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**Option: Language and Communication**

**Subject**

***The Evaluation of English BAC Examinations in Relation to Short  
and Long Term Objectives***

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***To my beloved:***

*parents Farid and Daouya,  
sisters Sabrina and Melissa,  
brother Rayane,  
and my fiancé Anis.*

*( Narimane)*

***To my beloved :***

*parents Belkacem and Djamila,  
sister Ouahiba,  
brothers Mohamed, Aghilas and Yuba  
husband Samir*

*sisters in law Fatma and Sabine*

*And my nephews: Lenaelle, Elina and Lucas*

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## ***Abstract***

*The present study is concerned with the analysis of the Baccalaureate examinations. It aims at contributing to the investigation of the issue of learning objectives and to the improvement of the testing tools in general and BAC examinations in specific. It was intended to figure out whether the BAC examinations focus on long or short term learning objectives or on both. To carry out our research, eight English Baccalaureate examinations of Letter and Foreign languages stream were collected and analyzed. Our corpus was selected in a regular way starting from 2007 till 2014. Ninety six (96) activities were examined using a mixed-research method. That is, the study combines between qualitative and quantitative methods. In addition, for the interpretation and explanation of the results the present research adopted Hauenstein's framework concerning learning objectives. The results show that BAC examinations stress more short-term objectives. Indeed, 45.83% of the activities deal with short-term objectives, 25% of them relate to long-term objectives, and 29.17% of the activities involve both short and long term objectives. To improve the BAC examinations by putting stress on long-term objectives, finally, we provided a set of suggestions.*

## **List of Abbreviations**

- BAC: Baccalaureate
- BEM: Brevet d'Enseignement Moyen
- CBALT: Competency Based –Approach- to Language Teaching
- CLT: Communicative Language Teaching
- HP: Hypothesis
- LOs: Learning Objectives
- LTOs: Long term objectives
- STOs: Short-Term Objectives

## List of Symbols

**%:** Percentage

**X:** The Calculated Percentage

**Z:** Long/Short Term Objectives, or Both

**Y:** The Total Number of Activities

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# **General Introduction**

## **Statement of the Problem**

In the field of instruction, learners are tested in order to know about their level, knowledge, skills, and abilities to do specific tasks by applying what they have been taught in the classroom. In Algeria, for example, teachers assess their learners every period of time by assigning them sub-tests and examinations (end of semester and annual exams). Also, learners take official exams that are administered by the Ministry of National Education to allow them pass from primary school to middle school (6EM examination), from middle school to high school (BEM examination) and from high school to the university (BAC examination). This dissertation will focus and put stress on the English BAC examinations. In more precise terms, we will evaluate the BAC examinations in relation to short and long term learning objectives to figure out the importance accorded to long term objectives which are closely related to life-long learning.

## **Aims and Significance of the Study**

Our objectives in carrying out this research is to check whether the BAC examinations call on the students to do activities which are related to long or short term objectives or both of them. In other words, we will attempt to investigate and examine to what extent the BAC examinations give importance to life-long learning which is presented in terms of long term objectives. The main motives in dealing with this subject are; on the one hand, for its originality. Indeed, according to the best of our knowledge none has already dealt with it .So, we tackle and analyze the BAC papers from a new perspective; something which adds value to the current research. On the other hand, we do the present research because of the great importance that testing has in the teaching and learning process. Also, our focus on the BAC

papers stems from the fact that BAC exams are the most considerable and significant exams for learners as they represent the key without which we cannot have access to universities or higher education and fulfill our dreams to become doctors, teachers or becoming able to get any job based on instruction and higher education.

## **Research Questions and Hypotheses**

In order to carry out our research in a scientific and effective way, we will be attempting to answer the following questions:

**1/** Do the BAC examinations require the students to answer questions dealing with short term or long term objectives?

**2/** To what extent do the BAC examination papers deal with procedural knowledge which is closely linked to life-long learning?

