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The Washback Effect of the Baccalaureate Exam of English on Learners' Attitudes and Perceptions: The Case of Third Year Foreign Languages Students at Tarkhouche Ahmed Secondary School, Jijel

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Dedication

I dedicate this work to:

My parents for their affection and constant encouragements;

My beloved brother and sisters for their love and kindness;

My fiancé for his endless support and encouragement;

My nephew "Adem" and my nieces "Jana and Yakine";

My friends and all the people whom I love.

Khaoula

Dedication

I dedicate this work to:

The soul of my father may God have mercy on him;

My dearest mother, who has been a source of encouragement and love;

My adorable sisters and brothers for their whole-hearted support;

My sweetest babies Achraf, Chahine, Yahia, Wail & Amira;

My cheerful family and friends, and to all those, I love and

I did not mention their names.

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Abstract

The Baccaalaureate Examination of English is an official exam which is taken annually by thousands of Algerian students at the end of their secondary education. The way of their preparation for such kind of exam, becomes an issue of concern. The present study is an attempt to investigate the washback effects of the Baccaalaureate Exam on students' perceptions of, and attitudes towards learning English. It aims at highlighting the changes in students' performance in class before and during the preparation activities. It is hypothesized that students will change their perceptions of and attitudes towards English learning if the Baccaalaureate Exam of English exerts an influence on them. This means that the students' perceptions and attitudes will change positively if the Baccaalaureate Exam has a positive effect and conversely; the students' perceptions and attitudes will change negatively if the Baccaalaureate Exam has a negative effect. The current study is conducted with third year foreign languages pupils at Tarkhouche Ahmed Secondary School. The study is built on two research instruments: a survey administered to 23 students in two different stages and a classroom observation carried out via a daily report that consisted of a series of field notes. The data were analysed quantitatively and qualitatively. The results showed that the BAC Exam exerts a negative effect on students in which there was a change in the students' perceptions and attitudes before and during the preparation activities. Including activities that raise the students' interest and help to develop academic language proficiency instead of focusing on practicing the test tasks, is a beneficial step to ensure the success of learning.

List of Tables

Table (3.1): Time Load and Coefficient of English subject (3 YS Level).....	51
Table (3.2): Students' Age Distribution.....	59
Table (3.3): Students' Gender Distribution.....	61
Table (3.4): Students' Learning Experience.....	62
Table (3.5): Students' Self-evaluation of their Proficiency Level.....	64
Table (3.6): Students' Interest in English class.....	65
Table (3.7): Students' Attitudes to English Classes' Explanation.....	67
Table (3.8): Students' Perceptions about Hourly Intensity of English Classes per Week....	68
Table (3.9): Students' Perceptions of their Teachers' Teaching Strategies.....	70
Table (3.10): Students' Perceptions of their Course Content.....	71
Table (3.11): Students' Perceptions about Tested Items.....	73
Table (3.12): Students' Attitudes towards Mid-term Assessment.....	74
Table (3.13): Students' Attitudes towards Classroom Materials.....	75
Table (3.14): Students' Preference Aspects of Language Learning.....	77
Table (3.15): Students' Perceptions about Language Skills	78
Table (3.16): Students' Perceptions toward Well-prepared Exam Taker.....	80
Table (3.17): The Importance of BAC Exam for Learners.....	81

List of Figures

Figure (2.1): Process of Perception.....	32
Figure (3.1): Students' Age Distribution.....	60
Figure (3.2): Students' Gender Distribution.....	61
Figure (3.3): Students' Learning Experience.....	63
Figure (3.4): Students' Self-evaluation of their Proficiency Level.....	64
Figure (3.5): Students' Interest in English Class.....	66
Figure (3.6): Students' Attitudes to English classes' Explanation.....	67
Figure (3.7): Students' Perceptions about Hourly Intensity of English Classes per Week....	69
Figure (3.8): Students' Perceptions of their Teachers' Teaching Strategies.....	70
Figure (3.9): Students' Perceptions of their Course Content.....	72
Figure (3.10): Students' Perceptions about Tested Items.....	73
Figure (3.11): Students' Attitudes towards Mid-term Assessment.....	74
Figure (3.12): Students' Attitudes towards Classroom Materials.....	76
Figure (3.13): Students' Preference Aspects of Language Learning.....	77
Figure (3.14): Students' Perceptions about Language Skills.....	79
Figure (3.15): Students' Perceptions toward Well- prepared Exam Taker.....	80
Figure (3.16): The Importance of BAC Exam for Learners.....	82

Table of Contents

Dedication.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents.....	VIII
General Introduction.....	1
1. Background of the Study.....	1
2. Statement of the Problem.....	2
3. Aim of the Study.....	3
4. Research Questions.....	4
5. Research Hypotheses.....	4
6. Research Methodology.....	5
7. Structure of the Study.....	6
 Chapter One: Washback in Language Testing: Definitions and Related Concepts	
 Introduction.....	 8
 1.1. The Origins and Definitions of Washback.....	 8
1.1.1. Washback: Origins.....	8

1.1.2. Washback: Definitions.....	10
1.2. Types of Washback.....	14
1.2.1. Negative Washback.....	14
1.2.2. Positive Washback.....	15
1.3. Theoretical Models of Washback.....	17
1.4. Areas Affected by Washback.....	18
1.4.1. Curriculum.....	18
1.4.2. Materials.....	20
1.4.3. Teaching Methods.....	23
1.4.4. Learning.....	25
1.4.5. Feelings and Attitudes.....	27
Conclusion.....	29

Chapter Two: Learners' Perceptions of, and Attitudes towards EFL Classroom Practices

Introduction.....	30
2.1. The Concept of Perception.....	30
2.1.1. Definition of Perceptions.....	30
2.1.2. Types of Perception.....	33
2.1.2.1. Perception by Sense.....	33

2.1.2.2. Perception by Experience.....	34
2.2. Implications on Teaching and Learning Processes.....	34
2.2.1. Implications on Course Content.....	35
2.2.2. Implications on Teaching Strategies.....	37
2.2.3. Implications On learning.....	38
2.2.3.1. Learning styles.....	39
2.2.3.2. Learning Activities.....	40
2.2.3.3. Motivation.....	41
2.3. The Concept of Attitude.....	43
2.3.1. Definition of Attitude.....	43
2.3.2. Components of Attitudes.....	45
2.3.2.1. Affective.....	45
2.3.2.2. Cognitive.....	46
2.3.2.3. Behavioral.....	46
2.4. Attitude Change.....	47
Conclusion.....	48

Chapter Three: Field Work and Data Analysis

Introduction.....	49
3.1. Research Hypotheses.....	49
3.2. Research Design.....	50
3.3. Research Context.....	50
3.3.1. The Secondary School.....	50

3.3.2. The Baccalaureate Exam of English.....	52
3.3.3. The Participants.....	54
3.4. Data Collection Instruments.....	55
3.4.1. The Survey.....	55
3.4.2. The Field Notes.....	56
3.5. Data Collection Procedures.....	57
3.5.1. The Survey.....	57
3.5.1.1. Description of the Survey.....	58
3.5.1.2. Analysis and Interpretation of the Survey.....	59
3.5.2. The Field Notes.....	85
3.5.2.1. Description of the Field Notes.....	85
3.5.2.2. Analysis and Interpretation of the Field Notes.....	85
3.6. Discussion of the Results and Answering the Research Questions.....	98
3.7. Confirming the Hypotheses.....	99
Conclusion.....	100
General Conclusion.....	101
Limitations of the Study.....	102
Pedagogical Implications and Further Suggestions.....	103

References

Appendices

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

Appendix H

Résumé

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General Introduction

1. Background of the Study

Exams are taken to be highly ritualized practices in education because of their prominent importance in shaping the life of individuals. They were looked at as sanctions as well as rewarding experience. In the past, language tests were regarded as the students 'bête noire' because they punish the examinees and force them to abide by particular behaviors (i.e., examination preparation). Thus, students did not enjoy taking them and teachers did not enjoy marking them. Nowadays, more focus is put on the relevance of language tests on both the teaching and the learning operations. They are used as an instrument for monitoring the learning progress and for evaluating the educational system as a whole (Alderson & Buck, 1993).

An important assumption behind the numerous uses of language tests is that a language test exerts an influence on both teaching and learning. In language testing, the impact of a test on teachers and students is referred to as 'washback' or backwash' (Hughes, 2003). For many specialists, some effects of a language test may be beneficial, while some other effects may be harmful. This is because its results can create winners and losers, successes and failures, rejections and acceptances. Hence, tests will have a positive consequence for the stakeholders and serve as gateways or door-openers to different opportunities and position, if they are administered for the purposes for which they have been designed. However, if these instruments are used for purposes other than they have been intended for, they can have detriment consequences on test takers serving as gate keepers, limiting their chance of success, or of joining academic or occupational positions (Alderson, Clapham & Wall, 1995; Bachman & Purpura, 2008).

The past thirty years have seen an increased interest in empirical research into washback on various aspects of teaching and learning. Before that, there was mainly anecdotal evidence that washback exists (Alderson & Wall, 1993). The main challenge faced by the researchers looking for empirical evidence, however, is that there might be numerous factors behind what seems to be evidence for washback. These factors are often characterized by the educational context where the research is conducted. The unavoidable reality of different contexts creates a need for a profound understanding of how tests operate within the immediate context rather than examining factors relevant to tests in isolation (Green, 2007).

2. Statement of the Problem

Despite an abundance of research into washback on teachers and teaching, there is limited number of washback studies addressing the learning aspect (Wall, 2013). It is important to have into account the washback effect of tests on the students' learning process because the tests, and especially standardized tests like in this case, affects participants as students and teachers, processes, curriculum, and even materials, which gave rise to an impact and multiple changes in the classroom and on students. They face these situations in different ways but principally, it changes their perceptions and attitudes towards learning English and affects their performance in class.

One of the preoccupations of language testing is the students' performance and attitude toward testing. The English Baccalaureate Examination, which is a final achievement test administered by the Algerian Ministry of Education and taken annually by thousands of Algerian students at the end of their secondary education, holds the same state of concern. The exam is used as a source of and a means through which the students are obliged to sit for in order to be assessed and evaluated. Since these students do not have the experience of a standardized test of this kind of importance, it is expected that they are interested and

concerned about what is going to happen in the preparation activities and that they have developed an attitude towards the exam. This latter is increasingly becoming an issue of concern.

The students need to get ready for the test and the preparation can affect positively or negatively. That is why it is important to have this effect in mind when preparing the students for the test and more important, to inquire about the changing they are suffering and their perceptions of the class to be able to understand their behavior and devise new strategies to avoid negative washback.

3. Aim of the Study

This paper describes the way the baccalaureate exam of English influences the students' perceptions and attitudes towards learning English. It tries to explore the main changes in their performance in class before and during the preparation activities. The importance of the learners in this changing process is that they are the receptors of all these changes, and in that way, they react to respond to the new environment and dynamics in class. Thus, it was decided to work with the direct participants, the learners, who are directly changing their perceptions and attitudes because of the differences in the dynamics.

4. Research Questions

Based on what have been stated, four main questions which correspond to this issue are raised:

- What are the students' initial perceptions and attitudes towards their English learning?
- How does the washback effect of the Baccalaureate Exam of English influence the students' perceptions and attitudes towards English learning?

- What are the students' perceptions and attitudes at the end of the preparation stage?
- Is there any difference in students' perceptions and attitudes before and during the preparation activities?

5. Research Hypotheses

The current research study is primarily based on the following research hypotheses:

- Students will change their perceptions of and attitudes towards their English learning if the Baccalaureate Exam exerts an influence on them.

6. Research Methodology

The present study aims at exploring the washback effect of the Baccalaureate Exam of English on learners' perceptions and attitudes towards learning English. With this objective, it is deemed necessary to choose a mixed-methods approach in which quantitative and qualitative data analysis will supplement each other. A mixed research is defined by Creswell (2014) as "a research design (or methodology) in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study" (p. 119).

In order to answer the research questions, a combination of a survey and a classroom observation carried out via a daily report that consisted of a series of field notes were employed as data collection instruments. The first instrument to be applied in this study is a survey and carried out in the form of a questionnaire.

7. Structure of the Study

The present study is divided into three chapters with a general introduction and a general conclusion. The theoretical part is divided into two chapters while the practical part contains one chapter.

The first chapter is concerned with presenting some background on the complex nature of washback in language testing through a discussion of its theoretical underpinnings and related empirical studies.

The second chapter attempts to explore the learners' perceptions of and attitudes towards their classroom practices.

The third chapter is devoted to the practical work which describes the methodological procedures and interpretation of the collected data in order to address research questions. The aim is to provide a concrete picture of the washback effect of the Baccalaureate Exam on learners' perceptions of, and attitudes towards learning English at Tarkhouche Secondary School.

Chapter One: Washback in Language Testing: Definitions and Related Concepts

Introduction

1.1. The Origins and Definitions of Washback

1.1.1. Washback: Origins

1.1.2. Washback: Definitions

1.2. Types of Washback

1.2.1. Negative Washback

1.2.2. Positive Washback

1.3. Theoretical Models of Washback

1.4. Areas Affected by Washback

1.4.1. Curriculum

1.4.2. Materials

1.4.3. Teaching Methods

1.4.4. Learning

1.4.5. Feelings and Attitudes

Conclusion

Chapter One: Washback in Language Testing

Introduction

Aiming to explore the washback effect of testing on learning, the first chapter is concerned with presenting some background on the complex nature of washback in language testing through a discussion of its theoretical underpinnings and related empirical studies. First, the chapter starts with highlighting the origins of washback as a recent concept in language education in general and language testing in particular. Second, it provides definitions of this concept and its related constructs by placing emphasis on the focus of washback on learning. Then, it discusses the different types of washback, and the theoretical models through which the washback effect may operate. Finally, the chapter ends with an explanation of the areas affected by washback.

1.1. The Origins and Definitions of Washback

In recent years, the concept of washback has been discussed in language education in general and language testing in particular. In this section, a review of the literature related to the origins and definitions of this concept will be provided by most language testing specialists.

1.1.1. Washback: Origins

Even though the issue of examination effect has long been discussed in the literature of general education (Vernon, 1956), it is known now in the testing literature as washback. Language testing researchers have realized that the emergence of this concept was the result of the reforms and advances that took part in the field of language testing during the last two decades at the end of the twentieth century. The washback concept has been distinctly

discussed by a number of different researchers, and they used several terms to refer to the same idea of examination influence. Some of these terms included: "test impact" (Bachman & Palmer, 1996), "systemic validity" (Messick, 1989), "measurement-driven instruction" (Popham, 1987), "curriculum alignment" (Shepard, 1990), "backwash" (Biggs, 1993), and possibly other terms.

Alderson and wall confirmed that the notion of washback or backwash is common in general education and applied linguistics, but backwash is the older term (1993, p. 2). Hamp-Lyons (1997) asserted that "washback is one of the set of forms that has been used in language education and language testing to refer to a number of beliefs about the relationship between testing and learning", and she added that "another set of terms is "backwash", but it would appear that the terms "backwash" and "washback" are used interchangeably in the field" (p. 295). In this sense, Hughes (1993) declared that there is an interchangeable use of the two terms. He stated that "where washback comes from, I don't know. What I know is that you can find backwash in dictionaries, but not washback" (p. 57).

Bachman and Palmer (1996) placed washback within the scope of impact. They understood learning and teaching as two processes which took place in and were implemented by individuals in addition to educational and societal systems and society at large (p. 30). Cheng and Curtis (2004) in the other hand, assumed that "tests or examinations can or should drive teaching, and hence learning (p. 4). This phenomenon is often referred to as "measurement-driven instruction by Shohamy (1992). She argued that "the use of external tests as a device for creating a positive impact on the educational process is often referred to as the washback effect or measurement-driven instruction" (p. 513). Moreover, Cheng (2005) contended that in order to achieve what he referred to as measurement-driven instruction,

there was a considerable need to match between the construct of the test and what is presented in instruction.

To achieve this goal of guiding instruction via tests, a match between the content and format of the curriculum or instruction and the content and format of the test is promoted, and this is referred to as “curriculum alignment” (Shepard, 1993; Shohamy, Donitsa-Schmidt, & Ferman, 1996). This alignment, in which a new or revised test is commonly introduced into the educational system with the aim of enhancing instruction and tests, is referred to by Frederiksen and Collins (1989) as increasing “systemic validity”. The introduced test, thereby, has become a part of a dynamic process in which alterations in the educational system occurred according to feedback elicited from the test, referred to as “consequential validity ” (Messick, 1996). These various influences are referred to by Cheng (1997) as “washback intensity”. He maintained that “the degree of washback effect in an area or a number of areas of teaching and learning affected by an examination ” (p. 43).

To sum up, washback is considered an educational phenomenon derived from a big number of studies into the relationship between teaching, learning and testing and into the relationship between the curriculum, syllabus, students' objectives and tests.

1.1.2. Washback: Definitions

The concept of washback or backwash has been defined in a number of ways in language testing and applied linguistics. Before, it was believed that good tests would produce good washback and bad tests would produce bad washback until Alderson and Wall came with their ideas and supported that “any test, good or bad, can be said to be having beneficial washback if it increases activity or motivation” (1993, p. 6). Some researchers agreed that “washback is a term commonly used in language testing, yet it is rarely found in dictionaries.

However, the word backwash can be found in certain dictionaries and is defined as the unwelcome repercussions of some social action, and unpleasant after-effects of an event or situation ” (Cheng, 2005, p. 27). In addition, Hughes stated: “where washback came from I do not know, what I do know is that I can find backwash in dictionaries, but not washback ” (2003, p. 57). Also he asserted that “the effect of testing on teaching and learning is known as backwash ” (2003, p. 1).

According to Alderson and Wall, “the notion of washback or backwash– the influence of test on teaching– is commonplace in the educational and applied linguistics literature” (1993, p. 2). For them, this notion is referred to as “backwash” in general education, while it is known as “washback” in British applied linguistics, knowing that there is no reason for preferring either term. Alderson and Wall (1993) referred to washback as the influence of testing on teaching and learning (p. 115). In the same way, Hughes defined backwash as “the effect that tests have on learning and teaching” (2003, p. 53), and he argued that the term “impact” “is not limited to the effects of assessment affects society as a whole” (2003, p. 2). Thus, there was a small difference between washback and test impact. While the former was an aspect of impact that dealt with the “micro contexts” of the classroom and the school, the latter concerned with wider influences and included the “macro contexts” which referred to test effects in society as a whole.

For Fulcher and Davidson (2007), “the term washback is used to talk about the effect that tests have on what goes on in the classroom” (p. 74). They added: “washback, sometimes referred to as backwash, the effect of a test on learning and teaching. Washback studies focus on practices or behavior that would not be present if it were not for the test” (2007, p. 377). Washback is then referred to the effects that tests have on teaching and learning. The researchers meant that the existence of tests brought some changes in behaviors, attitudes and

perceptions of learners, and this is the concern of this present study. Moreover, Fulcher and Davidson (2007) argued that “if the concept of washback is to have any meaning, it is necessary to identify what changes in learning or teaching can directly attributed to the use of the test in that context” (p. 221). In addition, Cheng (2005) stated that “an intended or unintended (accidental) direction and function of curriculum change on aspects of teaching and learning by means of a change of public examinations” (p. 112).

Messick (1996) in the other hand, pointed out that washback “refers to the extent to which the introduction and use of a new test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241). Furthermore, according to Biggs (1995), the term backwash is referred “to the fact that testing drivers not only the curriculum, but teaching methods and students’ approaches to learning” (Cheng, 2005, p. 27). The washback effect is defined in a general way by Cohen (as cited in Bailey, 1999) as the way “how assessment instruments affect educational practices and beliefs” (p. 4). According to this definition, it is seen that washback concerned with the influence and possible factors which can be changed in the classroom at the moment of assessment. Shohamy (1992) also focused on washback in terms of language learners as test-takers when she described “the utilization of external language tests to affect and derive foreign language learning in the school context” (p. 15). She pointed out that “this phenomenon is the result of the strong authority of external testing and the major impact it has on the lives of test takers” (ibid). To support this belief, Shohamy cited the example of the introduction of an oral test proficiency based on an interview in the United States. She mentioned that this example involved “the power of tests to change the behavior of teachers and students” (p. 514).

Cheng (1997) introduced the concept of intensity, “the degree of washback effects in area or a number of areas of teaching and learning and learning affected by an examination” (p. 43). Bailey (1996) also adopted a broad view, “a holistic view on washback, but prefer to consider overall impact in terms of “washback of learners”, and “washback to the program”, counselors, etc” (pp. 263-264). In addition, Bailey (1999) referred to Shohamy who summarized four key definitions that were important to understand the washback concept. Accordingly,

1. Washback effect refers to the impact tests have on teaching and learning.
2. Measurement driven instruction refers to the notion that tests should drive learning.
3. Curriculum alignment focuses on the connection between testing and the teaching syllabus.
4. Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning.

Alderson and Wall (1993) also discussed the concept of washback, and they derived that the concept was too vaguely defined and much of what have been said and written about this term, had been based on assertion rather than empirical findings. For that reason, they presented a number of “washback hypotheses”, which were meant to show some of the effects that tests might have on teaching and learning. They argued that test developers should indicate the types of impact that they wanted to promote and the kinds of effects test evaluators should look for when deciding whether or not the desired washback has occurred (Wall, 2005, p. 51). The washback hypotheses will be presented and discussed later on. The most crucial here is that Alderson and Wall restricted the influence of tests on teaching and learning. In the context of this research, the researcher is concerned only with the influence of tests on learners and learning.

1.2. Types of Washback

Washback or backwash is referred to the influence of testing on teaching and learning (Alderson & Wall, 1993). Most of researchers confirmed that washback effect might be positive, negative, or mixed (i.e., both positive and negative). It is a commonly-held belief that a good test will have beneficial washback and a bad test will have detrimental washback (Heaton, 1988). However, as more in depth research into washback is conducted, the case is believed to be more complicated. "The quality of washback might be independent of the quality of the test" (Alderson & Wall, 1993, p. 118) and there may well be "other forces operative on the educational scene" (Messick, 1996, p. 242).

