue étrangère. Cette influence a un côté positif et un autre négatif. De plus la problématique posée cherche à clarifier et identifier les résultats négatifs de cette influence pour trouver les méthodes de réduire ces résultats négatifs et renforcer l'impact positif grâce à des études sur les terrains dans le lycée Belhouchet Cherif, le lycée Zin Mohammed Ben Rabeh, et le lycée 8 Mai 1945. Lorsque les données ont été collectées à partir d'un échantillon de population basé sur 60 étudiants et 15 enseignants de tous les domaines, les données ont ensuite été analysées qualitativement et quantitativement. L'étude de cas a également été construite autour d'un questionnaire adressé aux enseignants et de l'observation en classe. Les résultats ont révélé que l'examen du baccalauréat affecte directement les sources, les méthodes et les méthodes d'enseignement pour augmenter les notes des élèves aux tests au lieu d'améliorer leurs compétences communicatives, ce qui conduit à l'échec de l'amélioration de l'apprentissage de la langue anglaise en conséquence, l'effet est négatif et pour réduire cet impact Certaines suggestions et recommandations sont avancées.

ملخص

يعد تأثير لاختبارات محط اهتمام العديد من العلماء و الباحثين خاصة في مجال اختبار اللغة حيث يعرف بمصطلح "washback" هو مفهوم شائع جدًا في الوسط التعليمي واللغويات التطبيقية، كما أن له أهمية كبيرة في ما يخص اختبار اللغة باعتباره جزءا مهما من تأثير ما بعد الاختبار على التدريس و التعلم وقد يؤثر إما إيجابا أو سلبا . لقد أجريت العديد من الدراسات حول الطريقة التي تؤثر هذه الامتحانات على عملية التدريس .تعمل هذه الدراسة على شرح تأثير امتحان البكالوريا على عملية التدريس لتحقيق هذه الغاية تم إجراء دراسة ميدانية لطلاب الصف الثالث ثانوي في كل من: ثانوية بلهوشات الشريف، ثانوية زين محمد بن رابح، ثانوية 8 مايو 1945. حيث تم جمع البيانات من عينة من التلاميذ تعتمد على 60 تلميذا و 15 معلما من جميع المجالات. تم تحليل البيانات نوعا وكما تم بناء دراسة الحالة حول استبيان موجه للمعلمين والملاحظة الصفية. كشفت النتائج أن امتحان البكالوريا يؤثر بشكل مباشر على مصادر وأساليب وطرق التدريس ، لرفع درجات الطلاب في الاختبارات بدلاً من تحسين كفاءتهم التواصلية ، مما يؤدي إلى عدم تعزيز تعلم اللغة الإنجليزية ، نتيجة لذلك يكون التأثير سلبياً، وللكف من هذا التأثير يتم طرح بعض الاقتراحات والتوصيات.