**3/** Do the BAC examination papers include activities which go beyond declarative knowledge and mechanical drills?

The following hypotheses may be the answers to the above questions:

**H0** BAC examinations stress long term objectives.

**H1:** BAC examinations do not stress long term objectives.

**H2:** BAC examinations stress both of short and long term objectives.

## **Research Techniques and Methodology**

A Mixed-Research Method that associates both quantitative and qualitative methods is going to be used in our study. In fact, in the first part we will use the qualitative method for data collection procedure, since we will gather information we need for the analysis of the BAC

examinations which are written pieces that contain several activities related to the syllabus. In the second part, the quantitative method for data analysis will be used. Additionally, we are going to follow a specific approach that will be as a support to our subject which is Hauenstein's conceptual framework for educational objectives (1998) since it seems to be the most appropriate theory, as it provides a clear procedure to follow in order to analyze the BAC papers. Thus, it will be the theoretical section of this dissertation. Hauenstein's model points out a distinction between short and long term objectives. Indeed, Hauenstein states that *"the use of this framework by teachers will enable students to develop their critical, reflective and problem-solving abilities and skills"*.<sup>1</sup>

This work is to be done in the context of material evaluation which has been defined by Patton as: *"a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics and outcome"*.<sup>2</sup> That is to say, materials evaluation means to evaluate teaching materials such as textbooks, handouts, examination papers, and so on to figure out if such materials require, for example, the students to deal with activities turning around long term objectives and production in which the students produce personal answers to different types of activities, or on short term and reproduction which are typically related to recall and mechanical drills. Regarding the practical section, it will be an analysis of the BAC examinations in terms of long and short term objectives.

## **Structure of the Dissertation**

The structure of this dissertation follows the traditional-simple model. It consists of a general introduction, three chapters and a general conclusion. The first chapter is a *"Review of the Literature"* concerning the major concepts which are closely related to leaning objectives. It aims at exploring and exposing different works done on this particular subject in order to

better understand what is meant by learning objectives and more particularly short and long term objectives. Besides, it seeks to find a gap in the previous works and establishing a niche.

The second chapter is the section called “*Research Design*” in which we will use the qualitative method for data collection. The second part consists of presenting and interpreting the contents of the BAC examinations into percentages by using the descriptive statistical method. Afterwards, the results will be presented in tables than displayed in histograms in order to figure out whether the BAC examinations focus on long or short term objectives or both of them. Following such a way permits us to provide answers to our research questions we asked previously. Chapter two is then followed by chapter three which is named “*Presentation and discussion of the Findings*” which provides the results relating to numerical data and their analysis.



## **Notes**

<sup>1</sup>Hauenstein, D, A. *A conceptual framework for educational objectives: A holistic approach to traditional taxonomies*, (Lanham, Md: university press of America, 1998), 29.

<sup>2</sup>Michael, Q, P. *How to use qualitative methods in evaluation*, (USA: Sage publication, Inc, 1987).



# **Chapter One: Review of the Literature**

## **Introduction**

This chapter is a review of literature with regard to the issue of testing the learners in third-year classes in the Algerian Secondary school in terms of short and long term objectives. Different concepts are going to be reviewed and used as support for this research. Such theoretical ground will be referred to in the analysis of the BAC examinations so that to show whether the focus is on short or long term objectives or both.

As a starting point, we should know that during the teaching/learning process teachers are required to provide their learners with the most important language items, and aspects that are included in the syllabus; because learners are assessed on what they have been taught in classrooms. Accordingly, testing is very important for both teachers and learners. On the one hand, it allows instructors to evaluate learners and on the other hand it permits to learners to show what they have learned and demonstrate the knowledge and skills they have acquired. It is for this reason that we should begin in our review of the literature by drawing attention to testing and give a clear idea about what it is meant by testing.