In other words, any test, whether considered good or bad, will have intended and unintended washback effects on educational practices (Hughes, 2003). These effects are generally grouped as intended positive and unintended negative washback in language testing literature (Bailey, 1996; Cheng, 2004; Cheng, 1997; Hughes, 2003; Messick, 1996; Wall & Alderson, 1993; Wall, 2013). Then, it is important to indicate some authors like Alderson and Wall who described washback as neutral term, "the term "washback" implies influence, of any sort" (Alderson & Wall, 1993, p. 6). The influence of any sort can be felt as neutral, negative if the test is poor or positive if the test is good.

1.2.1. Negative Washback

It is assumed that tests influenced teaching and learning. This influence is totally seen as negative by some researchers. Alderson and Wall (1993) defined negative washback as the undesirable influence of a test on teaching and learning, and simply "something that the teacher or learner does not wish to teach or learn" (p. 5). According to Shohamy (1992), a

negative washback led to narrow the content of the curriculum, and what students learned was not the expected understanding, but rather the test language instead.

Furthermore, there was a negative influence when both of teachers and students had some kind of anxiety, and it is generally happened when they knew about the existence of a test. "Any learner who is obliged to do something under pressure will perform abnormally and may therefore experience anxiety" (Alderson & Wall, 1993, p. 6). This situation was likely to be harmful for students who feared not just about bad scores, but also when it came about baccalaureate examinations, they had a really important influence in the future and academic life.

Taylor (2005) emphasized the fact that "washback is generally perceived as being either negative (harmful) or positive (beneficial)" (p. 154). Also, she defined negative washback as an effect which "is said to occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context" (Taylor, 2005, p. 154).

For Vernon (1956), "teachers tend to ignore subjects in activities that are not directly related to passing examination, and testing accordingly alter the curriculum in a negative way" (p. 18). Once again, it was logical that those tests may fail to create correspondence between the learning principles and/or the course objectives to which they should be related (Cheng, 2005, p. 8).

1.2.2. Positive Washback

Other researchers, however, considered the influence of tests on teaching and learning as positive, and they declared that examinations can bring beneficial change in teaching and learning. According to Bachman, "positive washback would result when the procedure

reflects the skills and abilities that are taught in the course” (1990, p. 283). Cohen added that “if students have a chance to practice types of tests and test items over time, their performance on such tests will improve” (1980, p. 60). Adding to that, Pinter advised: “the more teachers know about the classroom complexities and the learners they are working with, the better their chance for success” (2006, p. 152). In order to know how successful or unsuccessful their teaching was, teachers must assess their students. For that, Davies stated that “assessing pupil outcomes is also vitally important as it informs good lesson preparation” (2006, p. 167).

The phenomenon of washback is referred to tests and examinations that influenced teaching and learning positively (Alderson & Wall, 1993, p. 15). In a broad sense, good tests can be utilized and designed as beneficial teaching and learning activities so as to encourage a positive teaching and learning process (Pearson, 1988, p. 7). Alderson and Wall (1993) also considered washback as “what teachers and learners do that they would not necessarily otherwise do” (p. 6). In this case, it is dealt with the impression washback can be seen not just as a good influence in the classroom and in the actions the students and teachers took, but as a factor influencing the learning process with simple actions. For example, to pay attention to the lesson, to prepare more consciously the lesson, to do the homework, etc. “Hard work is more desirable than no work at all and extrinsic motivation might be better than no motivation at all” (Alderson & Wall, 1993, p. 6).

“It is common to claim the existence of washback and to declare that tests can be powerful determiners, both positively and negatively, of what happens in classroom” (Alderson & Wall, 1993, p. 5). More precisely, the changes which occurred in the classroom were considered to be influenced by the test. The different actions and decisions the students and teachers took usually depended on the impact of the test. At the same time, any test, good

or bad, had a good perception if it encouraged hard work or encouraged motivation in the students.

1.3. Theoretical Models of Washback

There have been different assumptions made about the presence of washback in the literature, as well as various models have been designed for investigating washback.

Alderson and Wall (1993) were the catalysts of these theoretical models which proposed a series of fifteen hypotheses (Appendix A) to help to clarify how washback may operate, rather than simply acknowledging the existence of washback. The hypotheses are served as a basis for further research. These hypotheses were aimed to explain what is particularly influenced by a test or test's stakes: teaching, learning, content, methodology, rate, sequence, degree, depth, and attitudes. Each of these aspects can be a basis for a particular research study depending on the purpose, as well as the nature of the test and the educational context.

As cited in Bailey (1996), Hughes (1993, p. 2) discussed the mechanisms by which washback may operate. He declared: "in order to clarify our thinking on backwash, it is helpful, I believe, to distinguish between participants, process and product in teaching and learning, recognizing that all three maybe affected by the nature of a test" (as cited in Bailey, 1996, p. 262). Hughes (1993, p. 2) also explained how washback may work:

The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test,

which will affect the learning outcomes, the product of that work (as cited in Bailey, 1996, p. 262).

Besides to Alderson and Wall's washback hypotheses with Hughes' (1993) distinction between participants processes and products, Bailey (1996) developed a model of washback that distinguished between "washback to the learners" and "washback to the programme" (p. 264). The former is related to the direct influence of "test-derived information" on test-takers' actions such as "applying test-taking strategies, practising items similar in format to those on the test", while the latter is referred to "results of test-derived information provided to teachers, administrators, curriculum developers, counsellors, etc." (Bailey, 1996, p. 264).

The models have offered an explanation of how washback might take effect, and they are served as a basis for further research studies.

1.4. Areas Affected by Washback

Different researches discussed the effects of washback on various aspects of classroom practices, which can be classified as follows: curriculum, materials, teaching methods, feelings and attitudes and learning. The paper will review the studies and the findings for each of these areas.

1.4.1. Curriculum

Concerning curriculum, the reports of the washback effects on teaching and learning were contradictory. Different studies found washback on curricula from new and revised exams. For example, in the study of Li (1990), teachers and officers reporting on changes brought about after the introduction of the MET test, indicated that, along with traditional language skills (e.g. phonetics, grammar and vocabulary), increased attention was paid to "the

practice skills: reading, listening, writing and speaking” which were tested in the exam (Li, 1990, p. 400). Reading received the most attention because it had the heaviest prominence on the MET test. Li considered this as an indicator of positive washback “underneath the changes recorded by the survey a tendency can already be seen a shift from formal linguistic knowledge to practice and use of the language” (1990, p. 402).

Alderson and Wall also concluded from their study of new O-level exam introduced in Sri Lanka that “the examination has had a demonstrable effect on the content of language lessons” (1993, pp. 126-127). The researchers, through classroom observations, found that teachers spent more time on writing and reading skills which were the skills tested in the exam. The researchers saw this as a sign of negative washback because teachers, after the introduction of the exam, did not give the same attention to the two other skills of listening and speaking (Alderson & Wall, 1993, pp. 66-67). Similarly, Lam (1994) reported an emphasis in teaching those parts of the exam carrying the most marks. The researcher also found evidence of washback on the number of periods devoted to exam preparation within the school timetable, and concluded that such effects can be both positive (e.g. when teachers use authentic materials) and negative (e.g. when they use class time to teach the objective parts of the test) (as cited in Tsagari, 2007, p. 15).

Moreover, Cheng (1997; 2005) noted that the content of teaching has changed after the introduction of the revised HKCEE exam in public schools in Hong Kong. Teacher questionnaires and classroom observations showed that reading aloud, for example, was replaced by role-play and group discussion activities which reflected the new exam content. Examination effects on lesson content were also noted by Nikolov (1999) who observed 118 lessons in secondary schools in Hungary and found that the most frequent task types in the lessons were “question-answer, translation, reading aloud and grammar exercises in the form

of substitution drills” (p. 243). The researcher concluded that these practices were typical language examination techniques of the school-leaving exam in operation at the time and “therefore, they indicate a washback effect” (Nikolov, 1999, p. 233).

However, Shohamy et al.'s (1996) study showed a slightly different picture. Through questionnaires and interviews, the researchers reported that the Arabic exam had little effect on the content of teaching whereas the EFL exam did. Concerning the curriculum, teachers claimed that they focused their teaching on the oral skills and activities to be tested in the exam (e.g. interviewing, asking questions, engaging in debates, speeches, etc.) and found that more curriculum time was given to exam preparation. Other factors related to curriculum were mentioned in the study of Alderson and Hamp-Lyons, which were class time allocation and class size. Alderson and Hamp-Lyons (1996) looked at the time spent on different activities and found that TOEFL did exert an influence on the content of the lessons. The researchers noted in their study that while extra time was given to TOEFL classes in some institutions, others did not. They additionally mentioned class size, mentioning that there were many more students in TOEFL classes than in regular classes.

The findings from the studies about the washback effects on teaching and learning curricula indicated that washback operated in different ways and in different situations and that in some situations, it may not operate at all.

1.4.2. Materials

A small number of empirical research studies discussed washback on materials. The latter referred to exam-related textbooks and past papers. The impact of high-stakes tests on teaching materials was known as “textbook washback” (Lam, 1993). The following studies

discuss washback on materials in terms of their content, classroom use, and their effect on test performance.

Initial attempts to analyze the content of exam-oriented materials had supported textbook washback on teaching materials. For instance, Lam (1993), in the Hong Kong context, examined the content of two sets of textbooks (18 texts in total) designed for a public proficiency exam (NUE) using a specially-designed grid. Samples of textbooks were analyzed for their range of skills, authenticity of materials and task types contained. Lam concluded that most of the textbooks analysed “are just exam crammers with lots of exercises following the exam format published by the HKEA” (1993, p. 86).

In addition, Watanabe (1996) in Japan analyzed teaching materials used to prepare students for university entrance examinations. The materials analyzed “consisted of past exam papers and materials which were constructed by the instructors... on the model of past exam papers” (Watanabe, 1996, p. 325). The analysis of the content of these materials was based on calculation of the percentage of task types reflected in the exam. The results showed that “washback did exist on materials” (ibid, p. 326).

However, other research studies explained that exam-preparation materials could have an uneven relationship to the exam they prepared for. For instance, Hilke and Wadden (1997) aimed at finding out how accurately 10 TOEFL test-preparation textbooks widely used in Japan reflected the exam. The researchers looked at the ratio of question types, topic areas and their placement within the exam textbooks based on taxonomies derived from recent versions of the test. The findings of their analysis showed that the textbooks were really influenced by the exam, but they varied “considerably in the accuracy with which they represent the exam” (ibid, p. 28).

Lam (1994), though he noted some innovative use of materials generated by the introduction of the revised exam (e.g. the use of teacher-produced authentic materials), also talked about teachers as “textbook slaves” and “exam slaves” with large numbers of the former relying heavily on the exam textbooks and of the latter relying even more heavily on past papers in exam classes rather than using materials that aimed “at maximizing students' language learning” (Lam, 1994, p. 99). Lam saw teachers' adherence to exam-preparation materials as “a sign of negative washback because instead of introducing more authentic materials, they prefer to use commercial textbooks” (ibid, p. 90). He further reported that teachers did this as “they believe the best way to prepare students for an exam is by doing past papers” (ibid, p. 91).

The only study that investigated the effectiveness of exam-preparation materials on learning was conducted by Andrews, Fullilove, and Wong (2002). The researchers examined the presence of functions and forms taught in the exam preparation textbooks in students' speech. Based on the frequencies of these language features and the contexts in which they appeared in the oral performance of two groups of students over two administration periods. Andrews et al. concluded that there was evidence of exam washback on student performance and that this appeared to be linked to the mediation of exam materials. However, the sort of washback observed was negative.

Hamp Lyons looked at the content of exam preparation materials. She examined a small-scale study of five TOEFL preparation textbooks. The researcher found that “the skills promoted by the textbooks generally consist of (a) test-taking strategies and (b) mastery of language structures, lexis and discourse semantics that have been observed on previous TOEFLs' and the books used for this study promote skills that relate quite exactly to the item

types and item content found on the actual test rather than to any EFL/ESL curriculum or syllabus or to any model of language in use" (Hamp Lyons, 1998, p. 332).

The above studies showed that when working towards exams, teachers used exam materials to different degrees. In some studies, teachers tended to teach with the exam textbook, and accepted it as a source of content and activities. Studies also showed that teachers adapted and modified the content of their exam materials according to the needs of their students and the exam.

1.4.3. Teaching Methods

Different studies discussed washback on teachers' methodology which referred to how teachers teach rather than what they teach or their attitudes about teaching and examinations.

Lam (1993), through teachers' questionnaires, found that teachers used the new approach to teach for the NUE. The researcher observed that the teachers who had worked under the old and new systems were "much more examination-oriented than their younger counterparts" (p. 91). The latter were more likely to work with authentic materials and used activities which required student participation or an integration of the skills rather than isolated skills work. Lam came with the conclusion that it was not sufficient to change exams to bring about the desired results by stating that "the challenge is to change the teaching culture, to open teachers' eyes to the possibilities of exploiting the exam to achieve positive and worthwhile educational goals" (1993, p. 96).

Additionally, Shohamy (1993), from the findings of all three language test studies that she conducted, concluded that teaching methods became "test-like". Also, Shohamy et al. (1996) found that the low-stakes Arabic exam involved "virtually no change from normal teaching" (p. 304), while teaching towards the high-stakes EFL exam continued to lead

teachers to teach through simulating the exam tasks or through carrying out other activities that aimed at developing the exam skills and strategies. The researchers declared that these activities became more dominant as the exam dates got closer. Shohamy et al. (1996) noted that there were considerable differences between the experienced and novice teachers. The former “turned to the test as their main source of guidance for teaching oral language and used only material to be included in the test” (ibid, p. 301), whereas the latter used “a variety of additional activities in the teaching of oral language” (ibid, p. 301).

In a different context (e.g. Japan) and using empirical data (classroom observations), Watanabe (1996; 1997) observed how translation and grammatical explanation were used in two types of university exam preparation lessons. Although the researcher found evidence of washback on teaching, he also found differences between how teachers taught and used translation. Watanabe came with the conclusion that it is too simple to expect that an examination will affect all teachers in the same way. He considered that the personal characteristics of the teachers, e.g. educational background, beliefs about teaching and attitudes towards the exam, and possibly the proximity of the exam in terms of time had an important role to play in how teachers conducted their lessons.

However, Wall and Alderson (1993), using classroom observations, found no evidence for any change in teachers' methodology before and after the introduction of the new English school-leaving examination in Sri Lanka despite teacher reports who believed that the examination influenced their methods. The researchers asserted that there were other factors that prevented the implementation of the washback of an exam, e.g. resources, management practices, lack of communication between test designers and users and teachers' beliefs, training, commitment and other obligations (as cited in Tsagari, 2007, pp. 33-34).

Cheng (1997) also mentioned that teachers made greater use of discussions and role plays after the introduction of the revised exam, but that there was no significant change in the amount of teacher talk. However, the researcher noted changes in teaching content as a result of the revised exam. She did not observe these changes leading to a change in teaching methods. She commented that “changing the examination is likely to change the kind of exam practice, but not the fact of the examination practice” (Cheng, 1997, p. 52). The researcher suggested that teaching methods may remain unchanged although activities changed as a result of the revision of an exam. In this case, reading aloud was replaced by role plays but both of them were taught through drilling.

The findings on the area of washback on teaching methods varied from context to context and teacher to teacher. The types and amounts of washback were not homogeneous. They varied from indicating no washback to indicating considerable washback.

1.4.4. Learning

This part will review whether washback has an effect on learning and how. Yet again, the review of the literature has come up with mixed results.

Lam (1993) noted that there was evidence that the NUE had brought about improvements in the language of the students. Through analysis of exam papers, the researcher argued that the new exam was testing a wider range skills as there were demonstrated by the new examination candidates, particularly in their performance. Lam concluded that such improvements in student learning can be interpreted as positive washback.

In Shohamy et al. (1996) study, teachers reported that the low-stakes Arabic exam may have promoted learning at lower levels, but not at upper levels as the students were committed

to learning the subject anyway by that stage. In relation to an oral EFL exam, they believed that it had undoubtedly brought a focus on oral proficiency, but the reading component had not affected reading in class, as this part of the exam was considered to be poorly designed.

Andrews et al. (2002) aimed to see how introducing an oral component to a high stakes test (Hong Kong Advanced Supplementary "Use of English") would impact the performance of those who faced the test. They conducted simulated oral tests with three groups of candidates, matched for their ability over a three year period. The results showed that the nature of the washback varied across the student groups: only a small improvement in performance between the first and the third group was indicated. This led the researchers to conclude that the washback effect of the test was delayed since it was more noticeable in the second than in the first year of the test. The researchers linked the impact of the test to the mediation of the exam-related published materials.

Chu (2009) asked 667 students from two Taiwanese universities about their perceived impact of the General English Proficiency Test (GEPT) graduation exam on their out-of-school practice. The top three learning activities according to a 5 point scale used to prepare for the GEPT test were "listening to English songs" (M=2.33), "memorizing vocabulary items" (M=1.57) and "watching English TV programs" (M=1.53). It was noticeable that the students preferred to use entertaining audio-visual materials for test-preparation. However, as indicated by the author, "the low mean scores in the parentheses indicate that students did not do these tasks often and regularly" (Chu, 2009, p. 122). In other words, the GEPT graduation requirements had a low degree of washback on learning behavior.

The findings of washback studies on student learning were disparate and too mixed to provide a definite conclusion. Some researchers looked at actual student performances, other at students' perceptions (of their motivation or learning strategies), and others at the

comprehensiveness of skills tested in the exam. To conclude, investigating washback on “the product of learning” is still an area in need of research (Wall, 2000).

1.4.5. Feelings and Attitudes

Many of the studies indicated that examinations had effects on both teachers' and students' attitudes and feelings ranging from positive to negative. The main concern of the present study is to see whether and how the learners' perspectives are described in research studies in terms of attitudes, beliefs, self-esteem, motivation towards standardized tests, which is known in the literature as “washback to the learner” (Bailey, 1996).

Li (1990) reported on students' positive attitudes towards the exam and motivation to study. The researcher explained that there seemed to be a new enthusiasm for learning English outside the classroom on the part of students, which included more after-class learning and led to high scales of simplified English readers. However, it was not clear whether what Li reported was based on the teachers' opinions about their students' attitudes only or whether she got direct access to students' views (as cited in Tsagari, 2007).

Shohamy et al. (1996) studied students' perspectives using student questionnaires. The results showed that students expressed negative feelings towards the low-stakes ASL test complained that the test was of no importance (p. 306). Concerning the high-stakes EFL oral exam, the results showed that 82% of the students considered the exam as very important while 84% of the students stated that it was “of considerable importance to them to succeed in the oral exam” (ibid, p. 311). Also, 96% of the students reported that they were “quite anxious about the test” (ibid, p. 310).

Shohamy (1993) interpreted the idea that there might be individual differences among students in the way they perceive and react to exams. By using student questionnaires, the

researcher noted that 62% of the students claimed that the ASL test affected them positively by experiencing an increase in motivation, while 38% reported that they were affected negatively by experiencing fear, pressure and anxiety, and they felt that the test did not reflect real learning (ibid, p. 9). However, 96% of the students reported being quite anxious about the EFL oral test and believed that the test results can affect their matriculation score to a large extent. Also 70% of all students believed that the results can affect their success in future studies.

In addition, there were many studies discussed the area of students' motivation towards exams. For example, Watanabe (2001) studied the relationship between motivation and test impact as part of a larger project. Through interviews with university students about their test preparation practices, Watanabe found that the relationship between students' test preparation and their motivation was complex. More precisely, he found that student attitudes to test preparation varied and that the impact of the university exams was far from uniform. It depended on the importance and the difficulty of the exam.

Watanabe (1992) investigated possible differences in learning strategy use of first and second year students who entered college through entrance examination and those who entered college through recommendation. His results showed that in the exam, students used more learning strategies than the recommended groups and that their strategy use did not change over the period of the two years studied. Watanabe attributed students' strategy use, not only to the influence of the exam, but also to language proficiency. The researcher came with the conclusion that the washback effects of the examination drove students to learn the language only in order to pass the examination.

The above studies showed that students' attitudes towards the exam were not homogeneous as they can be either positive or negative.

Conclusion

To sum up, the chapter dealt with some of the most important issues concerning washback effect in language testing. Crucially, an attempt has been made to clarify the origins, definitions and types of washback. The different washback studies on standardized tests indicated that washback does occur and can directly or indirectly impact classroom teaching and learning. In addition, different theoretical models of washback have been mentioned. Moreover, the chapter tried to shed light on the most important areas affected by washback among which there is learning which is the area that the present study tries to investigate.

Chapter Two: Learners' Perceptions of and Attitudes towards EFL Classroom Practices.

Introduction

2.1. The Concept of Perception

2.1.1. Definition of Perceptions

2.1.2. Types of Perception

2.1.2.1. Perception by Sense

2.1.2.2. Perception by Experience

2.2. Implications on Teaching and Learning Processes

2.2.1. Implications on Course Content

2.2.2. Implications on Teaching Strategies

2.2.3. Implications On learning

2.2.3.1. Learning styles

2.2.3.2. Learning Activities

2.2.3.3. Motivation

2.3. The Concept of Attitude

2.3.1. Definition of Attitude

2.3.2. Components of Attitudes

2.3.2.1. Affective

2.3.2.2. Cognitive

2.3.2.3. Behavioural

2.4. Attitude Change

Conclusion

Chapter Two: Learners' Perceptions of and Attitudes towards EFL Classroom Practices

Introduction

The following chapter turns around the theoretical constructs that underpinned this study, it attempts to explore the learners' perceptions of and attitudes towards their classroom practices. Discussing the perceptions and attitudes of EFL learners cannot be done without understanding the two notions in the broader field in general and in second/foreign language areas in particular. Therefore, the key elements related to perceptions and attitudes such as perception by sense, by experience, and components of attitudes are included. There are four sections in this chapter; the first will be devoted to explaining the concept of perception and the second will consider the implications on both teaching and learning processes. The third will examine the concept of attitude and its components. The end of this chapter, which is the fourth section, provides a brief explanation of attitude change.

2.1. The Concept of Perception

2.1.1. Definition of perceptions

The process by which one recognizes, interprets or gives meaning to the information provided by sense organs is called perception. First, "the word perception comes from the Latin words *perceptio*, *percipio*, which means receiving, collecting, action of taking possession, apprehension with the mind or senses" (cited in Shergill, 2012, p. 81). There are a lot of definitions of perception. Most researchers defined perception as "the process of recognizing (being aware), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Perception deals with the human senses that generate signals

from the environment through sight, hearing, touch, smell, and taste” (Ward, Grinstein & Keim, 2015, p. 73). Thus, perception refers to the process of understanding or attaining awareness of sensory information, perception is essentially the interconnection between the outer and inner world, “it is about the various ways in which people interpret things in the outside world and how they act based on those perceptions” Dubrin 2006(as cited in Arnold & Silva, 2011, p. 160). Individuals interpret stimuli into something meaningful to them based on pre-existing beliefs and prior knowledge. However, what a person interprets or perceives maybe completely different from reality as Singer (1987) noted “we experience everything in the world not as it is- but only as the world comes to us through sensory receptors” (p. 9) .Ward, et al., (2015) also stated that:

Perception is the process by which we interpret the world around us, forming a mental representation of the environment. This representation is not isomorphic to the world, but it's subject to many correspondence differences and errors. The brain makes assumptions about the world to overcome the inherent ambiguity in all sensory data, and in response to the task at hand (p. 74).

Therefore, perception of an event or an object is a personnel interpretation of information, based on how individuals see and understand things in the world and it varies from one person to another.

From the above definitions, its' clear that the process of perception consists of three stages which are: Selection, Organization, and Interpretation. Selection is the first stage in which the selected things from the environment become the intended stimulus. This selective perception maybe related a person's existing beliefs, attitudes, motivation, and personality (Assael, 1995), in this stage individuals will select the stimulus that satisfy their needs as

Burner (1958) claimed “in the interest of not overloading ourselves with too much information, we limit our attention to those aspects of strangers or the situations that are essential to what we are doing” (P. 85). It means that the selection of stimuli is based on choosing some specific aspects from the environment that are relevant to certain goals and ignoring information that does not fit one’s plan. The second stage in perception process is organization, where the selected information will be gathered in groups in order to give them meaning. This step enable “ us to structure and give coherence to our general knowledge about people and social world, providing typical patterns of behavior and range of likely variation between types of people and their characteristic actions and attributes” (Cantor, Mischel & Schwartz, 1982, p. 34). After organizing the selected stimuli, interpreting and giving meaning to the object is the next step. The interpretation stage is an essential part of perception since it allows to make sense, understand, and then react to the world.

To sum up, the process of perception requires perceptual input to be processed for providing perceptual output which helps to build up one’s values, attitudes, and behaviours.

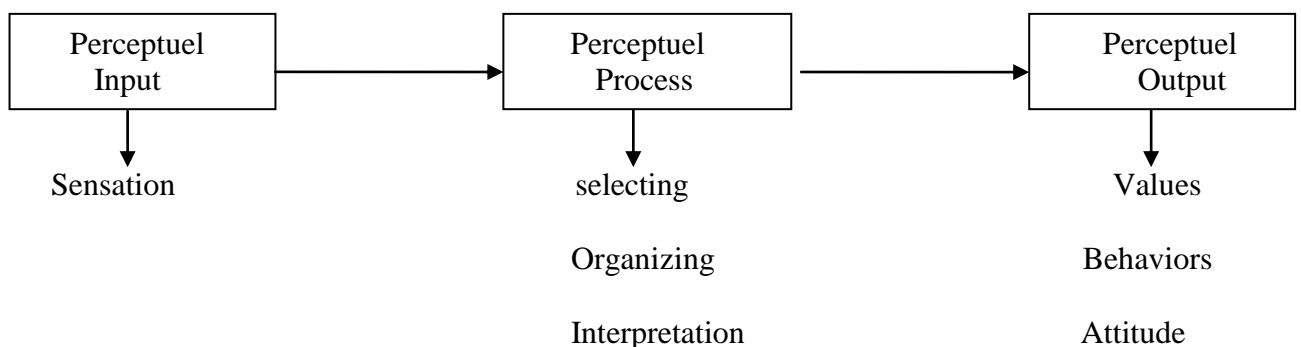


Figure (2.1): Process of Perception.

2.1.2. Types of perception

2.1.2.1. Perception by sense

Through sensation system people gather information from various sources, which are transferred directly to the human brain. Senses are the primary way of interacting with the external world through which individuals perceive stimuli using the five receptors. "Sense perception is understanding gained through the use of one of the senses such as sight, taste, touch or hearing" ("Sense perception", 2018). Humans experience stimuli from the outside environment to which they attribute meaning, first, sense receptors are stimulated after perceiving sensory information from the environment, then the sensory information transferred to the brain where it will be processed and translated into sensation, and finally the brain either neglects or apprehends the sensation and their meaning (Woods, 2017).

In psychology, visual perception is typically given greater attention, mainly because of the high extent of studies available on vision compared to other sensory areas; it refers to experience the world through human eyes. Different theories about visual perception have been proposed within psychology. Some psychologists claimed that the perceptual process is a sequence of psychological steps that a person uses to organize and interpret information which begins with receiving sensory input from the environment working up to the level of the brain and mind; this is what Bottom up approach is about. In the bottom up processing approach, perception starts by paying attention to the intended stimulus. Next, the intended stimulus is formed as an image in the retina, the image in the retina is transformed into electrical signals in a process known as transduction. This visual message will be transmitted to the brain to be interpreted (Marr, 1982).

2.1.2.2. Perception by Experience

As it was defined before, perception may refer to the one's first impression of the information that formed an opinion and it is linked to experience, this means that perception can sometimes occur without external stimulation of the receptor organs. Therefore perception is not determined simply by stimulus patterns. Rather, it is an identification of objects using prior knowledge and expectations for the best interpretation of the available data. According to this perspective, "perception is a central process which is mostly active, in the sense that thinking, or cognitive processing, dominates in the process rather than anything physical" (Tatham and Mortom, 2011, p. 126). From this, perception is a constructive process depends on Top down approach (Gregory,1997). Within the Top down processing viewpoints, prior knowledge or experience is a cue to accurate perception. According to them, visual information does not always provide a full image, human brain needs more than visual information to overcome ambiguity, "many properties that are vital for behaviour cannot be signaled by the eyes, such as hardness and weight, hot or cold, edible or poisonous" (Gregory, 1997, p. 1).

2.2. Implications on Teaching and Learning Processes

When considering teaching and learning processes, affective variables have become important in determining the effectiveness of this tow processes. Recently, educators have widely recognized that learning is not only about knowledge delivery, but about a cognitive process of knowledge construction which is strongly affected by different factors. Radovan and Makovec (2015) stated that "teaching never directly affects learning; on the contrary, it operates through intermediary factors that include perceptions of teaching, evaluation, the climate in the classroom, the content of the school subject, structure and similar"(p.120).

Learners' perception towards the learning of English language is considered to be among the non-linguistic factors that may influence the teaching and learning processes (Bamlak, 2016). Learners do not form beliefs and perceptions for just having them and keeping them in mind, rather, they influence their decisions and actions in the classroom. In other words, learners come to a foreign language classes with certain preconceived ideas about different aspects of how language is taught, this ideas affect the way they approach language learning and their strategy use.

2.2.1. Course Content

Hutchinson & Waters (1987) defined a course as “an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge” (p. 65) so a course is a unit of instructions which refers to the whole package including materials, lessons, resources, activities, assessment ...etc. It is worth noting that syllabus is part of course development so it is related to how content should be selected, and a course is part of curriculum (Graves, 1996, p. 3). Heacox (2002) in the other hand defined content as “the ‘what’ of teaching-the curricular topics, concepts or themes presented to the student” (p. 10). Renzulli and Reis (2008) also defined it as “being the knowledge or subject matter that is to be taught” (p. 98), for that, content refers to the amount of facts, information, and knowledge taught by teacher and learned by students.

Since syllabus deals with the what of teaching, content should follow four criteria (Harmer, 2001, pp. 295-296) which are:

-Learnability: the teacher starts to teach easier things moving to more difficult ones.

-Frequency: teacher introduces the most common items in the target language and than the ones that are rarely used.

-Coverage: teaching items that have large scope of use than the others.

-Usefulness: teaching meaningful items that learners will use inside and outside the classroom.

These criteria should be taken into consideration when developing a course content since it helps to make the input comprehensible, varied, and intense for learners. It should further be noticed that successful learning takes place when there is a satisfaction with the course content. Student satisfaction is defined as “the perception of enjoyment and accomplishment in the learning environment” (Sweeney & Ingram, 2001, p. 57). Wu, Tennyson, and Hsia (2010) viewed student satisfaction as “the sum of students behavioral beliefs and attitudes that result from aggregating all the benefits that a student receives” (p. 157). Therefore, students’ perceptions will have an influence on the effectiveness of the learning outcomes. If learners have certain perceptions, they have a mental representation about their course content which is conducive to learning, if those perceptions are not in place; learners have a mental climate not conducive to learning. In other words, the perceived value of the tasks is probably the most important indicator of learners’ success.

Current researches and theories in motivation indicate that learners are most motivated when they believe the tasks they are involved in are relevant to their personal goal and fit their needs. So learners’ perceptions will determine whether to move towards or away from. Lightbown and Spada (2006) asserted that:

If teachers can make their classroom places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the

learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn (p. 57).

Teachers can create conditions for learners like providing comprehensible input and including any process in which the learner is actively working with language, in order to make them involved and they do that when they are ready or willing to do so.

2.2.2. Implications on Teaching Strategies

Learners come to a foreign language class with certain existing ideas about how language should be taught; these ideas and beliefs are considered as the most prominent factors that affect the learning and teaching processes. Abu-milhim (2009) stated that even if there is a lot that the teacher can do for making a successful teaching, "at the end of the day, it is all up to the student whether or not to participate positively in the lesson" (p. 686).

The teachers' teaching styles and teachers' choice of strategies in the classroom affect students' motivation to learn (Dornyei, 1998). Trang and Baldauf's study (2007) in Vietnam showed that teachers and their use of teaching methods had a strong impact on students' demotivation or motivation to learn. Students are more engaged in the learning process if the teacher provides students with appropriate conditions in the classroom and uses motivational teaching strategies (Dornyei, 2001).

Dornyei (2001) referred to motivational strategies as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (p. 28). In addition, Guilloteaux and Dornyei defined motivational strategies as "instructional intervention applied by teacher to elicit and stimulate student's motivation" (2008, p. 56). Teachers should be aware of their responsibility to provide opportunities for encouraging

language learner progress. However, students' own perceptions and beliefs maybe as relevant as those of the teacher, they should not be neglected since they are crucial in determining the effectiveness of teaching second language. Crookes and Schmidt (1991) stated that:

When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engage in teacher-desired behavior in the classroom and possibly outside it (p. 480).

Learners' perceptions and beliefs about the teachers' role and his contribution with regarded to the teaching strategies, are key factors in determining success in second language.

2.2.3. Implications on Learning

The concept of perception has been discussed in way that directly related to information processing; how persons observe, interpret, and make personal meaning about people and events. Learning in the other hand is viewed as gaining knowledge or skills through experience, practice or study. This means that language learning experience requires both learners' immense effort and their impression of how they perceive the input. According to Crawford, Saul, Mathews, and Makinster (2005) "learning fully and usefully means that the student can think about what they learn, apply it in real situations or toward further learning, and can continue to learn independently" (p.1). Accordingly, learners perceptions has to be highlighted because it reflects their emotions, expectation, learning, and needs. Furthermore, it helps to understand their feeling and why they react in particular way during the process of learning. Riley (1996) claimed that the way students perceive their language learning have a

great impact on their attitudes, motivation or behaviours. Learners hold certain beliefs which may affect what they want to learn and how they prefer to learn a foreign language.

2.2.3.1. Learning styles

Learners are the most important element in language learning and teaching. Learners differ in how they learn and what senses and parts of their brain are used in the process of learning. Therefore, everyone is supposed to adapt the way that mostly suits him (Brown 2002). The concept or the way of learning is called learning style; "the term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (Lightbown & Spada, 2006, p. 59). Thus, learning style refers to an individual's preferred or best manner used to acquire, retain, and save information. Keef (1979) provided the most significant definition of learning style:

The characteristic cognitive, affective and psychological behaviours that serve as relatively stable indicators of the learning environment..learning style is a consistent way of functioning, that reflects underlying causes of behaviors (p. 4)

Learning style, therefore involves a person's preferred patterns of mental functioning, patterns of attitudes that influence the focus of individuals which in turn help learners to make decisions about the most appropriate way of learning, this means that students' learning style can be influenced by his/ her perceptions and attitudes. According to Brown (2002), learning styles consist of set of patterns that direct how learners learn.

There are three main types of learning styles defined by physical and sensory preferences. According to Brown (2002), there are auditory learners who use their ears when learning i.e., they prefer to take information in a form of sounds, listening to lectures or

audiotapes; visual, when they use their eyes for reading, studying charts; kinesthetic learners who like to use different parts of their body while learning. Most students learn best through using both visual and auditory input or through combining the three styles. However, one must be more preferred to the other.

2.2.3.2. Learning Activities

Hohenstein and King (2011) defined learning as “a relatively permanent change in thought or in behavior that results from experience” (p. 176). This definition suggests that learning a foreign language is a complex process in the sense that learners are supposed to go through a series of tasks and activities; therefore, learning activities is an important part of the learning process. Learning activities refer to “the teacher-guided instructional tasks or assignments for students” (Wandberg & Rohwer, 2011, p. 164). Learning activities are supposed to allow learners learn better and be more engaged or fully involved in the classroom in a student-centered approach. Hence, these activities should be relevant and applicable to the student's lives in order to build interest. Brown (1995) proposed that learners' preference of their learning activities should be taken into consideration (p. 187), Dam (1995) in the other hand, maintained that the appropriate selection of methodology and types of activities is one of the major aspects of a curriculum that activates the learners' involvement in the learning process and hence foster the learner's autonomy. To acquire this capacity and being autonomous learner, students need to have confident, high motivation and positive attitudes towards their study (Lui & Zhang, 2007)

Kreitner and Kinicki (2004) have discussed the concept of perception in a way which can be directly related to the process of learning English. They found that a lot of learning activities are affected by perception. The way students perceive the input will determine the effectiveness of the learning outcomes.

Breen (1989) stated that “all learners already critically evaluate the tasks they undertake” (p. 205). Learners interpret tasks and other classroom events from their own perspectives which in turn may affect their behaviors and performance in the learning situation. Consequently, learners’ perceptions of their learning activities should not be neglected and teachers should make an attempt to align their task orientation to that of the learner.

If students perceive their classroom activities as challenging, interesting, and joyful with various options to choose a particular task, their first priority would be adapting mastery goal orientation i.e., they desire to learn a foreign language for enhancing their knowledge, not for the sake of getting good marks or being judged incompetent relative to others (Ghanizadeh & Jahedizadeh 2015, p. 42).

2.2.3.3. Motivation

The concept of motivation has been widely recognized as one factor that influences the success of second language learning (Dornyei, 1998). Indeed, it is a type of internal drive that pushes someone to do things in order to achieve something. In language learning, Richard and Schimdt (2002) asserted that motivation is “the combination of the learners’ attitudes, desire, and willingness to expend effort in order to learn a language.....Motivation is generally considered to be one of the primary causes of success and failure in language learning” (p. 34). From this view, motivation is seen as the means that leads to learning. Gardner’s socio-educational model (1985) also defined motivation as “a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language” (Gardner, 1985, p. 10). In his model, Gardner made a distinction between ‘integrative motivation’, which is identified with positive attitudes and learners’ wish to

integrate with the target language group, and 'instrumental motivation', which refers to more functional motives for learning the language like to get a better job or to pass an examination. Gardner (1979) attempted to link attitudes, which is the behavioural outcomes of perception, to motivation by claiming that attitudes support the learners' overall orientation, which means that when learners perceive the environment as supportive context for achieving their goals, and feel included, they will construct certain beliefs conducive to learning and therefore their motivation will be increased.

There are two types of motivation which ought to be considered: extrinsic and intrinsic motivation (Harmer 2007). The former is influenced by external factors which lead to achieve some instrumental end such as when learners feel the necessity to pass an exam, to win prizes in a competition. However, the latter comes from the individual themselves who seemed to be highly interest and enjoy the learning process. Brown (2002) called them external motivation which refers to motivation from others and internal motivation when students are learning for their own purposes, self motivation. Intrinsic motivation is the ideal one since it comes from the learners themselves and primary influenced by their perception.

Learners' motivation to learn is based on the perceived value of the task, subject matter, personal goal, and other personal factors. When learners hold negative sense about school in general, their motivation will be influence, which in turn their involvement in school activities will be decreased. However, their motivation can be increased based on the student ability to have a sense of satisfaction, so that they can define their own goals, take risks, and take control for their learning. As Radovan and Makovec (2015) asserted that "students who perceive their learning environment as a place that fosters autonomy and self-direction and find their education to be useful and relevant are more intrinsically motivated" (p. 131).

2.3. The concept of Attitude

2.3.1. Definition of Attitudes

Attitudes are an interdisciplinary concept that has been investigated by different researches in different fields. Baker (1992) stated that “the notion of attitudes has a place in psychology, sociology, anthropology, education, history, human geography and creative arts” (p. 1). Yet, many definitions have been proposed and each reflects a particular theoretical position. Therefore, the definition of this term diverse according to the researcher's point of view. First, “the word ‘Attitude’ is derived from the Latin word ‘aptitude’ and the Italian ‘atto’, which means ‘aptitude for action’”(Baker, 1992, p. 11).

In social psychology, where this concept has been widely explored, Allport (1935) defined attitude “as a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence up on the individuals response to all objects and situations with which it is related” (Allport, 1935, p. 8). Similarly, Oppenheim (1992) stated that “an attitude is a state of readiness, a tendency to respond in certain manner when it confronted with certain stimulus” (p. 174). By the same token, Fishbien & Ajzen (1975) declared that “an attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object” (p. 6). Furthermore, Myers (1993) provided an evaluative definition of attitudes “a favourable or unfavourable evaluative reaction towards something or someone, exhibited in one's beliefs, feeling, or intended behaviour” (p. 112).

As it can be noticed, all these definitions believe an attitude to be characterised by two main aspects. The first, which refers to “readiness for action”. That is, an attitude is not behaviour; rather it is a preparation for behaviour. The second, which is the motivating or

driving force of attitudes, as Allport mentioned “exerting a directive or dynamic influence” (p. 8) which means that they guide, encourage certain actions, and drive behaviour. As another note, attitudes have an evaluative aspect, which is the disposition to respond in a favourable or unfavourable manner to a given object. Consequently, modern definitions deliberately attribute emotional and cognitive features besides the behavioural aspects of attitudes. Huskinson and Haddock (2006) defined attitudes as “overall evaluations of stimuli that are derived from the favourable of an individual’s affects, cognitions, and past behaviours” (p. 453).

In the second language research, the term attitude has been adapted and redefined in a different way to suit the context of language learning. However, attitudes may vary according to the investigated phenomena. Language attitude is known as the positive or negative feeling toward a language, Inal, Evin, and Saracaloglu (2003) stated that “attitude refers to our feeling and shapes our behaviours towards learning” (p. 41). Crystal (1997) defined language attitudes as “the feelings people have about their own language or the languages of others” (p. 215). Favourable and positive attitudes toward second language are assumed to foster the learning process; while negative attitudes on the other hand might frustrate language learning.

In other words, attitudes occupy an important place in language learning, it is viewed as a component of motivation in language learning and therefore may determine to a large extent students’ success or failure (Gardner, 1985). Gardner claimed that students’ ability to achieve language proficiency is not only influenced by their competences or language skills, but also on the students’ attitudes and perceptions towards the target language. Agreeing, Altamimi and Shuib (2009) stated that attitudes toward certain language affect learners’ motivation. If a learner does not have the interest in acquiring the target language, he will possess negative attitudes which affect his motivation to learn that language. As Ellis (1994)

argued that “learners attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success” (p. 198). Learners who possess positive attitudes and have realized success, their attitudes will be strengthened. Whereas those who possess negative attitudes may be reinforced by lack of success.

2.3.2. Components of Attitude

2.3.2.1. Affective

The affective component of attitude contains the feeling and emotions one has about a given object or situation, expressing whether she/he likes or dislikes the object or the surrounding situation. In other words, the affective component refers to the emotional response that something evokes like fear, sympathy, hate. This response or feeling can be positive or negative (Clore & Schnall, 2005), and it expresses an individual's degree of preference. Thurstone (1946) referred to attitude as “the degree of positive or negative affect associated with some psychological object” (p. 39).

Attitudinal research in the field of language learning agreed on that learners' views toward language learning are affected by their feelings. Feng and Chen (2009) stated that “learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yield” (p. 94).

The affective component of attitudes has frequently constituted the point of interest (Fishbein, 1967) due to its close connection with the cognitive component. Hence, attitudes researcher must take into account both people's beliefs (cognitive component) and feelings (affective component) towards attitude objects.

2.3.2.2. Cognitive

This aspect of attitude has to do with what one think about people, situation or object. It involves ideas, thoughts, viewpoints or perceptual responses about an attitudes object. Fishbein (1967) explained that “cognitive component refers to beliefs about the nature of the object and its relations to other objects” (p. 259). Thus, the cognitive type referred to the associated beliefs that a person establishes between an attitude object and other various variables. Oppenheim (1966) stated “attitudes are reinforced by beliefs” (p. 106) i.e., attitudes are shaped and governed by individuals' beliefs:

Thus, a person who holds strong beliefs that positively valued outcomes will result from Performing the behaviour will have positive attitudes toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude

(Montano and Kasprzyk, 2008, p. 71)

2.3.2.3. Behavioural

The third component of attitude refers to one's behavioural intention or plan of action under distinctive context and circumstances, or to one's actual behaviour towards the object. It refers to 'bahavioural', 'conative', or 'action' component (Eagley & Chaiken, 1993, p. 12; Fishbein, 1967, p. 259). Attitudes cause one to behave in particular way towards an object or a person and reflect one's behavioural intentions (Eagley & Chaiken, 1993). According to that, a behavioural response may involve a person's desire or tendency to act in certain way or it may result in actual behaviour.