### **1.1.1. Testing**

Testing is a way to identify the gap in learners' ability to acquire knowledge. But in some cases tests do not reveal the level of the learner as it has been said by Hughes Arthur "*Tests do not reflect the students' level in the score they obtain.*"<sup>1</sup> Because learners may fail in a given exam and this does not mean that their ability is poor, but that it is due to several reasons. For instance, this can be the result of a psychological problem that the learners have. This is why Hughes points out that "*a test is reliable if it measures consistently*"<sup>2</sup>. For further

understanding and analysis we should know that there are different kinds of testing which are going to be discussed in the following paragraphs.

First of all, the first type of tests is “proficiency tests”. To define them, it has been written by Arthur Hughes that “*proficiency tests are designed to measure peoples’ ability in language; it is based on specification of what candidates have to be able to do with language in order to be proficient*”<sup>3</sup>. This means that proficiency tests do not deal only with one language skill such as the oral skill but it tests the whole skills. That is to say, proficiency tests cover the four language skills namely listening, speaking, reading and writing. The second type is “achievement tests”. Such tests are connected to language courses as it is assumed by Hughes, “*achievement tests are based on the mastery of these language courses as well as their objectives*”.<sup>4</sup> this kind of tests deal mainly with testing learners on what they have seen in classrooms and what is included in the courses, In addition, an achievement test has been defined by Jack C. Richards and Richard Schmidt as “*a test designed to measure how much of a language learners have successfully learned with specific reference to a particular course, textbook, or programme of instruction*”.<sup>5</sup> Moreover, “diagnostic tests” are used to identify students’ strengths and weaknesses; they are intended to figure out what further teaching is necessary<sup>6</sup> . Finally, “placement tests” are used to assess the students at different levels in order to place them according to their abilities<sup>7</sup>. These four types of testing help teachers and designers of language teaching materials to identify the learners’ needs.

It is important to know that testing is different from assessment; as testing is a sub part of assessment which is used to get information about peoples’ ability<sup>7</sup>, as Wynne Harlen said “*testing is a method of assessment in which procedures, such as the task to be undertaken and often the conditions and timing are specified*”<sup>8</sup>. This means that testing is included within assessment with specific criteria. Assessment has two forms: it can be formative when teachers use it to check the progress of their students in a continuous way; that is, to see how

far they have mastered what they have been taught<sup>9</sup>. As well as summative assessment which is used at the end of the term, semester, or year in order to measure what has been achieved by the students<sup>10</sup>.

Teachers should be aware of what kind of questions are appropriate to their learners so as to design a good and reliable test as Hughes suggested:

Teaching professions can make three contributions to the improvement of testing: they can write better testing themselves, they can enlighten other people who are involved in testing process and they can put pressure on professional testers and examining boards to improve their tests<sup>11</sup>.

This quotation means that to design a good test, it is better to combine these three key elements: taking personal responsibility, providing other people responsible for testing with advice, and obliging other professionals to effectively design tests.

After having discussed testing and dealt with different points relating to it, we are going to deal with assessment and consider the main concepts which are related to it.

### **1.1.2 Assessment**

Assessment has to be seen as part of teaching and learning<sup>12</sup>, because without assessment teachers cannot identify the difficulties that their students have and hence they cannot make any judgment about their level. For this reason it is said that:

The conception of assessment is one that focuses on describing students' learning, Identifying where each student is in his or her personal learning, diagnosing any difficulties student may be having in their learning<sup>13</sup>.

In order to assess learners, teachers need to have a specific purpose for doing assessment activities in such a way they gain a comprehensive picture of how their students learn. This creates an atmosphere where teachers and learners feel at ease and make the learning process run smoothly. In this context, Rita Berry described assessment as a natural part of the teaching

/learning process and is undertaken to support learning<sup>14</sup>, this is why it cannot be separated from the instructional field.

Teachers can provide their students with an exercise in a form of assessment so that they will be able to give a feedback about the students' level, as it is explained by Rita *"assessment can be as simple as an exercise in which a teacher gathers information from students, interprets it and makes a judgment about their performance"*<sup>16</sup>. This enables students to know about their knowledge, skills and abilities, including strengths, weaknesses, values and attitudes<sup>17</sup>.