Fishbein (1967) established a close connection between the behavioural and cognitive components of attitudes in the following definition:

Both the cognitive and action components of attitude can be viewed as beliefs about the object. The cognitive component refers to beliefs about the nature of the object and its relations to other 'objects', while the action component refers to beliefs about what should be done with respect to the object (p. 259).

This definition reveals that the behavioural component consists of an intention to act, encouraging or promoting certain actions.

2.4. Attitude change

As it was mentioned before, attitudes are a "learned predisposition" (Fishbein & Ajzen, 1975, p. 6). This means that an attitude is not innate instead it is learned. Therefore, attitude change or attitude transformation can be done, since they are "organized through experience" within the social world (Allport, 1935). Attitudes are not fixed or genetically determined but they are instead developed through experience. Attitude (including language attitudes) tend to change with age. People may change their attitude when they grow up, adopting certain attitudes according to their social interaction and environmental experience.

In this aspect, old positive or negative attitudes may be retired; however, it may take long time, effort, and determination. Changing someone's attitudes is mainly related to whether the object of attitudes is based on cognitive and affective factors. Some attitudes result from the constructed information and facts about the attitude object, while other attitudes result from affective and emotional experience, regardless of the actual information about the attitude Object, thus attitudes may change when these two factors are altered.

Attitudes may be influenced by some external factors, since language is used to communicate with other people. In this respect, Baker (1992) mentioned that several psychological and socio-cultural factors could influence attitudes; the community may have great impact on language attitudes formation and/or attitude change. He also believed that attitudes may change when there is some reward “using and maintaining a language or acquiring a positive attitude to that language may depend on gaining reward and avoiding punishment” (p. 99).

Conclusion

In this chapter the researcher aimed to present and discuss two main concepts, which are learners' perceptions of and attitudes towards their classroom practices. The chapter began by defining the notion of perception and its two types: perception by sense and by experience. Then it continued to discuss its implications on teaching and learning processes. As it has been shown, learners' perceptions are said to have an influence on: course content, teaching strategies, learning styles, learning activities, and motivation which in turn affect students' achievement of proficiency in foreign language learning. Later, the definition of the concept of attitude and its three components: cognitive, affective, and behavioural, were presented. Finally, a brief explanation about how attitudes have been characterized by the ability to change was discussed.

WASHBACK EFFECT OF BAC EXAM ON LEARNERS' ATTITUDES

Chapter Three: Field work and Data Analysis

Introduction

3.1. Research Hypotheses

3.2. Research Design

3.3. Research Context

3.3.1. The Secondary School

3.3.2. The Baccalaureate Exam of English

3.3.3. The Participants

3.4. Data Collection Instruments

3.4.1. The Survey

3.4.2. The Field Notes

3.5. Data Collection Procedures

3.5.1. The Survey

3.5.1.1. Description of the Survey

3.5.1.2. Analysis and Interpretation of the Survey

3.5.2. The Field Notes

3.5.2.1. Description of the Field Notes

3.5.2.2. Analysis and Interpretation of the Field Notes

3.6. Discussion of the Result and Answering the Research Questions

3.7. Confirming the Hypotheses

Conclusion

Chapter Three: Field Work and Data Analysis

Introduction

This chapter is devoted to the practical work which describes the methodological procedures and interpretation of the collected data in order to address research questions. The aim is to provide a concrete picture of the washback effect of the Baccalaureate Exam on learners' perceptions of, and attitudes towards learning English in Tarkhouche Secondary School. The beginning of this chapter is to elicit the fundamental research hypotheses that guided this investigation. The second section attempts to describe the research design that is employed in order to obtain insightful data. It then gives a description of the research context along with the test in question and the participants. Next, it offers a description of data collection instruments as well as the procedures for collecting and analysing data. The next section reports the results from all the data collection methods. Finally, the chapter ends with a discussion and a summary of the main findings and is followed with the limitations of the study, the pedagogical implications and further suggestions.

3.1. Research Design

The present study aims at exploring the washback effect of the Baccalaureate Exam of English on learners' perceptions and attitudes towards learning English. With this objective, it is deemed necessary to choose a mixed-methods approach in which quantitative and qualitative data analysis will supplement each other in order to explore the research issue from different facts. A mixed research is defined by Creswell (2014) as "a research design (or methodology) in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study" (p. 119). The review of the literature showed that washback is a

multi-faceted concept that must be investigated systematically. Therefore, a mixed research seems to be the best research approach to address this complexity because it aims to provide an enriched understanding of the research problem (Ivankova, Creswell, & Stick, 2016). In order to answer the research questions, a combination of a survey and field notes were employed as data collection instruments.

3.2. The Baccalaureate Exam of English

The Baccalaureate Exam of English is an official national exam in which third year secondary school pupils are evaluated at the end of the year. It is an important and decisive examination, since it allows them to move from secondary education to tertiary studies, to obtain a standardized qualification, and opens doors to certain professional training, typically at the age of 18.

In the Baccalaureate, languages are very important in all specialities, whether it is mathematical sciences, natural sciences, or literature, there is a foreign language examination. The Ministry of education (as cited in Baccalaureate exam guide: English, 2016) put a number of principles upon which Baccalaureate exams are designed:

- Secrecy: the exam should be kept secret.
- Originality: it should not have been given previously.
- Acceptance by all: the textual context should not be insulting or hurting.
- Meaning: the exam should be meaningful, relevant and coherent.
- Global scoring scale: indicate the global scoring scale in the exam paper (see appendix H).

3.3. The Participants

The target population are third year foreign language students at Tarkhouche Ahmed secondary school. The total number of them is 84 grouped in 2 classes. As it was not practicable to access all of them, only one class is selected to make up the sample. The selection of this group was done randomly. Hence, 23 pupils represent the parent population.

Pupils are said to be the center of any teaching/learning situation. Likewise, their contribution in the investigated study is paramount. The subject of the study is 32 participants (male and female) whose age ranged between 17 and 19 years old. They were enrolled in literary streams, particularly, foreign languages stream.

3.4. Data Collection Instruments

The current study makes use of quantitative and qualitative procedures to adequately address the research questions.

As far as this work is concerned, and for our purpose, two instruments for data collection were used. The first instrument was a survey for pupils applied in two different moments of the research with the purpose of showing the changes during this period of time. The second instrument was a classroom observation carried out via a daily report that consisted of a series of field notes. This field note was implemented for capturing what is happened inside the classroom, collecting data on non- verbal behaviours and getting closer to those being observed. At the same

time, it looks for the general impression of the classroom at the moment of preparing for the BAC Exam.

3.4.1. The Survey

Survey research is a strategy used for gathering information about beliefs, attitudes, perceptions, and behaviours in relation to a studied issue (Creswell, 2009). "it is a useful design for comparing the different values on key variables possessed by group of cases; rather than possessed by any particular case" (Aldridge and Levine, 2001, p. 31).

In the area of this work, a survey questionnaire design was adopted as the main instrument of data collection. This instrument helped to explore more about students' behaviours and got a justification for their perceptions and attitudes change when they were facing the preparation of the BAC exam. It aimed to determine the extent to which the Baccalaureate exam influences students' perceptions of and attitudes towards learning English and thus identify the washback effect.

3.4.2. The Field Notes

The second instrument is a set of field notes defined by Burns (1999) as written descriptions and accounts of events. The author mentioned that there existed two different moments for writing field notes. The first one is called "in the midst, in this moment, the researcher wrote down notes or key points about what he or she considered relevant for the research during the lesson. The second one is called "after the fact", after the class has finished, the researcher took time for writing down his/her observations.

Hopkins (1995) considered field notes as a way of reporting observations, reflections, and reactions to classroom problems. Having in mind, this research does not look for specific problems, but for the change in the students' perceptions and attitudes before and during the preparation for the BAC exam. The reason behind the selection of the field notes rather than other instruments is not unwarrantable. It is due to the fact that it is relatively easy to observe and report in detail the different behaviours and comments that students did towards the BAC exam.

3.5. Data Collection Procedures

3.5.1. The Survey

The field work commenced by obtaining ethics approval from the department of English at the University of Tassoust and Directorate of Education, and the permission to conduct the study from the head of the chosen secondary school. The collection of data at Tarkhouche Ahmed Secondary School was highly effective and smooth due to the small number of the students in class, and the personal support and cooperation of the head of the secondary school and staff members during the administration of the instruments.

Data were gathered over two rounds, with each round including a student's questionnaire. The survey was carried out through short questionnaires. The distribution of the initial questionnaire took place on 20th February for the academic year 2018/2019. The administration of the questionnaire has been carried out and distributed at the end of regular classes, which took approximately 10 minutes; it was given in English due to its simplicity. In order to avoid subjectivity, the researcher asked the teacher to administer the questionnaire to pupils. Before

that, pupils were guaranteed that the answers would be confidential and would only serve the purpose of the study. The pupils were asked to respond honestly, according to their personal views and experiences.

The second questionnaire was administered by the third semester, on 29th April, to figure out learners' perception during the preparation sessions to the BAC exam, with the purpose of showing the changes during a period of time. It is worth noting that the two questionnaires have the same questions.

3.5.1.1. Description of the Survey

The first instrument to be applied in this study is a survey and carried out in the form of a questionnaire, which helped to "collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts" (Selinger & Shohamy, 2000, p. 172). A questionnaire can constitute a great source of information and be both time and effort saving. Furthermore, questionnaires are anonymous; therefore, pupils feel free to answer questions about their perceptions, attitudes, and motivation.

The learners' questionnaire consists of thirteen (13) questions, put forward to help the researcher in collecting relevant information about learners, more precisely, to collect self-report data about:

- The subjects' background (age, gender, learning experience).

- The learners' affective orientation: motivation and perceptions of and attitudes towards learning, teaching, and testing.

-Their level and learning preferences.

Questions in this survey were arranged from easy to more difficult in two main sections:

- Section 1: Personal Information.
- Section 2: Learners' Perceptions of and Attitudes towards their Learning Tasks and Testing.

Learners' questionnaire includes two types of questions, closed and semi-closed questions. In the former type of questions, learners select choices from a limited range of answers, so that it makes the learners' answers easier and faster. The second type of questions (semi-closed questions) is a kind of closed questions with a space that allows for a further explanation of the obtained data.

3.5.1.2. Analysis and Interpretation of the Survey

Section One: Personal Information

Question one: Students' Age

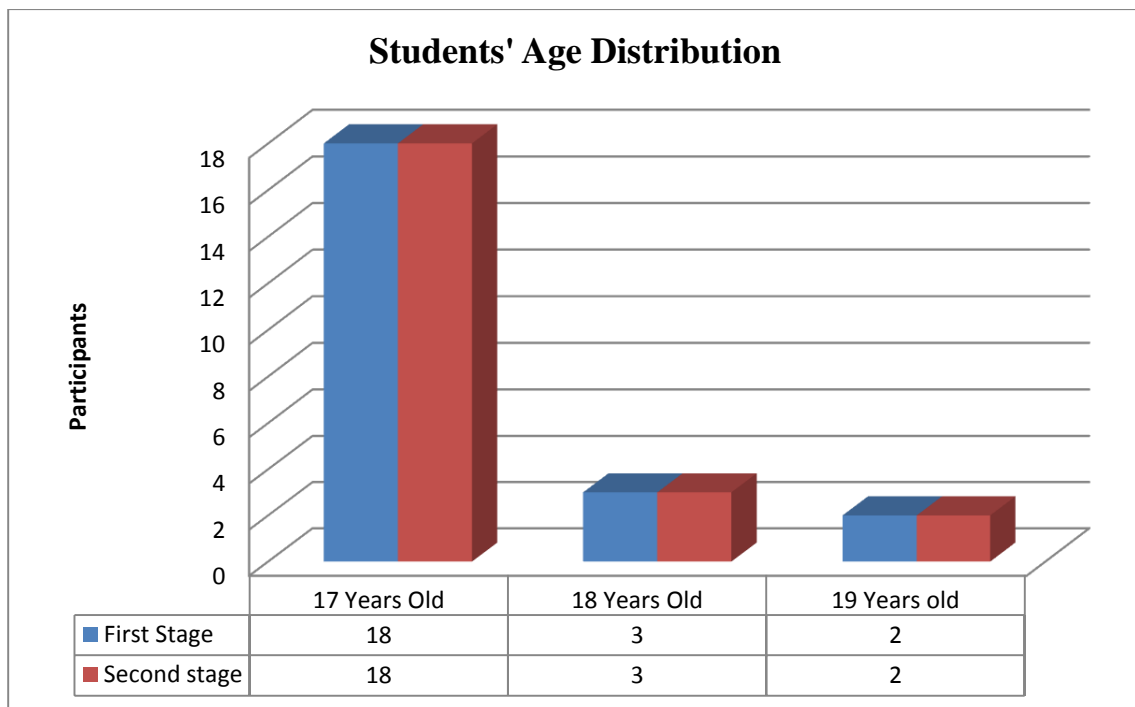


Figure (3.1): Students' Age Distribution.

The provided graph shows that students' age ranges between 17 years and 19 years. More than the half of them are about 17 years old, 3 students are 18 years old, and the remained 2 participants are 19 years old.

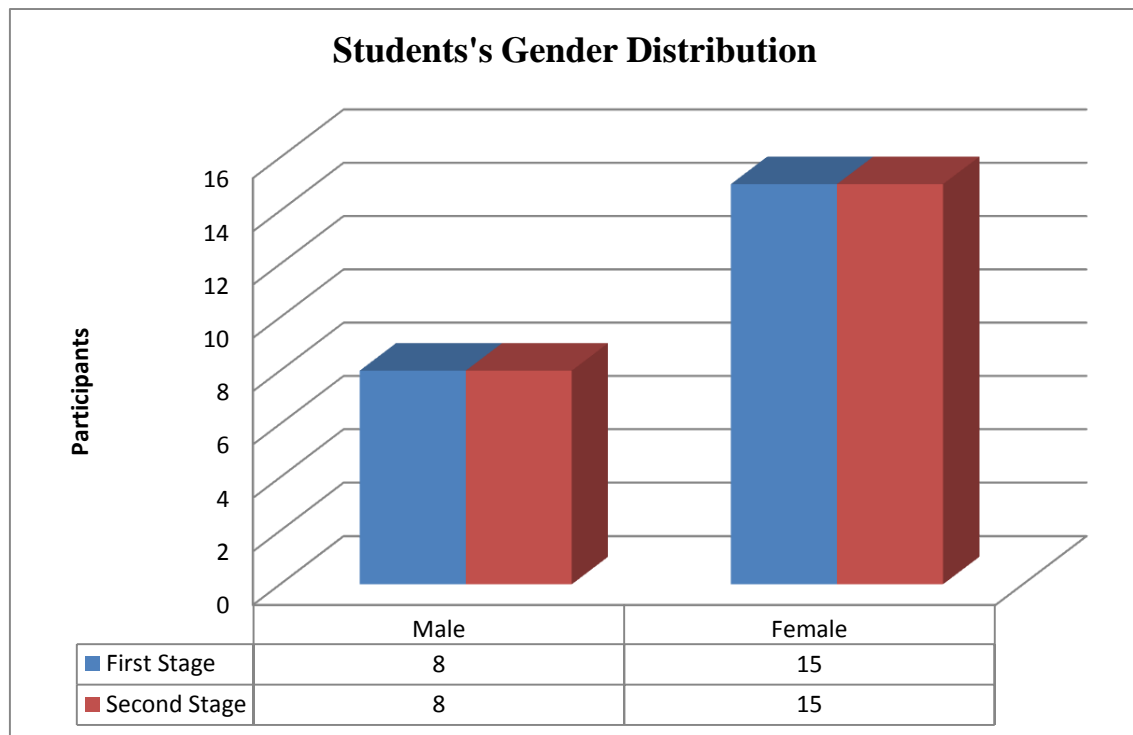
Question Two: Students' Gender Distribution

Figure (3.2): Students' Gender Distribution.

The above table reveals that out of 23 participants, 15 are female, and 8 are male. This representation reflects girls' motivation to learn foreign languages more than boys who may prefer other scientific streams.

Question three: Is it your 1st time to sit for the Bacallaureate Exam?

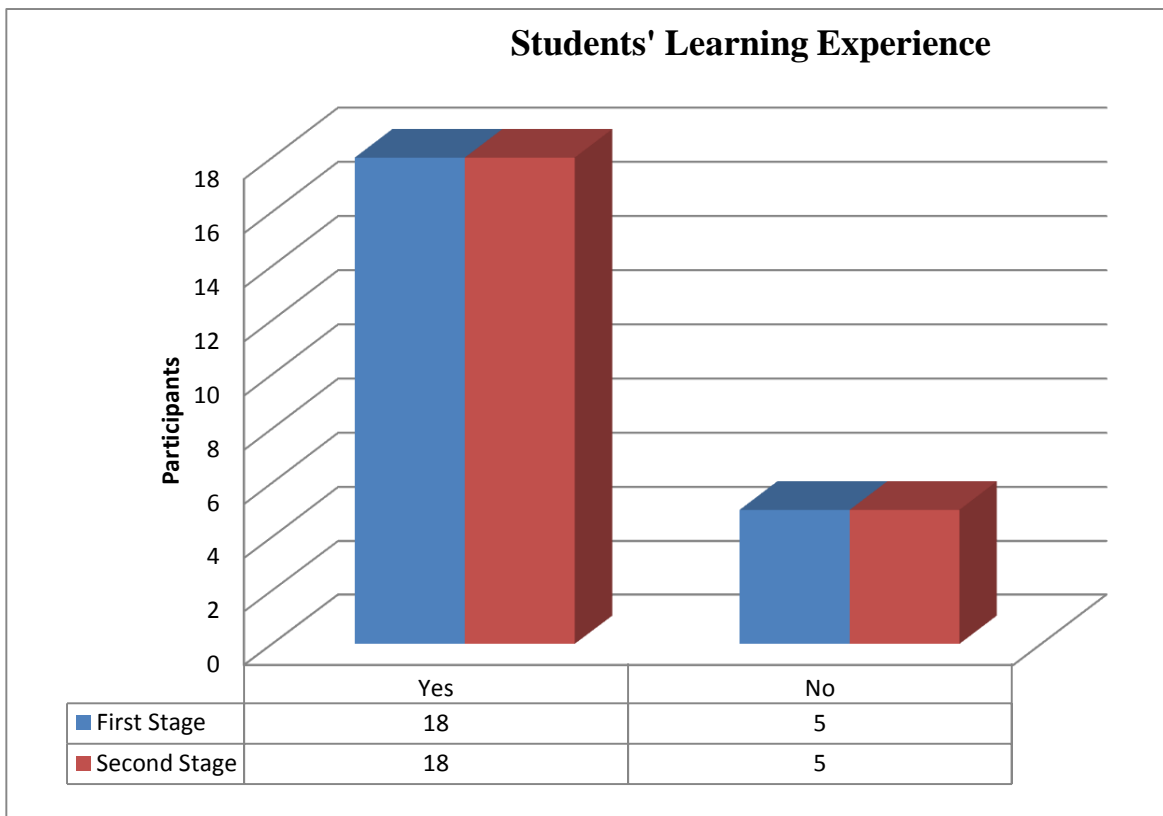


Figure (3.3): Students' Learning Experience.

The graph shows that 18 students are going to sit for the Bacallaureate exam for the first time; however, only 5 students are repeating the year.

Section two: Learners' Perceptions of and Attitudes towards their Learning and Testing.

Question one: How do you rate your English proficiency level?

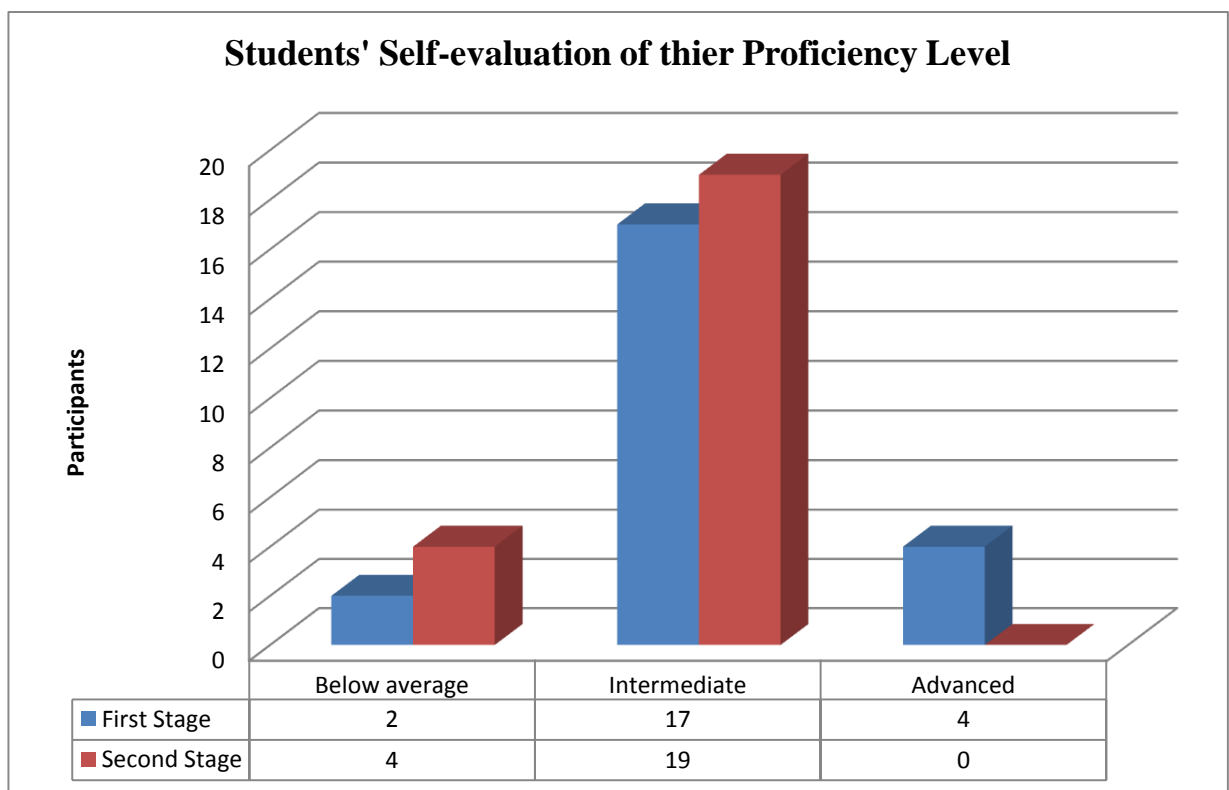


Figure (3.4): Students' Self-evaluation of their Proficiency Level.

When asked to measure their level in English, more than half (17) of the respondents (73.9%) said they are intermediate students, four of them (17.4%) ticked the 'advanced' while the lesser proportion (8,7%) considered themselves below the average. For the second stage, the majority declared that they are intermediate (82,6%), no one considered himself as advanced learner, and only four students (17,4%) saw themselves below average. The results of the two stages did not change much, what is noticeable is that during the preparation period

approximately all the students changed their perceptions and tend to evaluate themselves as intermediate.

Question two: How do you consider the English class?

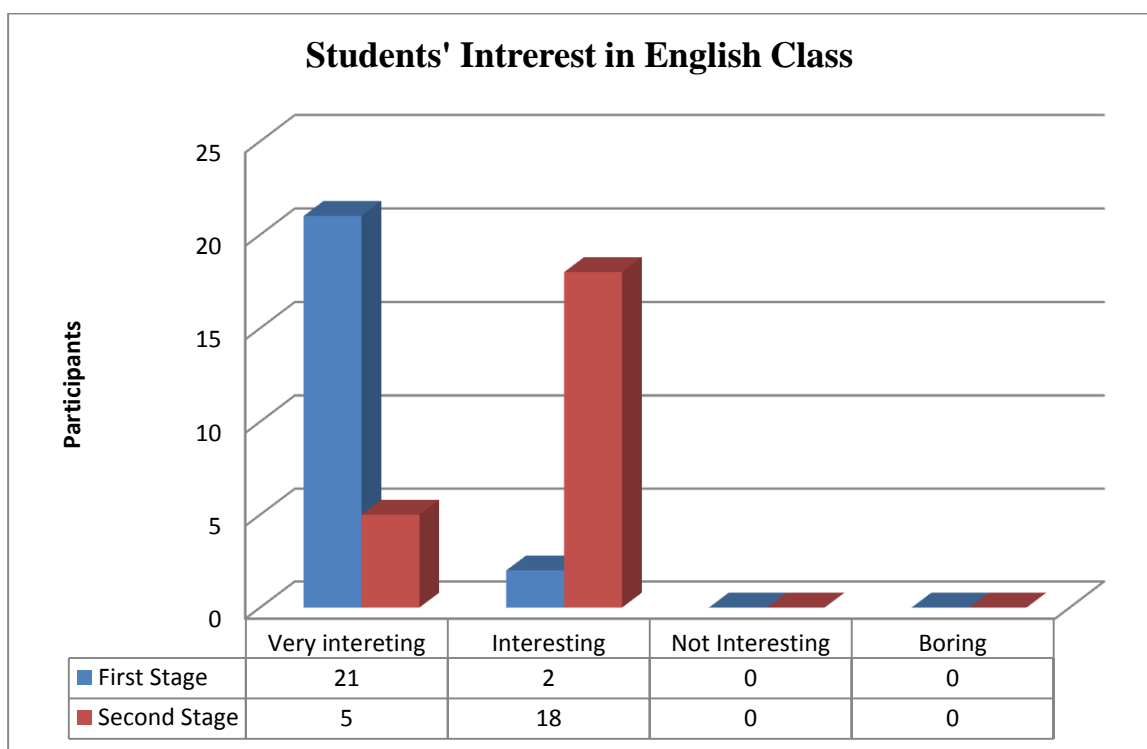
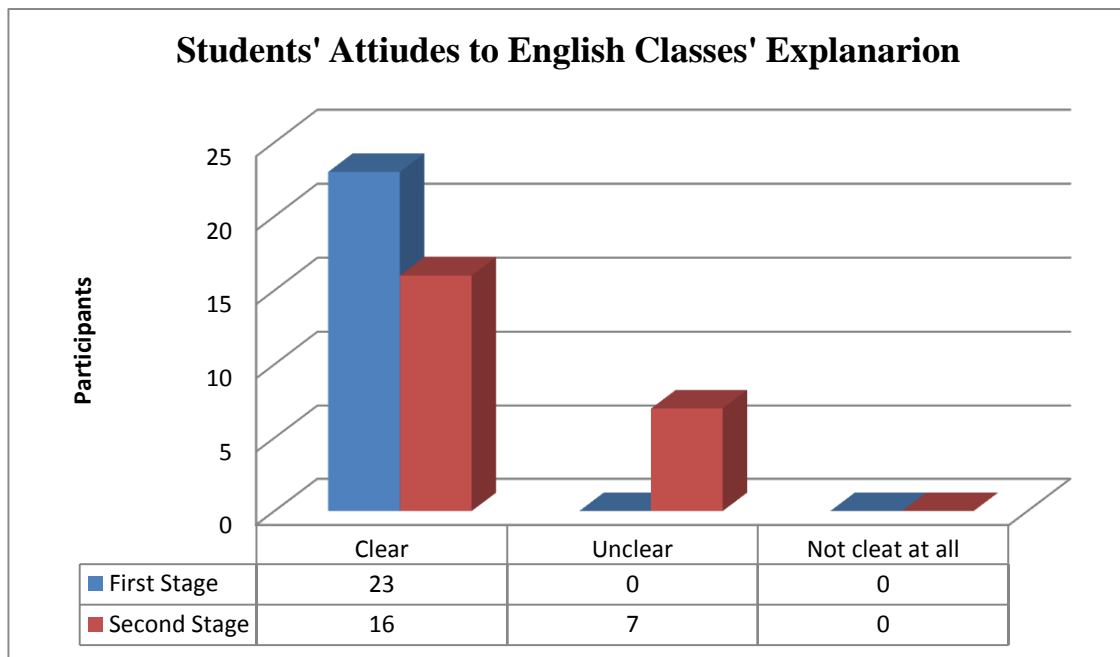
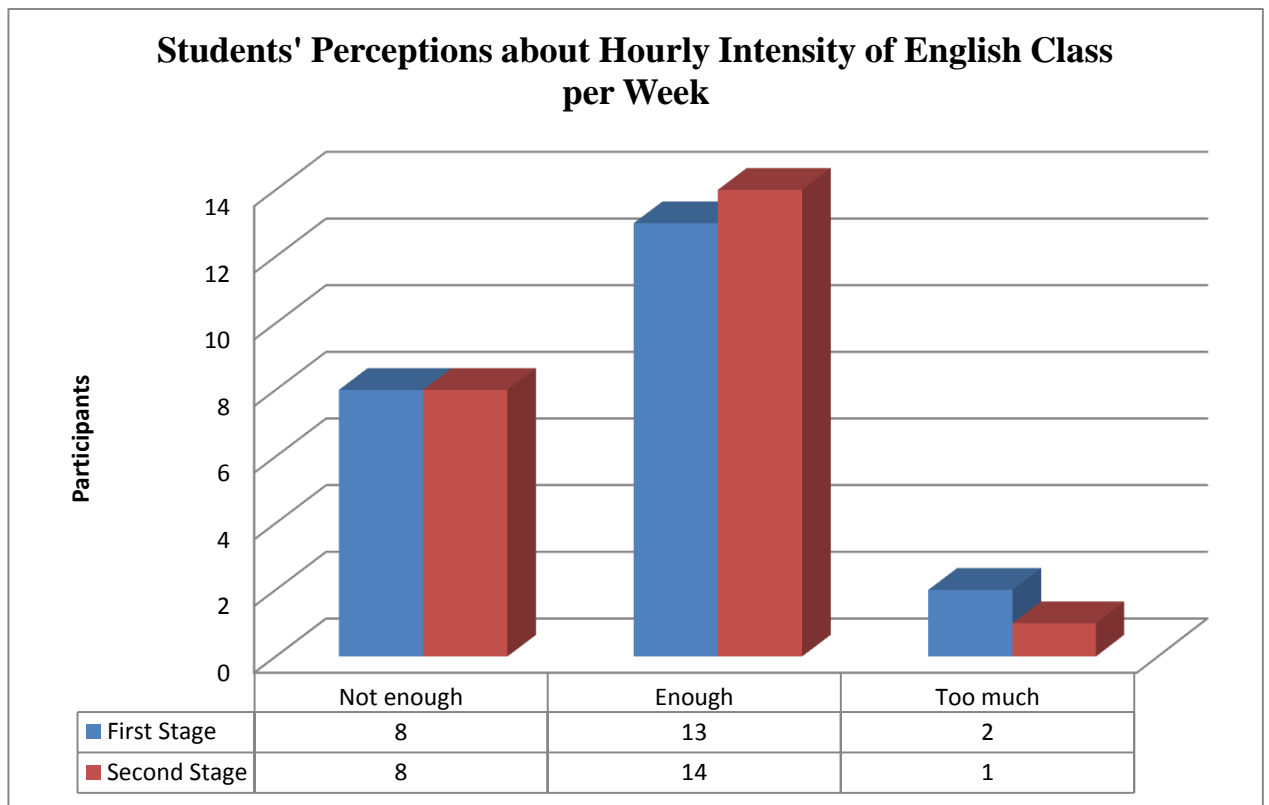


Figure (3.5): Students' Interest in English Class.

When required to rate their interest in learning English, it can be noticed there is a remarkable change from very interesting to interesting. As far as the results of this question were concerned (table 3.6), (91,3%) of learners find the English class very interesting, and only two students considered them interesting, while during the preparation period there was a change from very interesting to interesting, (78,3%)of students believed they were interesting in English classes and the remaining (21,7%) of learners' stated that they were very interesting.

Question three: How do you consider the explanation in the English class?**Figure (3.6):** Students' Attitudes to English classes' Explanation.

The graph illustrates that in the second stage only 16 students (69, 6%) considered the explanation in the English class clear, compared to the first stage where all students stated that it was clear. As the BAC Exam arrives, 7 students thought that the topics were unclear.

Question Four: What is your perception about the hourly intensity per week?**Figure (3.7):** Students' Perceptions about Hourly Intensity of English Classes per week.

Concerning the intensity of hours of English classes per week, in both surveys a significant number of students indicated that they were enough (56, 5%) for the 1st survey and (60, 9%) for the 2nd survey, 8 students believed that they were not enough and a small number thought they were too much (8,7%)for the 1st survey and (4,3%)for the 2nd survey.

Question Five: As a candidate for a BAC Exam, your teacher of English should:

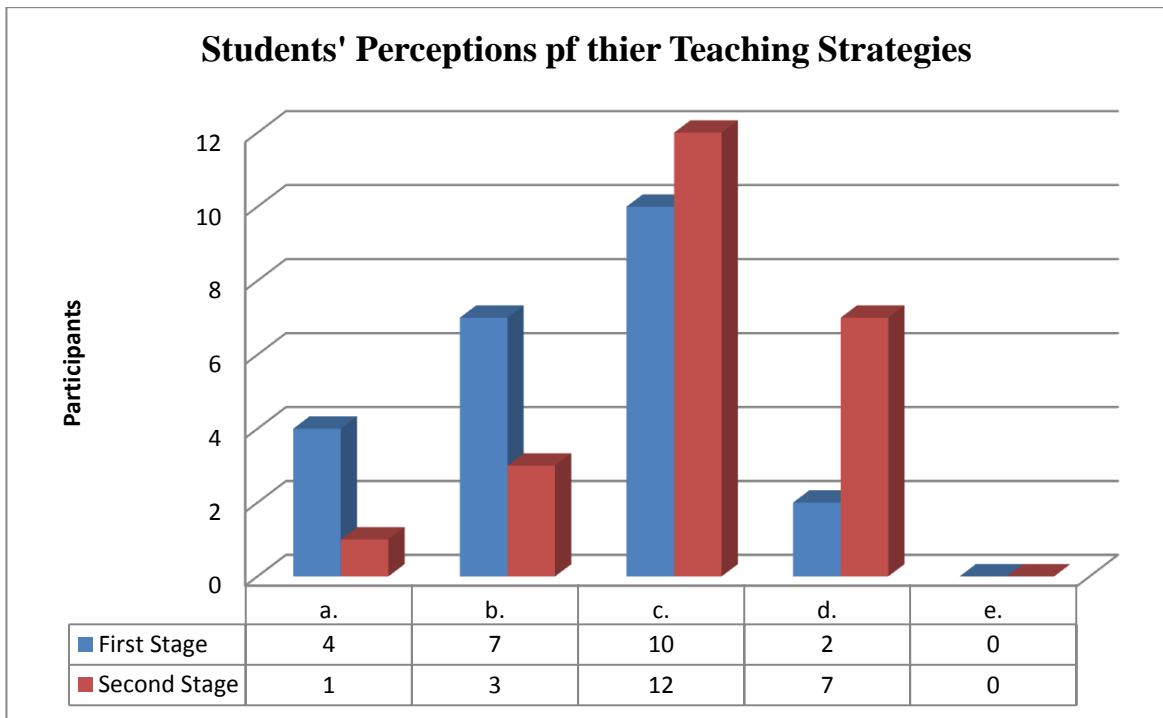


Figure (3.8): Students' Perceptions of their Teachers' Teaching Strategies.

The aim behind this question is to diagnose the effect of the Baccalaureate exam on students. The table 3.9 shows that most learners (30, 4%) affirmed that the teacher should skip the content in the syllabus that is not examinable and (43, 5%) asserted that the teacher should select the teaching methodologies according to the need for helping students to pass. Covering the whole syllabus was chosen by 4 students, and two students thought that the teacher should select classroom activities that are revolved around examination preparation. In the second application, only one student viewed that the teacher should cover the whole syllabus, whereas the last two options gained the highest score.

Question Six: While your teacher introduces an item which is not to be included in the Baccalaureate Exam, do you show interest?

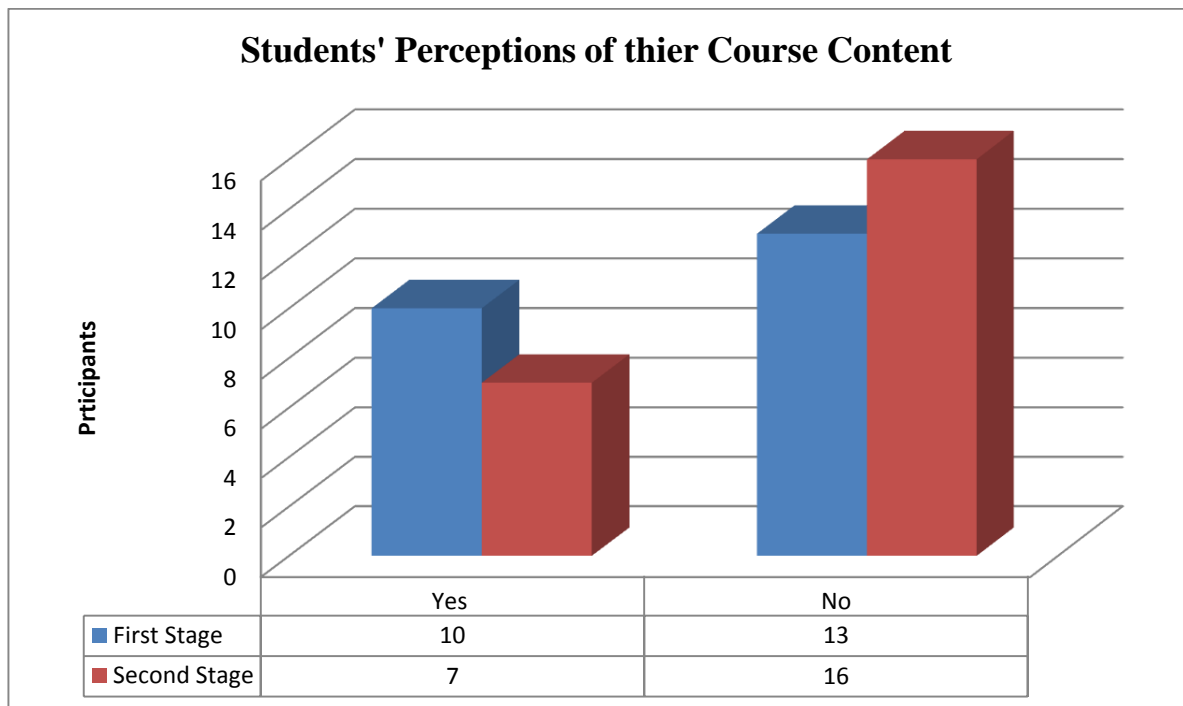


Figure (3.9): Students' Perceptions of their Course Content.

When required to rate their interest in learning English, it can be noticed there is a remarkable change from very interesting to interesting. As far as the results of this question were concerned (table 3.6), (91,3%) of learners find the English class very interesting, and only two students considered them interesting, while during the preparation period there was a change from very interesting to interesting, (78,3%)of students believed they were interesting in English classes and the remaining (21,7%) of learners' stated that they were very interesting.

Question Seven: While your teacher introduces an item which is included in the Baccalaureate Exam, do you show interest?

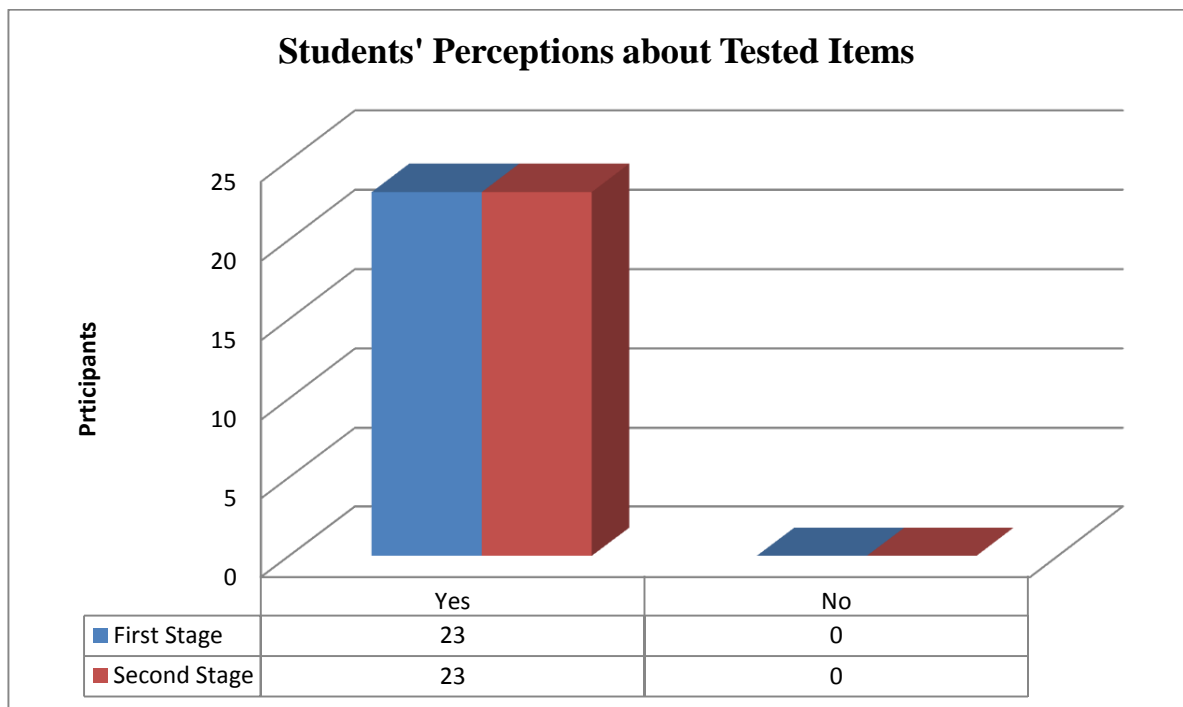
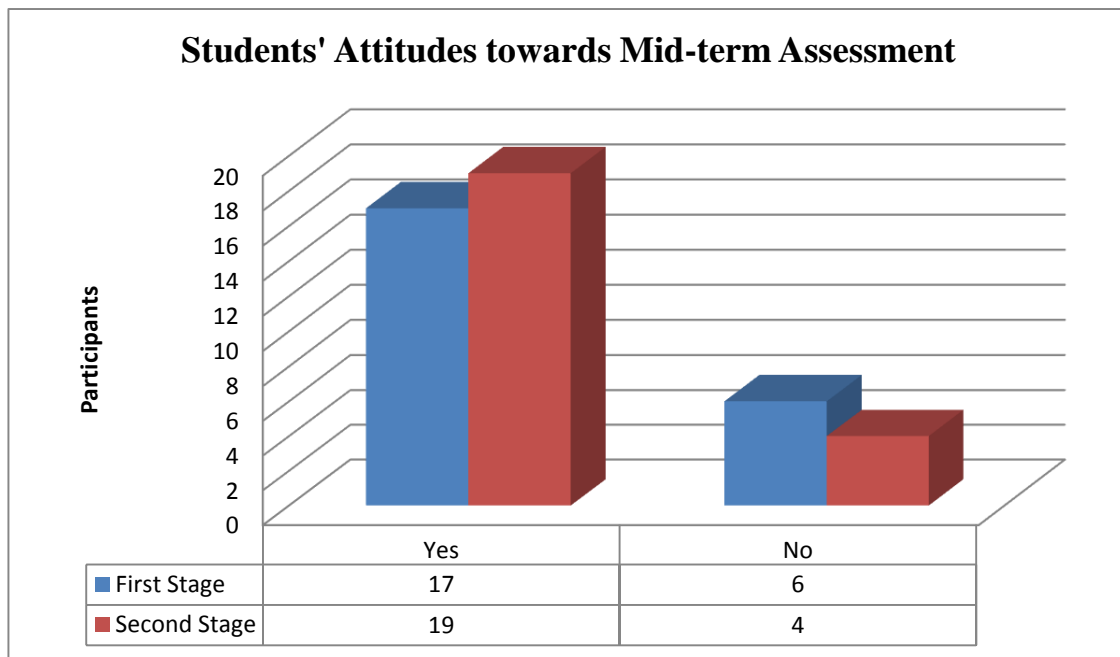


Figure (3.10): Students' Perceptions about Tested Items.

On the light of the above graph, all learners tend to show interest when their teacher introduces items that are included in the Baccalaureate Exam in both stages. These results confirm the results of question number five and six.

Question Eight: Do you show interest to mid-term assessments during this year?**Figure (3.11):** Students' Attitudes toward Mid-term Assessment.

This question further investigates learners' attitudes toward midterm assessment. As obtained in the table above, 74% of learners answered positively while the rest 26% of learners said that they do not show interest to mid-term assessment. For the second stage, there was a slight increase in the number of students who answered yes (82,6%) and only 17,4% students had an opposite view.

Question Nine: What do you think about the different materials used by your teacher inside the classroom?

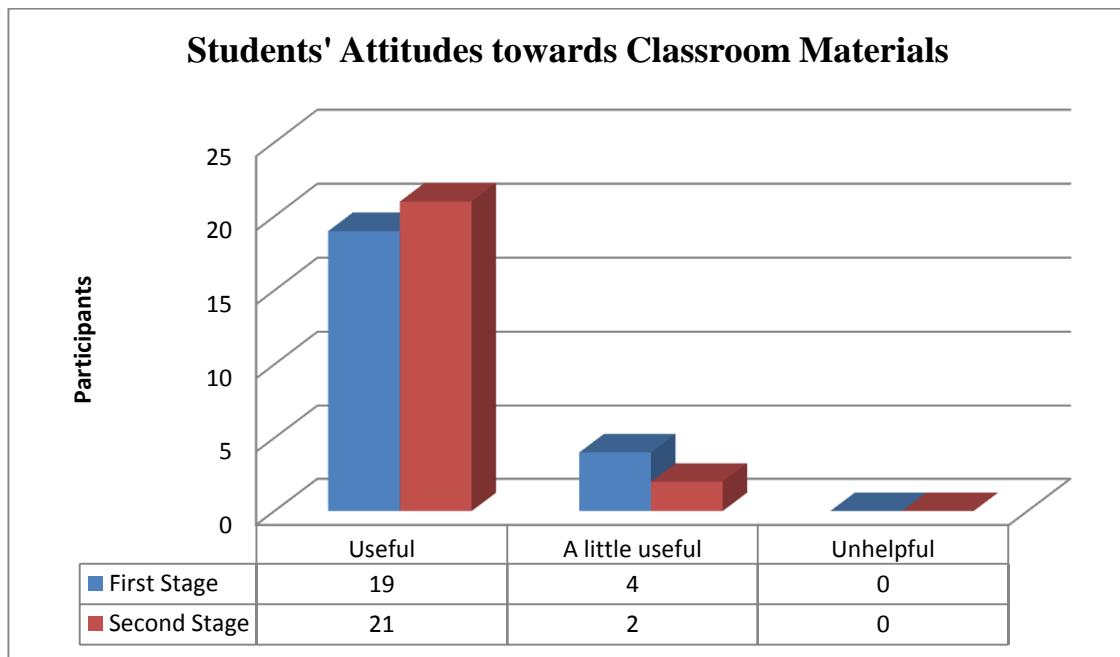
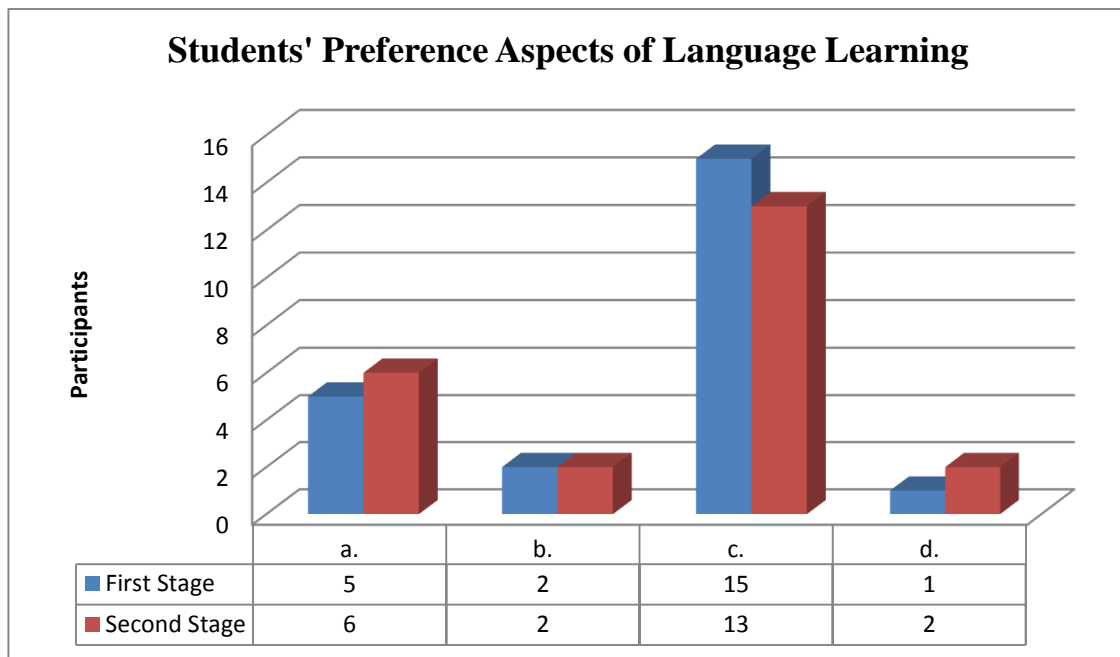


Figure (3.12): Students' Attitudes towards Classroom Materials.

This question inquires about the relevance of the materials which were used by their teacher. As shown in the above table, the majority hold positive attitudes in both stages; however, there was a slight increase in the second stage when the students engaged in the preparation activities.

Question Ten: What aspect of the English language do you prefer?**Figure (3.13):** Students' Preference Aspects of Language Learning.

Through the results shown in the table above, we can clearly notice the differences in rates of the three options, (65, 2%) of students prefer oral English which means that they benefit more when they receive the inputs through listening, (21, 8%) of them chose reading comprehension, (8, 7%) of students preferred learning grammar and vocabulary, and a relative rate (4, 3%) of them stated they prefer writing. The same thing for the second stage; most students prefer oral English (56, 5%), reading comprehension (26, 7%), while writing and grammar and vocabulary are of less importance.

Question Eleven: Which of the following skills should your teacher give much importance in class?

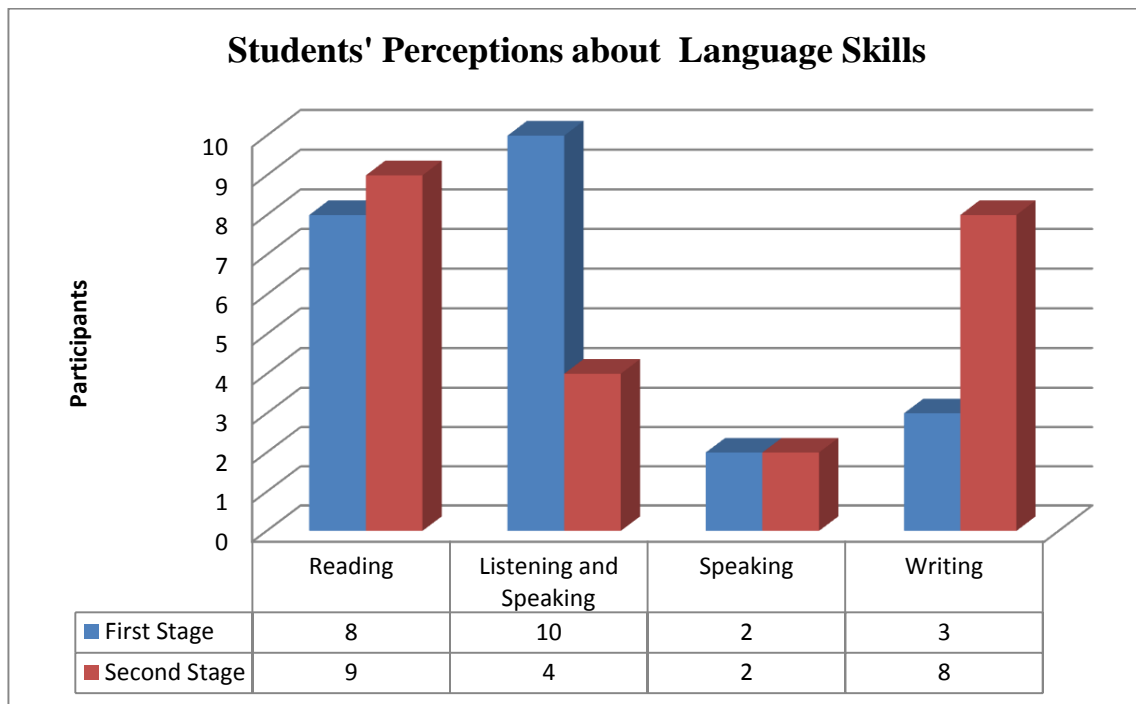


Figure (3.14): Students' Perceptions about Language Skills.

Throughout this question pupils were required to reveal their true perceptions of what skills that the teacher should give much more importance in class. Before the preparation for the Baccalaureate exam, learners' emphasis was put on reading(34,8%) and listening(43,5%) as the most important language skills to be mastered ,while writing comes as the next option according to the students' classification(13%), and speaking comes at the end (8,7%). Contradictorily, during the preparation period, large number of students chose reading comprehension and writing to be the most important skills, and only few student chose listening and speaking even if it was the preferred aspect by learners (as it was mentioned earlier in question10).

Question Twelve: For you, a well-prepared Exam taker should:

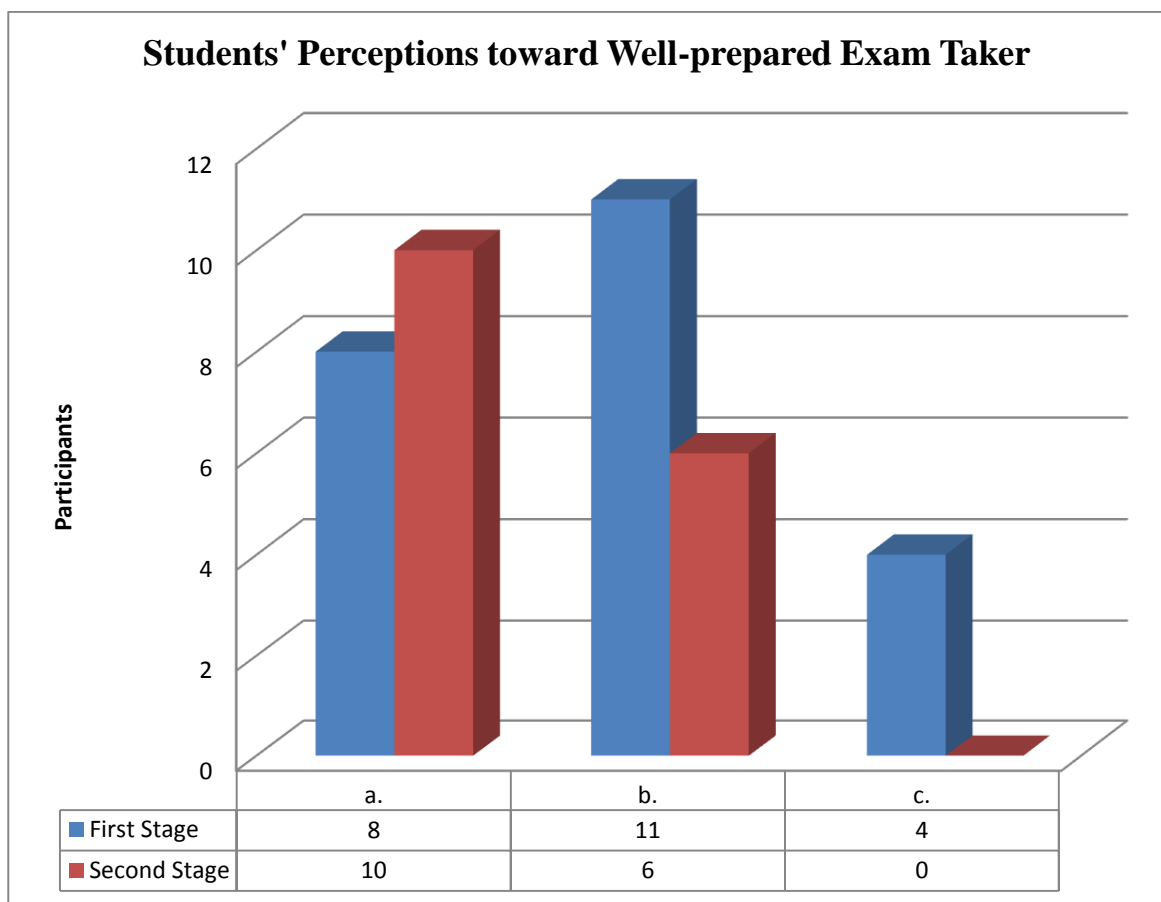


Figure (3.15): Students' Perception toward Well- prepared Exam Taker.

Learners' opinions concerning such question were divided between those who assume that what characterizes a well-prepared exam taker from other candidate is the one who pay more attention to every detail given by the teacher, (47, 8% in the first stage and 26, 1% in the second stage). (34,8%) chose practicing tests as a revision for the exam as the thing that qualified a good exam-taker, this percentage increased in the second survey and became 43,5%. The same thing for the last option, before the preparation only few learners (17, 4%) chose studying on their own

for being well prepared to pass the exam. This percentage increased during the preparation for the exam.

Question Thirteen: As a 3rd year student, success in the Baccalaureate Exam is important because:

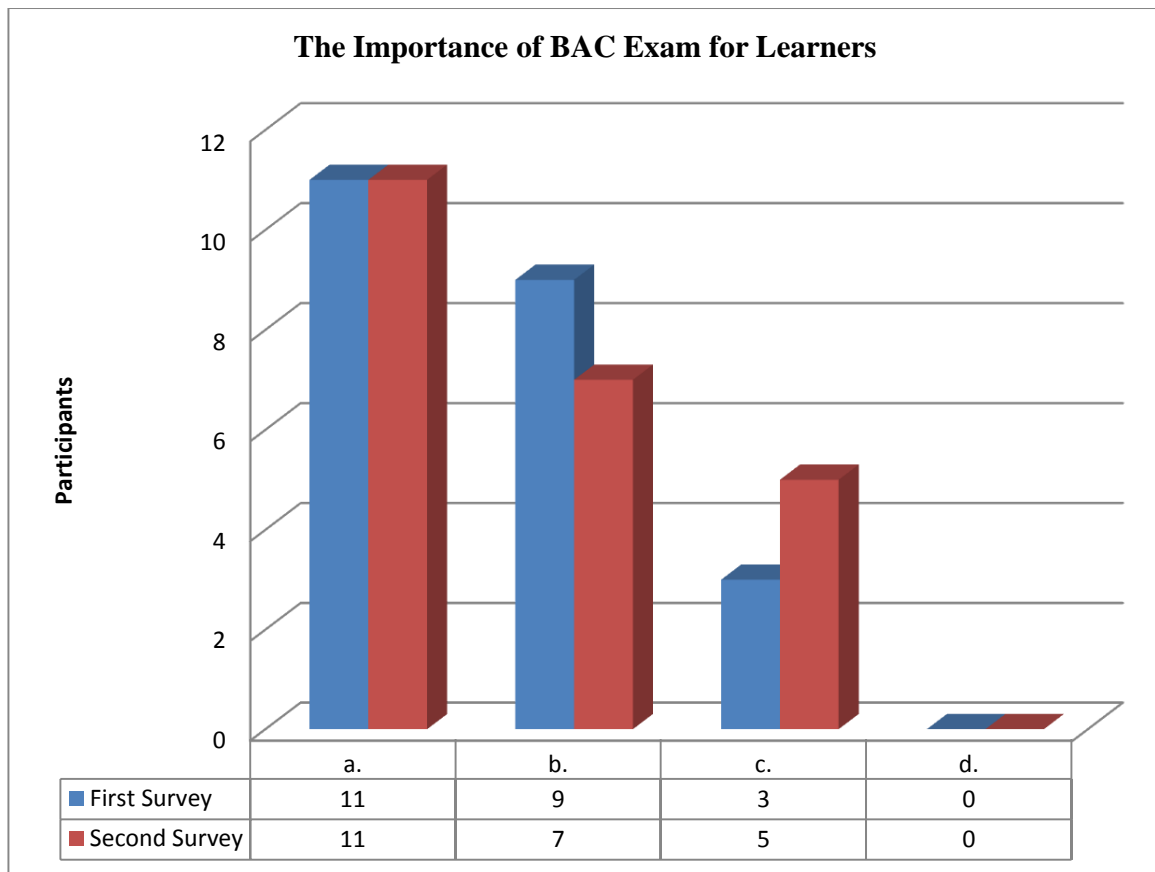


Figure (3.16): The Importance of the BAC Exam for Learners.

According to the respondents' results, success in the baccalaureate exam is related to personal achievement and it satisfying their parents (in both stages), while only few learners answered that successes in the BAC Exam is important because it offers a high school entrance.

This reveals the great majority of pupils' motivation to pass the baccalaureate is for satisfying themselves (intrinsic motivation).

The principal aim of the survey was to understand and analyze the perceptions and attitudes of the students at the moment they were exposed to a common class and compare them with the moment in which the focus of the classes changed to the preparation for the test.

The thirteen questions asked above were designed to inquire about the English class in general, the content, the hourly intensity, the skills and materials.

As far as the English class is concerned, students were asked to give their points of view. Most of the students changed their perceptions about their English classes. In the preparation period, they considered to have less interest classes. Consequently, it can be assumed that when it was started to give more emphasis on the exam preparation, thinking only about the exam and the scores, lead them to be not interested and demotivated as it is shown in the question two. According to the responses of the third question, it is indicated that during the preparation period, learners started to pay more attention to their teachers' teaching instructions about the items that are included in the baccalaureate exam like reading and writing strategies. Solving the worksheets by themselves and start working seriously and individually as the exam was close, lead to have clear to unclear explanation.

Concerning the content, from question 5, 6 and 7, the main results acquired from the two stages, imply that there is a change on learners' perceptions and attitudes. Learners' during exam-classes were under anxiety, fear, and pressure, so that they viewed that their teacher should select the teaching methodologies according to the need for helping student to pass (narrowing the

curriculum) and select the classroom activities that are revolved around examination preparation rather than other language learning activities. Students' main concern were to be familiar with the content and the format of the BAC Exam, that is why they revealed an increasing time and attention spent on subject items that are tested and less attention on those that are not.

With regard to the hourly intensity, learners thought that hourly intensity of English classes per week were not enough. Since, they faced some difficulties and unclear explanation; they thought that they need much more time for a good preparation. It is worth noting that time load of English for foreign languages classes is four hours per week (table 3.1).

As far as the skills, learners' viewed the two receptive skills listening and reading before the preparation period as the main skills to be mastered, they also preferred oral English which means that they benefit more when they receive the input through listening. However, in the second stage they expressed their desire to master reading comprehension and writing that are tested regularly. Thus it can be assumed that the preparation process for the Baccalaureate Examination relied mostly on either copies of BAC Exam model, or on test examples constructed by the teacher. This implementation of such courses which are exam-oriented affects learners' viewpoints and results in having no congruence between test-content and content of the syllabus. Syllabuses involve the integration of the four skills, but when it comes to assessment, the focus is only on what skills BAC Exam assesses which are reading comprehension and writing (See Appendix G). Based on these two skills which are found in the BAC Exam paper, two main competences are aimed to be developed: interpretation competence and production competence (See Appendix H).

Concerning the materials, students were satisfied by the way and the pedagogical materials used by the teacher. This indicates that learners' were dependent on their teachers' pedagogical materials. They expected that using textbook improve their preparation for the Baccalaureate Examination without paying attention to how language is used. Students believed in their teacher because she provided them with the activities that can be included in the BAC Exam.

3.5.2. The Field Notes

We started to attend the English module class of 3rd year foreign language students at Tarkhouche Ahmed Secondary School on February 24th to April 17th, 2019, as a whole. Six sessions were attended and the duration of the sessions is one hour or two hours, for the purpose of observing and recording what students actually did in the classroom and their attitudes concerning the changes that may occur in the environments and the dynamics of the classroom practices during the preparation for an important and decisive standardized test such as the BAC Exam.

3.5.2.1. Description of the Field Notes

The field notes are the same of Burns' description of field notes, by taking notes about the most relevant situations, and then writing in detail the facts to have a starting point to compare them with the perceptions and attitudes identified in the first instrument, the survey. The field notes are reported in a form of tables including the participants, the setting of place and time, the events in teaching and learning, and the students' behaviour as well as comments and problematic

situations in the classroom. The field notes look for the changes that may occur gradually while the date of the BAC Exam arrives and it becomes the main topic to be discussed in class.

3.5.2.2. Analysis and Interpretation of the Field Notes

The field notes were reported from 24th February to 17th April 2019. The following table will show the relevant events ordered by categories.

Category	First Stage	Second Stage
Classroom Activities	<p><u>Excerpt taken from field note # 1:</u> “Students were asked to give examples from their own; some of them gave examples and others remained silent”.</p> <p><u>Short extract from field note # 1:</u> “Then, the teacher gave a task to be done... Most of the students liked the task”.</p> <p><u>Statement taken from field note # 1:</u> “Before the class finished, the researchers asked students if they liked the class, they answered a</p>	<p><u>From field note # 3:</u> “While she explained, students asked if such kind of questions would be on the Baccalaureate Exam paper”.</p> <p><u>Short excerpt taken from field note # 3:</u> “Students concentrated on the explanation and asked questions when they did not understand”.</p> <p><u>Statement taken from field note # 3:</u> “Most of the students participated and transformed the sentences correctly”.</p> <p><u>Excerpt taken from field note # 3:</u> “The students interacted with the</p>

	<p>total yes”.</p> <p><u>The next excerpt was taken from field note # 2:</u> “The teacher asked students to write a paragraph about co-educational schools. Some of the students were doing the task and from time to time asked the teacher about certain vocabulary, and other students asked the teacher to do the production at home”.</p> <p><u>Fragment taken from field note # 2:</u> “One girl wanted to read her written production”.</p> <p><u>From field note # 2:</u> “The students seemed as they did not want to write the production and they asked the teacher to give them the task as homework”.</p> <p><u>Taken from field note # 2:</u> “By the</p>	<p>teacher, and they liked such kind of questions. But when the teacher asked them to write their production, most of them did not do the task”.</p> <p><u>Taken from field note # 3:</u> “By the end of the session, the researchers asked students if they have benefitted from the lesson and they answered with yes”.</p> <p><u>From field note # 4:</u> “One student asked her about the techniques they should follow in order to answer the reading comprehension questions correctly”.</p> <p><u>Extract taken from field note # 4:</u> “A boy said that he was afraid if he could not understand the text, so he would find difficulties in answering the reading comprehension questions”.</p> <p><u>Statement picked up from field note #</u></p>
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	<p>end, the researchers asked students whether they liked writing, most of them answered that they considered it as a difficult task; only few of them answered that they liked writing”.</p>	<p><u>4:</u> “The students were worried about the exam, and they asked a lot of questions”.</p>
<p>Materials</p>	<p><u>Short fragment taken from field note # 1:</u> “She distributed handouts containing a song”.</p> <p><u>Taken from field note # 1:</u> “The teacher wrote the title of the song on the board with other examples”.</p> <p><u>The next excerpt was taken from field note # 1:</u> “The teacher gave a task to be done by grouping students into 3 groups”.</p> <p><u>Statement picked up from field note # 1:</u> “The students liked the</p>	<p><u>Excerpt taken from field note # 3:</u> “She mentioned the three types of comparatives, and wrote on the board the rules with some examples”.</p> <p><u>Taken from field note # 4:</u> “The teacher brought a copy of BAC Exam of 2014”.</p>

	<p>task in which they had to compete”.</p> <p><u>Excerpt taken from field note # 2:</u></p> <p>“The teacher wrote on the board a task from the textbook in which students had to write a paragraph about co-educational schools”.</p> <p><u>Short piece of text taken from field note # 2:</u> “Some of the students were doing the task”.</p> <p><u>Short extract from field note # 2:</u></p> <p>“The teacher liked her production and asked the girl about certain vocabulary she used, the girl answered that she learned them from articles”.</p>	
<p>Assessment</p>	<p><u>It was taken from field note # 1:</u></p> <p>“She asked her students if they have understood, they all agreed</p>	<p><u>Short extract taken from field note # 3:</u></p> <p>“While she explained, students asked if such kind of questions would be on</p>

	<p>that everything was clear”.</p> <p><u>Short extract taken from field note # 1:</u> “Students were asked to give examples from their own; some of them gave examples and others remained silent”.</p> <p><u>From field note # 2:</u> “By the end, the researchers asked students whether they liked writing, most of them answered that they considered it as a difficult task; only few of them answered that they liked writing”.</p>	<p>the Baccalaureate Exam paper”.</p> <p><u>Taken from field note # 3:</u> “Students concentrated on the explanation and asked questions when they did not understand”.</p> <p><u>It was taken from field note # 3:</u> “Only few of them started writing the production, and the others said that they would do the task at home”.</p> <p><u>Statement picked up from field note # 4:</u> “One student asked her about the techniques they should follow in order to answer the reading comprehension questions correctly”.</p> <p><u>Short piece of text taken from field note # 4:</u> “Students did not stop asking questions even about small details”.</p> <p><u>The next short extract was taken from field note # 4:</u> “The students were worried about the exam, and they</p>
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		asked a lot of questions”.
<p>Autonomous Learning</p>	<p><u>Excerpt picked up from field note # 2:</u> “Some of the students were doing the task and from time to time asked the teacher about certain vocabulary”.</p> <p><u>Taken from field note # 2:</u> “The teacher liked her production and asked the girl about certain vocabulary she used, the girl answered that she learned them from articles”.</p>	<p><u>Statement taken from field note # 3:</u> “Students concentrated on the explanation and asked questions when they did not understand”.</p> <p><u>Short fragment taken from field note # 4:</u> “One student asked her about the techniques they should follow in order to answer the reading comprehension questions correctly”.</p> <p><u>Short extract taken from field note # 4:</u> “Students did not stop asking questions even about small details”.</p> <p><u>It was taken from field note # 4:</u> “A boy said that he was afraid if he could not understand the text, so he would find difficulties in answering the reading comprehension questions”.</p> <p><u>The next excerpt was taken from field note # 4:</u> “Students were interacting</p>

		with the teacher about the types of activities they may face in the exam”.
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To start with the analysis, the findings were divided into four categories which explain the EFL classroom practices.

Classroom Activities

This category is mainly about the actions and activities the students take inside the classroom in their common classes and during the preparation for the BAC Exam (4 hours per the week). Here, it was possible to observe the reactions of the students towards the changes in their English classes. Students expressed themselves towards the topics that are addressed in the two stages of the research, by claiming that the English class was important, enjoyable and beneficial as it is shown in the statement that was taken from the field note # 1: “Before the class finished, the researchers asked students if they liked the class, they answered a total yes”. As it is shown in the first stage of the research, students carried out their studies in a normal way by focusing more on grammar and vocabulary and avoiding writing since they considered written production as a difficult task as it is indicated in the excerpt that was taken from the field note # 2: “The students seemed as they did not want to write the production and they asked the teacher to give them the task as homework”.

In the second stage of the research, students did also enjoy the English as it is observed in the extract that was taken from the field note # 3: “By the end of the session, the researchers asked students if they have benefited from the lesson and they answered by yes”. Concerning the topics which were worked inside the classroom, the students did change their perspectives

indicating that the preparation for the BAC (second stage) was more interesting. This can be seen in a statement from the field note # 4: "The students were worried about the exam, and they asked a lot of questions". These reactions and behaviours towards the activities and topics discussed in class did change at the moment of the preparation stage. The students started to focus on the different activities and questions that can be included in the exam as it is indicated in the extract that is taken from the field note # 3: "While she explained, students asked if such kind of questions would be on the Baccalaureate Exam paper".

Materials

In this category, some changes were observed. Initially, it was observed in the first stage of the research that the teacher used songs, examples, tasks from the textbook and the board to tackle the content of the lessons. This can be clearly seen in the excerpt that was taken from the field note # 2: "The teacher wrote on the board a task from the textbook in which students had to write a paragraph about co-educational schools". Adding to that, some students used other materials outside the classroom that helped them in acquiring new vocabulary items as it is observed in the extract that was taken from the field note # 2: "The teacher liked her production and asked the girl about certain vocabulary she used, the girl answered that she learned them from articles".

It is seen that the teacher used the board and different tasks from the textbook in both stages of the research for presenting the lessons. In the second stage of the research, students asked their teacher to bring for them samples of BAC Exams in order to see and experience the different activities that can be included in the exam paper. This can be clearly indicated in the

fragment that was taken from the field note # 4: "The teacher brought a copy of BAC Exam of 2014.

Assessment

Furthermore, addressing the assessment, it is observed that the teacher used to assess their students on every lesson or content she explained as it is shown in the excerpt that was taken from the field note # 1: "She asked her students if they have understood, they all agreed that everything was clear, and also in the field note # 1: "Students were asked to give examples from their own; some of them gave examples and others remained silent. Concerning writing, when the teacher assessed the students by giving them a written production to achieve, they considered it a difficult task; only few of the students liked writing and did the productions that were given by the teacher. This is observed in the field note # 2: "By the end, the researchers asked students whether they liked writing, most of them answered that they considered it as a difficult task; only few of them answered that they liked writing.

In the second stage of the research, some changes were clearly observed in the students attitudes and behaviours. The students asked their teacher whether particular kind of questions and activities would be included in the exam paper as it is stated in the extract that was picked up from the field note # 3: "While she explained, students asked if such kind of questions would be on the Baccalaureate exam paper. It is observed that the students paid more attention on the explanation in the class, and they asked a lot of questions concerning the way they were going to be assessed in the BAC Exam as it is indicated in the extract that was taken from the field note # 3: "Students concentrated on the explanation and asked questions when they did not understand.

Adding to that, the students asked their teacher how they should deal with the difficulties that they may face when answering the questions. This is well shown in the excerpt that was taken from the field note # 4: "One student asked her about the techniques they should follow in order to answer the reading comprehension questions correctly. Thinking about the exam has raised a kind of anxiety in all the students since they seemed worried and they did not stop asking questions even about the small details. This can be noticeable in the field note # 4: "The students were worried about the exam, and they asked a lot of questions.

Autonomous Learning

In this category, it is important to observe what students did by their own hand to improve their learning process. Before the exam, students were studying in a normal way by paying attention only on what the teacher presented in the classroom. The students relied on what the teacher said and gave, and even concerning the vocabulary they needed in writing a written expression for example, they asked their teacher to provide them by the required vocabulary. This can be observed in the excerpt that was taken from the field note # 2: "Some of the students were doing the task and from time to time asked the teacher about certain vocabulary". This is not the case of all the students since there were some students who relied on other sources of knowledge apart from the teacher. Some students read articles in order to acquire new vocabulary as it is indicated in the short extract that was taken from the field note # 2: "The teacher liked her production and asked the girl about certain vocabulary she used, the girl answered that she learned them from articles.

During the preparation for the BAC Exam, students turned their focus and attention to the format and content of the exam. In the second stage of the research, it is observed that the students asked their questions mainly about the different techniques and strategies that helped them when they answered the questions of the exam. This can be well reported in the fragment that was taken from the field note # 4: "A boy said that he was afraid if he could not understand the text, so he would find difficulties in answering the reading comprehension questions ". Here, the students started to look on the previous samples of BAC Exams, and they tried to answer the different types of activities they found in the exam paper. By the third semester, students felt that the date of the exam became closer, and they started asking the teacher about the types of questions they found in the previous BAC Exams in order to get correct answers. The following excerpt that was taken from the field note # 4 can support what is mentioned above: "Students were interacting with the teacher about the types of activities they may face in the exam.

The findings of this research led us to the following interpretations when analyzing the different data about the students' perceptions and attitudes.

Students did change the focus of their classroom activities. They went from asking questions about vocabulary and their personal interests to ask about the format and content of the exam. This suggests that the purposes of the students in the common classes did change in the ones that are designed to prepare them for the BAC Exam.

The materials used by both the teacher and the students before the exam did change from the ones used during the preparation stage. Due to the increased responsibility of the students in the second stage of the research, the teacher moved from using the textbook and the board as

tools for facilitating the presentation of the required contents to the use of the previous copies of BAC exams to explain the questions and response options that the students may encounter in their BAC Exam.

The students' attitudes and behaviours concerning assessment showed to be clearly different in both stages of the research. On one side, students showed to be relaxed and to address the normal tests and the different tasks in the class as any other they were used to in the previous years of the study. On the other side, in the second stage, students showed to be more serious about the activities which are related to the preparation for the BAC Exam. Students worked harder and asked more questions when they knew that the final purpose was to get a good score in the exam.

As far as autonomous learning is concerned, students changed their actions from being only receptive of what the teacher presented (in the first stage of the research) to be more interested, more active and more responsible about what they have been learnt in the second stage. In other words, they became more aware about the process they were dealing with and about the different activities they found in the previous copies of the Baccalaureate exam in order to be able to answer them correctly, and also to overcome the difficulties that they may face in comprehending questions that can be possibly included in the exam paper.

In short, washback effect did change the students' perceptions and attitudes in different ways. The changes occurred can be considered as micro level washback. That is, it just affected individuals, which in this case of research were the students. The differences in the perceptions and attitudes are identified in four categories which are: classroom activities, materials,

assessment and autonomous learning. In each of these categories, students expressed to be more interested and more active at the moment of preparing for the BAC Exam. The importance of the exam has increased which led to a change in what students considered necessary.

3.6. Discussion of the Results and Answering the Research Questions

Triangulation in the present research has allowed the researchers to gather both quantitative and qualitative data regarding the way the Baccalaureate Exam of English influences the students' perceptions and attitudes towards learning English. It tries to explore the main changes in their performance in the class before and during the preparation activities. In this section, the results that have been collected and analyzed by a survey and field notes will be discussed by answering the following research questions that were addressed in this research.

The findings obtained from the survey and field notes in both stages of the research provided insightful feedback regarding the impact of the Baccalaureate Exam of English on learners' perceptions of, and attitudes towards learning English. With regard to the students' survey, it can be seen that students did change their perceptions and attitudes when preparing for the exam in which success and getting a good score became for them the main concern. It was clearly observed that during the preparation stage, using exam-oriented methodology has become a central focus in the class to fit the requirements of the BAC Exam. Such implementation led to train learners how to respond mechanically to questions and activities that are included in the exam.

With regard to the findings of the field notes, the initial students' perceptions about the classroom activities, materials, assessment and autonomous learning showed to be positive. They

highlighted the importance of the English subject in general terms. However, when focusing the class on the preparation for the BAC Exam, students showed to be more interested with the different activities and topics that are directly related to the exam paper.

From what have been found in data, it is essential to point out that there was a change in the students' perceptions and attitudes before and during the preparation activities. Knowing that, in the first stage of the research, students showed positive attitudes towards learning English. However, during the preparation period, these attitudes changed and turned to be only related to the exam in which students looked at leaning as a means of passing the exam. Thus, the washback effect is an effect capable of changing the students' perceptions and attitudes. In this present study, the change was in the students' attitudes and behaviours and in the dynamics of the class.

3.7. Confirming the Hypotheses

In the line with the discussion of the results and answering the research questions, the hypothesis that suggests that students will change their perceptions of and attitudes towards English learning if the Baccalaureate Exam of English exerts an influence on them is confirmed. This hypothesis matches with one of the hypotheses of Alderson and Wall (1993), "A test will influence the degree and depth of learning (p. 120). Since there was a change in the students' perceptions and attitudes during the preparation stage, this means that the process of teaching and learning inside the classroom is directed by the demands of the BAC Exam.

Conclusion

As it is shown through this practical part of the research, an investigation of the effect of the Baccalaureate Exam of English on EFL learners' perceptions and attitudes towards their learning was done. The first part of this chapter identified the research questions and hypotheses that guided this investigation. The second part provided a description of the research design that is employed in order to obtain accurate data in terms of the secondary school, the baccalaureate exam and participants. Then, data collection instruments are presented. After that, this chapter offered the interpretation of the results obtained from both quantitative and qualitative procedures. The results were then discussed within the scope of each research question for the sake to confirm or reject the research hypotheses.

General Conclusion

The current study is an attempt to investigate the washback effect of standardized tests on learners' perceptions and attitudes towards learning English. Taking the Baccalaureate Examination as an example of such tests, the main objective of this research is to explore the changes in students' performance in class before and during the preparation activities. The importance of the learners in this changing process is that they are the receptors of all these changes, and in that way, they react to respond to the new environment and dynamics in class.

To achieve the above aim, it is necessary to include specific research questions such as: How does the washback effect of the Baccalaureate Exam of English influence the students' perceptions and attitudes towards English learning? What are the students' initial perceptions and attitudes towards their English learning? What are the students' perceptions and attitudes at the end of the preparation stage? Is there any difference in students' perceptions and attitudes before and during the preparation activities? Based on these questions, we hypothesize that: Students will change their perceptions of and attitudes towards English learning if the Baccalaureate Exam of English exerts an influence on them. This means that the students' perceptions and attitudes will change positively if the Baccalaureate Exam has a positive effect and conversely; the students' perceptions and attitudes will change negatively if the Baccalaureate Exam has a negative effect.

This research work is divided into two parts with a general introduction and a general conclusion: a theoretical part, that comprises two chapters, and a practical part. The first chapter dealt with some of the most important issues concerning washback effect in language testing. The second chapter discussed two main concepts, which are learners' perceptions of and attitudes

towards their classroom practices. The third chapter of this dissertation is concerned with the practical part, which described the methodological procedures and interpretation of the collected data in order to address the research questions.

Methodologically, because this investigation examined the high complex phenomenon of washback of the baccalaureate examination on learners' attitudes, a combination of a survey applied in two stages, and a classroom observation carried out via a daily report that consisted of a series of field notes, were employed as data collection instruments. After collecting and analysing data, this study concluded that the BAC Exam exerts stronger effect on students in which there was a change in the students' perceptions and attitudes before and during the preparation activities.

The findings of the first stage of the research indicated that students showed positive attitudes towards learning English. However, during the preparation period, these attitudes changed and students become more committed and responsible about their actions to get a good score.

All in all, and referring back to all what has been dealt with in this study, the washback effect is an effect capable of changing the students' perceptions and attitudes, as in this case, the change was in the students' attitudes and behaviours and in the dynamics of the class.

Limitations of the study

Although every possible effort was made to successfully achieve the intended objectives of this study and to avoid its research design flaws, this study cannot claim to be totally free from limitations. In this section, some limitations must be noted:

The first limitation is related to the nature of the research. The present study is a washback study that is likely to evolve over time. So, this requires the researchers to observe the participants for a long period of time that could go beyond the time associated with a dissertation.

In this work, the researchers presented the data as the perceptions of the students. This is limited as we cannot know exactly how the students are thinking, but only report how the students have verbalized their thoughts to the researchers. Therefore, the researchers attempted to synthesize the data using a survey to ask the same questions and a classroom observation reported via field notes.

The research may be limited in terms of its generalizability. The findings of this study are limited to the scope and the sample chosen. It is not intended to represent all the foreign languages learners' in all secondary schools. However, it hopes that its findings could be helped and applied to other cases similar to the ones under study.

Perceptions and attitudes are hard to investigate since they are not stable. They can be easily changed; therefore, this study does not claim certainty in its findings. The same issue undertaken by another researcher could generate different results from this one.

Pedagogical Implications and Further Suggestions

Pedagogical Implications

This current study has shown that learners represent the first most important elements that are directly influenced by test impact. As it was concluded before, learners' perceptions and

attitudes towards English learning tend to be influenced by the Baccalaureate Exam. It is therefore suggested that there should be several courses of action for teachers in the hope that they could lead to improve the chance of washback to work in a beneficial way. This is because teachers are the ones to implement those new directions in the teaching process.

During the preparation for the test, teachers must focus more on real teaching. Teachers should guide what is happened inside the classroom during the preparation for the Baccalaureate Exam and search for crucial ways for promoting positive washback like:

- They should not devote a large time to test preparation activities because this leads to narrow the curriculum and focus only on lower-order skills.
- Teachers need to match well between curriculum goals, what instructors teach, what students wish to learn and what is tested in order to promote the positive effects of test and reduce the negative ones.
- Including activities that raise the students' interest and help to develop academic language proficiency instead of focusing on practicing the test tasks, is a beneficial step to ensure the success of learning.
- Teachers should teach in the same way as teaching non-exam classes so that they can control factors such as fear, stress and anxiety.

As this work highlighted the significance of appropriate implementation of preparation courses;

- Students must be aware of the importance of the test and its implications on their learning, so that they can appropriately prepare for the exam and go beyond the demands of the test.
- Students spend much of the class time on items that turn around the exam, it is therefore suggested that changing the content and skills covered in the BAC Exam like including both receptive as well as productive skills will encourage learners' to communicate and use their language.

Further Suggestions

It is possible to make a number of suggestions for further research:

- It is recommended to conduct further interviews with a similar group of students in order to explore inconclusive results obtained during the distribution of the survey. They could be asked more specific questions to gain a deeper insight into the findings.
- It is recommended to conduct the same study at more secondary schools. Thus, having data from more students would give a larger sample size resulting in a more accurate representation of students' perceptions.
- It is recommended to investigate the washback effect of the Baccalaureate Exam of English from both students and teachers points of view.

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Official Document

The Baccalaureate Exam Guide: English, 2016. Ministry of Education.

APPENDICES

Appendix A

Alderson and Wall's (1993) Washback Hypotheses

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 the content, method, etc. of teaching and learning.
12. Tests that have important consequences will have washback.
13. Tests that do not have important consequences will have no washback.
14. Tests will have washback on all learners and teachers.
15. Tests will have washback effects for some learners and some teachers, but not for others.

Appendix B

Students' Questionnaire

Dear Students,

This questionnaire serves as a data collection tool for a research work that aims to investigate the students' perceptions and attitudes when preparing for the Baccalaureate Exam. Your answers will be of great importance to accomplish this research purpose, and they will be kept confidential. So, you are kindly requested to answer the questions and tick the choice that corresponds to your opinion. Thank you in advance for your collaboration.

Section One: Personal Information

1-Age:

2- Indicate your gender:

Male

Female

3-Is it your 1st time to pass the Baccalaureate Exam?

Yes

No

Section Two: Learners' Perceptions of, and Attitudes towards their Learning Tasks and Testing.

1-How do you rate your English proficiency level?

a-Below Average

b-Intermediate

c-Advanced

2-How do you consider the English class?

a-Very interesting

b-Interesting

c-Not interesting

d-Boring

3-How do you consider the explanations in the English class?

a-Clear

b-Unclear

c-Not clear at all

4-What is your perception about the hourly intensity per week?

a-Not enough

b-Enough

c-Too much

5-As a candidate for an English Bac Exam , your teacher of English should:

a-Cover the content of the whole syllabus

b-Skip the content in the syllabus that is not examinable

c-Select teaching methodology according to the need for helping student to pass

d-Select classroom activities that are revolved around examination preparation

e-Others,.....

.....
6-While your teacher introduces an item which is not included in the Bacca-laureate Exam, do you show interest ?

a-Yes

b-No

7-While your teacher introduces an item which is included in the Bacca-laureate Exam, do you show interest?

a-Yes

b-No

8-Do you show interest to mid-term assessments during this year?

a-Yes

b-No

9-What do you think about the different pedagogical materials used by your teacher inside the classroom?

a-Useful

b-A little useful

c-Unhelpful

10-What aspects of language do you prefer?

a-Reading Comprehension

b-Grammer and Vocabulary

c-Oral English

d- Writing

11-Which of the following skills should your teacher give much importance in class

- a-Reading
- b-Listening
- c-Speaking
- d-Writing

12-For you, a well-prepared Exam taker should:

- a-Practice tests as a revision for the exam
- b-Pay attention to every detail given by the teacher
- c-Study on his/her own

13-As a 3rd year student, success in the Baccalaureate Exam is important because:

- a-It is a personal achievement
- b-It satisfies your parents
- c-It gives you a pass to university education
- d-Others,.....

.....

Thank you so much for your help!

Appendix C

Field note N^o 1

Topic: Grammar Explorer: Wishes and Regrets

Class: Third Year Foreign Languages

Date: 24th Feb 2019

Class Description	Comments	Problematic Situations
<p>The class started at 14:00 pm, the teacher welcomed her students to class. She distributed handouts containing a song “wish you were here by Pink Flyod”. The teacher gave instructions to students that they had to underline expressions related to wishes. The teacher wrote the title of the song on the board with other examples and provided explanation of the three different wishes. She asked her students if they have understood, they all agreed that everything was clear. Students were asked to give examples from their own; some of them gave examples and others remained silent. Then, the teacher gave a task to be done by grouping students into 3 groups: group 1 should write a paragraph using past regret and group 2 had to write another paragraph using present regret while group 3 had to write about future wish. Most of the students liked the task. They were allowed to change their seats to do the task. The teacher set a time limit; when time was over, a girl from group 1 read their production. Before the class finished, the researchers asked students if they liked the class, they answered a total yes. The class finished at 15:00 pm.</p>	<p>The students liked the task in which they had to compete.</p>	<p>There was no problematic situation in the class except for the management of the time because the two groups could not read their paragraphs.</p>

Appendix D

Field note N° 2

Topic: Written Production

Class: Third Year Foreign Languages

Date: 20th March 2019

Class Description	Comments	Problematic Situations
<p>The class started at 11:00 am, the teacher wrote on the board a task from the textbook in which students had to write a paragraph about co-educational schools. Some of the students were doing the task and from time to time asked the teacher about certain vocabulary, and other students asked the teacher to do the production at home; she did not accept. When the teacher said that the time was over, one girl wanted to read her written production. The teacher liked her production and asked the girl about certain vocabulary she used, the girl answered that she learned them from articles. Then, the teacher asked for someone else to read his/her production, but most of them did not finish the task. The teacher insisted on them to complete the paragraphs at home. By the end, the researchers asked students whether they liked writing, most of them answered that they considered it as a difficult task; only few of them answered that they liked writing. The class finished at 12:00 am.</p>	<p>The students seemed as they did not want to write the production and they asked the teacher to give them the task as homework.</p>	<p>Students did not write the production except some of them.</p>

Appendix E

Field note N^o 3

Topic: Comparative Forms

Class: Third Year Foreign Languages

Date: 08th April 2019

Class Description	Comments	Problematic Situations
<p>The class began at 10:00 am; the teacher told students that the lesson was already done last year. She mentioned the three types of comparatives, and wrote on the board the rules with some examples. Then, she explained each type alone. While she explained, students asked if such kind of questions would be on the Baccalaureate Exam paper. The teacher confirmed that it would be on one of the exam paper. Students concentrated on the explanation and asked questions when they did not understand. The teacher gave students a task about the transformation from one sentence to another including comparative forms. Most of the students participated and transformed the sentences correctly. Then, the teacher asked her students to write a paragraph using the three types of comparatives. Only few of them started writing the production, and the others said that they would do the task at home. By the end of the session, the researchers asked students if they have benefited from the lesson and they answered by yes. The class finished at 12:00 am.</p>	<p>The students interacted with the teacher, and they liked such kind of questions. But when the teacher asked them to write their production, most of them did not do the task.</p>	<p>There was no problematic situation at the beginning of the class except that they did not want to write their paragraphs in the class and asked the teacher to do the task at home.</p>

Appendix F

Field note N° 4

Topic: The correction of a BAC Exam Sample

Class: Third Year Foreign Languages

Date: 17th April 2019

Class Description	Comments	Problematic Situations
<p>The class started at 11:00 am, the teacher brought a copy of BAC Exam of 2014, and asked students to put themselves in the BAC Exam position. One student asked her about the techniques they should follow in order to answer the reading comprehension questions correctly. She explained the different procedures that may help students to understand the questions, and she provided some strategies in which true/false question became easy question for them. Students did not stop asking questions even about small details. A boy said that he was afraid if he could not understand the text, so he would find difficulties in answering the reading comprehension questions. The teacher answered him by saying that they should not try to understand each word in the text, rather understanding the general idea. Students were interacting with the teacher about the types of activities they may face in the exam. At the end, the researchers asked students about what they felt concerning the exam; they answered that they were worried. The class finished at 12:00 am.</p>	<p>The students were worried about the exam, and they asked a lot of questions.</p>	<p>There was no problematic situation in the class except that the students felt anxious and they did not finish the correction of the BAC Exam sample.</p>

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part One: Reading

(14 points)

A-Comprehension:

(07 points)

Read the text carefully and do the activities.

All over the world, smoking in school is not isolated from what goes on in the streets and in the media. It is affected by advertising, smoking in public places and characters smoking on TV. All these are factors which show it as an acceptable part of our world. Children see parents, friends, teachers and many people doing it. So, this perception is carried into the classroom with **them**.

The first cigarette is easily taken in a moment of pressure from friends, or classmates. Nobody likes to be bullied, ignored or to be the odd one out. Therefore, if you are offered something, it is better to go with the flow than to say no. Though smoking is, on the surface, kept as a secret at school, **it** is in reality the worst kept secret at all. Clothes and body smell, hideaways are littered with cigarette-ends, toilets bear testimony with burn marks and pupils are late for lessons.

Teachers often don't know how to tackle the problem by themselves. Currently, many of them are stressed and say that time to address issues like smoking is not available. However, an anti- smoking education is an initiative **which** needs to be acted on by the whole school staff. Some schools have strict regulations which prevent and punish smokers, but never see the light of day. That's why what should be fostered and preached is a clear assumption that smoking is a real threat to pupils' health and schooling.

Jenny Jacobs. Ray. Soc. Health-February 1993 (Adapted)

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

- a- Imitation is the major cause that makes pupils smoke.
- b- Smoking can be kept secret.
- c- It has no harm on pupils' schooling.
- d- Anti-smoking regulations must be applied in schools.

2- Put the following sentences in the order they appear in the text.

- a- Friends' pressure is the principal factor of smoking in schools.
- b- Pupils need adults' advice and guidance to avoid smoking.
- c- Smoking cannot be hidden.
- d- Media incites adolescents to smoke.

3- Answer the following questions according to the text.

- a- Why do school boys and girls smoke?
- b- What should be done to limit smoking in schools?

4- Copy the letter that corresponds to the right answer.

The text is a:

- a- letter
- b- magazine article
- c- survey

5-Who or what do the underlined words refer to in the text?

- a- them(\$1) b- it (\$2) c- which (\$3)

6- Give a title to the text.

B-Text Exploration

(07 points)

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

- a- separated(\$1) b- different(\$2) c- encouraged(\$3) d- menace(\$3)

2- Give the opposites of the following words keeping the same root.

- legal - acceptable - effective - hopeful

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

- 1- a- Governments should interfere to ban bad practices in schools.
b- It's high time.....
2- a- If strict measures are not taken, the educational system will deteriorate.
b- Unless
3- a- I have a strong desire that all governments will ban cigarettes production.
b- I wish

4- Ask the questions which the underlined words answer.

- a- The headmaster is determined to ban cigarettes smoking in his school.
b- Some teachers throw cigarette ends on the class floor.

5-Classify the words according to the number of their syllables.

schooling - policy - affected - smoke

one syllable	two syllables	three syllables

6- Re-order the following sentences to make a coherent paragraph.

- a- more and more school boys and school girls smoke
b- Smoking has spread among students at an alarming rate.
c- because they imitate adults and T.V stars and want to prove their freedom.
d- In spite of its dangerous effects on health,

Part two: Written Expression

(06 points)

Choose ONE of the following topics.

Topic One:

Smoking at school is bad and dangerous for teenagers. Write an article of about 120 to 150 words for your school magazine in which you warn your schoolmates against smoking.

The following notes may help you:

- immediate health hazards: coughs, wheeziness, shortness of breath
- poor academic performance, taking more time outside school
- wasting money

Topic Two:

Write a composition of about 120 to 150 words on the following:

Many children around the world are engaged in child labour. State the causes and suggest the possible solutions to eradicate this phenomenon.

الموضوع الثاني

Part One: Reading

(14 points)

A. Comprehension:

(07 points)

Read the text carefully and do the activities.

Sparta was one of the most important cities in Ancient Greece and it was a very different kind of city state. The life of the people of Sparta was a very strict one, similar to the military. The Spartans were proud, fierce and capable warriors. Young boys were taken from their homes at an early age to begin military training. Young girls were forced to maintain a healthy way of life in order to produce healthy children and were sent to school to learn how to fight and to become soldiers, too.

Most Spartan citizens were either Perioeci (citizens who paid taxes, served in the army and were protected by Spartan laws) or Helots (people from lands conquered and ruled by Sparta who had no rights). Spartan citizens were given land which was farmed for them by the Helots. The Helots were treated as slaves and had to give half their crops to their Spartan master. It was a common belief that the Helots were public property. They were seen as the enemy even though they were actually slaves. The Helots sweated in the fields, but their resentment grew. Finally, they rose up and fought their Spartan masters and the fighting continued for many years. But the Spartans eventually gained victory and so became more powerful.

The Spartans became wealthy through trading in luxury goods of gold, silver and other materials. Besides, they produced beautiful things as their wealth increased. Ivory carvings were desired across Greek lands, bronze-work and pottery were exported to Italy.

Adapted from: greece.mrdonn.org

1. Write the letter that corresponds to the right answer a, b or c.

The text is taken from a:

- a. magazine b. website c. newspaper

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

- a. Only Spartan male citizens were trained to fight.
b. The Perioeci class was a wealthy one.
c. The Helots uprose against the Spartans.
d. No great works of art came from Sparta.

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

- a. the Helots were considered a permanent threat by the Spartans?
b. the Spartans led a severe military life?

4. Answer the following questions according to the text.

- a. What was the Spartan's life like?
b. How were the Helots treated?
c. What made Sparta a rich city state?

5. Copy the letter that corresponds to the right answer.

The text is: a. prescriptive b. narrative c. argumentative

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

- a. one (§1) b. they (§2) c. their (§3)

B. Text Exploration**(07 points)****1. Find in the text words or phrases that are closest in meaning to the following:**

- a. violent(\$1) b. governed(\$2) c. hatred(\$2) d. commerce(\$3)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
example	to differ	difference	different
	strength
	to create
	free

3. Combine the pairs of sentences using the connectors provided. Make the necessary changes.

provided that - as well as - although - because.

- a. Young girls were forced to maintain a healthy way of life. They had to produce healthy children.
 b. The Helots fought for their freedom. They were defeated.
 c. Our economy flourishes. We enhance agriculture.

4. Give the correct form of the verbs between brackets:

- a. If the Spartans hadn't given much importance to their soldiers they (not/to make) a strong army.
 b. After the Spartans (to defeat) the Helots, they became much more powerful.

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

boys - warriors - barracks - businesses

/s/	/z/	/ɪz/

6. Fill in the gaps with words from the list.

Spartans - time - army - obedience - emphasized - girls

Ancient Sparta gave such a big importance to its ...(1)... that all the boys were brought up in a way that ...(2)... their physical fitness, courage and ...(3).... Only very little ...(4)... was devoted to leisure or family life.

Part Two: Written Expression**(06 points)****Choose ONE of the following topics.****Topic One:**

Using the following notes, write a composition of 120 to 150 words to describe the daily life of the people of ancient Greece.

- houses: built, clay-brick, stone, more than one room, a courtyard
- food: varied, fruits, vegetables, fish, rarely eat meat only in religious feasts
- clothes: home-made, decorated to represent their city-states
- entertainment: dance, music

Topic Two:

Counterfeiting and piracy lead to negative effects. Write a composition of 120 to 150 words about the impact of such practices on people's life.

Appendix H

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L'EDUCATION NATIONALE
INSPECTION GENERALE DE LA PEDAGOGIE

دليل بناء مواضيع إمتحان شهادة البكالوريا

لمادة اللغة الإنجليزية

Le Guide de l'examinateur

Matière : Anglais

Novembre 2016

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

في إطار الإصلاحات الجوهرية التي تقوم بها وزارة التربية الوطنية، والتي كرسها القانون التوجيهي للتربية الوطنية، ونتيجة لما عرفه امتحان شهادة البكالوريا من تطورات على مختلف المستويات، ومن أجل ربط وظيفية التدريس بتكوين التلميذ تكويناً سليماً، خاصة وأنّ عملية التقويم تحتل مكانة هامة في الفعل التعليمي والتعلمي الذي يعتبر جزءاً لا يتجزأ منه، بل أضحي الأساس الذي تقوم عليه كل حركة تكوينية في ظل فلسفة النجاعة والنوعية والتي لا تتجسّد إلا بتثمين عملية التقويم بشتى أنواعه، كانت الحاجة ماسة لتقويم طريقة إعداد المواضيع وكيفية بنائها ومن ثمة تحيين دليل كيفية إنجاز وبناء الاختبارات في مختلف مواد البكالوريا وهذا ما يجعل عملية التقويم هادفة.

إن هذا الدليل المحيّن يُعد وثيقة منهجية يستعين بها من جهة أعضاء لجان إعداد المواضيع في إنجاز مواضيع البكالوريا، ومن جهة أخرى الأساتذة في بناء الاختبارات، وفق قواعد علمية صحيحة تمكنهم من تقويم الأهداف المسطرة في البرامج الرسمية وكذا المهارات والقدرات التي يكتسبها التلاميذ، زيادة على أنها وثيقة تكوينية تساهم في تكوين الأساتذة على كيفية بناء الاختبارات واكتساب القدرة على ذلك.

أما بالنسبة للتلاميذ فهي تساعدهم على التدرب في أقسامهم على نماذج من هذه المواضيع، حتى لا يفاجؤوا في امتحان شهادة البكالوريا بنماذج تختلف عما تعودوا عليه في مؤسساتهم، بل سيجدون أنفسهم أمام وضع مألوف ومنهجية مطروحة وواضحة.

وعليه نضع بين يدي الأستاذ هذا الدليل المحيّن بغرض الالتزام به والعمل بما جاء فيه ميدانياً والسهر على بناء الاختبارات الفصلية وفق ما جاء فيه، ما يستوجب دراسته دراسة جادة ودقيقة وتطبيق ما جاء فيه من منهجية في بناء أدوات التقويم (الفروض والاختبارات الفصلية) التي ينظمها لتلامذته في السنة الثالثة ثانوي حتى يتعودوا عليها ويكتسبوا القدرة والمهارة اللازمة.

وفي الأخير أطلب من الجميع الحرص كل الحرص على أن تكون المواضيع المنجزة مطابقة للمعايير والشروط المذكورة في هذا الدليل.

مدير الديوان الوطني لامتحانات والمسابقات

مدير
الديوان الوطني
لامتحانات
والمسابقات

م. بن زمران



INTRODUCTION

This Examiner's guide aims at supplying the teachers with some information and recommendations to help them prepare their pupils for the Baccalaureate English paper. It also provides useful guidelines for building Baccalaureate exam. The various types of tasks are introduced and illustrated with examples.

As far as the Competency Based Approach is concerned, the guide provides practitioners with a frame work containing the disciplinary (target) competencies, namely interacting: (Dialogue completion if suggested), interpreting, and producing.

DURATION AND COEFFICIENT

Streams	Coefficient	Duration
Langues Etrangères	05	2h30 minutes
Lettres et Philosophie	03	1h30 minutes
Sc . Exp/ Math/ TM/ GE	02	1h30 minutes

1. Recommendations

Test the examinees ONLY on what they have actually learnt during the academic year.

a- Congruency with...

- official syllabus regarding topic, content, cognitive and learning objectives
- official instructions (types of activities, number of activities, timing , length)
- **Formulation of instructions:** the wording of instructions is to be similar to the ones suggested in the examiner's guide.

b- Test Elaboration

- **Secrecy:** The suggested paper is to be kept secret.
- **Originality:** It should not have been given previously in any form.
- **Correctness:** It should be mistake-free.
- **Acceptance by all:** The text should not deliberately hurt or insult anyone.
- **Meaning:** In spite of its size, the paper should be meaningful, relevant and coherent.
- **Sources:** Use complete source: author, title, publishing house, place, year.
- **Global Scoring Scale:** indicate the global scoring scale in the exam paper according to each stream.

Stream	Part1: Reading		Part 2: Written Expression
	A) Comprehension	B)Text Exploration	
Langues Etrangères	07 points	07 points	06 points
Lettres et Philosophie	07 points	08 points	05 points
Sc, M, TM, GE	08 points	07 points	05 points

- **Key answers :** -1) include all sections.
2) include global and detailed marking scales.

It is recommended that:

- Key answers and scoring scales are to be prepared beforehand by the test designers.
- The activities should respect gradation.

Résumé

L'examen du Baccalauréat d'anglais est un examen officiel qui est passé chaque année par des milliers d'étudiants Algériens à la fin de leurs études secondaires. La manière dont ils se préparent à ce type d'examen devient un sujet de préoccupation. La présente étude est une tentative d'explorer la façon dont l'effet d'examen influence les perceptions et les attitudes des étudiants à l'égard de l'apprentissage de l'anglais. L'objectif de cette étude est de montrer les changements de la performance d'étudiants en classe avant et pendant la préparation des activités. Il est supposé que les étudiants changeront leur avis et leur attitudes à l'égard de l'apprentissage de l'anglais si l'examen du BAC a un effet sur leur. Cela signifie que les perceptions et les attitudes des étudiants évolueront favorablement si l'examen du Baccalauréat a un effet positif, au contraire, les perceptions et les attitudes des étudiants changeront négativement si l'examen du Baccalauréat a un effet négatif. La présente étude porte sur les étudiants en langues étrangères de la troisième année secondaire à l'école secondaire Tarkhouche Ahmed. Cette étude a construit sur deux moyens, pour la recherche, un questionnaire qui a désigné pour 32 étudiants, pendant deux étapes différentes, et une observation pour qu'un rapport ait été écrit sur les notes les plus importantes générées dans la classe. Les résultats de l'étude ont été analysés quantitativement et qualitativement, et ont montré que l'examen du Baccalauréat avait un effet négatif sur les étudiants, de sorte qu'il y avait un changement de perception et d'attitude des étudiants par rapport à la période précédant l'examen et à la période d'activités préparatoire à l'examen. L'inclusion d'activités qui intéressent les étudiants et les aident à développer leurs compétences linguistiques de manière académique au lieu de se concentrer uniquement sur la pratique d'activités d'examen, est une étape utile pour assurer le succès du processus d'apprentissage.

ملخص

امتحان بكالوريا الانجليزية هو امتحان رسمي يتم اجراؤه سنويا من قبل الاف الطلاب الجزائريين في نهاية تعليمهم الثانوي. اصبحت طريقة اعدادهم لهذا النوع من الامتحان مثار اهتمام. ان الدراسة الحالية عبارة عن محاولة للتحقيق في الاثار الانعكاسية لاختبار البكالوريا على تصورات الطلاب و مواقفهم اتجاه تعلم اللغة الانجليزية. تهدف الدراسة الى تسليط الضوء على التغيرات في اداء الطلاب داخل القسم قبل و اثناء أنشطة الاعداد. من المفترض ان يغير الطلاب تصوراتهم و مواقفهم اتجاه تعلم اللغة الانجليزية اذا كان لامتحان بكالوريا الانجليزية تأثير عليهم، و هذا يعني ان تصورات الطلاب و مواقفهم سوف تتغير بشكل ايجابي اذا كان لامتحان البكالوريا تأثير ايجابي، و على العكس من ذلك، فان تصورات الطلاب و مواقفهم ستتغير سلبا اذا كان لامتحان البكالوريا تأثير سلبي. اجريت الدراسة الحالية على طلاب اللغات الاجنبية للسنة الثالثة ثانوي لثانوية ثرخوش احمد. هذه الدراسة مبنية على وسيلتين للبحث: استبيان اجري ل 32 طالب خلال مرحلتين مختلفتين، و ملاحظة بحيث تمت كتابة تقرير باهم الملاحظات التي لوحظت داخل القسم. تم تحليل نتائج الدراسة كما و نوعا، و قد اظهرت النتائج ان لامتحان البكالوريا تأثير سلبي على الطلاب بحيث ان هناك تغير في تصورات الطلاب و مواقفهم مقارنة بين فترة قبل الامتحان و فترة النشاطات التحضيرية للامتحان. ان ادراج أنشطة تثير اهتمام الطلاب و تساعد على تطوير مهاراتهم في اللغة بطريقة اكاديمية بدلا من التركيز على ممارسة أنشطة الامتحان فقط، خطوة مفيدة تضمن نجاح العملية التعليمية.