It is worthy to mention that assessment has two main purposes in the teaching/learning process. For example, Boud and Falchikov assumed that the first one is to insure success for the learners, because assessment encourages the students to work hard in order to get good results. The second purpose, on the other hand, is to make learning run smoothly and in an easy way<sup>18</sup>. And according to Boud and Falchikov, these two purposes are associated with summative and formative assessment<sup>19</sup>. Explained in more precise terms, summative assessment is related to marks and results, whereas formative assessment is basically used to support the teaching/learning process.

Validity and reliability are two aspects on which assessment is based; validity hinges on whether our assessment properly reflects the intended learning targets whereas, reliability reflects the consistency of assessment<sup>20</sup>. Assessment should be practiced and implemented in a way to make it possible for the learners to succeed. In fact, Rita claimed *"assessment must be consistent with the objectives of the course and what is taught and learned"*<sup>21</sup>. Assessment should be done to fit the content of the course; this is why its primary function is to support the teaching learning process. With regard to this, assessment must be consistent with the objectives of the course.

It is of interest to mention that the teaching approach adopted in the textbooks that are used in the Algerian secondary schools and specifically in the third year school, is Competency-Based Approach to Language Teaching (CBALT). Accordingly, the BAC examinations should be in accordance with the approach principles and this is the core of our investigation and research.

Having explained in concise manner the term assessment and some of other concepts connected to it, now, seems important to move on to consider in a detail the notion of learning objectives.

## **1.2. Learning Objectives**

In the field of instruction, it is of significant importance to understand the goals of language teaching. In this context Vivian Cook stated that *“the reasons why the second language is being taught depend on overall educational goals, which vary from one country to another and from one period to another.”* She added that one of the goals of language teaching is to help people to think logically and to understand other races and cultures as well as to communicate with other people.<sup>22</sup> This means that language teaching has different functions that can be translated in terms of goals. Such goals can be either short or long.

In addition to assessment, it is necessary to tackle the concept of learning objectives in general before discussing long term and short term objectives. The important point is that learning objectives are tidily related to assessment in the sense that elaborating specific learning objectives will help learners to identify what they should focus on during the learning process, and hence they can prepare their exams in an effective way. In other words, students will be able to follow and evaluate their own progress towards achieving their goals. Then, it facilitates to teachers the design of activities, tests and exams. Finally, learning objectives

help parents to know what their children are supposed to learn and on what they will be evaluated.

Effective learning objectives state what students should know and will be able to demonstrate the depth of learning that is expected. Besides, Wes Williams gave another definition of instructional goals as being essential elements in the educative system, since they provide teachers, learners as well as parents with a clear idea on what to be taught, learned and evaluated<sup>23</sup>. Furthermore, clearly defined and intentionally integrated course learning objectives give many possibilities among them:

- 1) – It help to organize layout of courses, tasks, tests ... etc and enhancing student learning.
- 2) -Improving communication with students and their teachers toward the important concepts and activities covered within a course.
- 3) – Finally, to ameliorate evaluative tasks<sup>24</sup>.

After having presented a brief account of the learning objectives, now we deal with the way we should proceed in order to write learning objective.

Soulsby claimed that: *“the learning objectives should start with an action verb, followed by a statement specifying the depth of learning to be demonstrated, and finally a statement to give it context and to identify a standard for acceptable performance”*<sup>25</sup>. He gave the following hints to guide teachers while elaborating instructional objectives. In short, learning objectives should:

- Be specific and unambiguous. Terms such as *“know, understand, learn, appreciate, and to be aware of should be avoided”*, and the specific level of achievement should be clearly identified.



- Focus on observable students' performance, and be capable of being assessed. It is often helpful to add the preposition "by" or "through" followed by a statement which clearly states how the LOs will be assessed.
- Be balanced. Broad LOs are difficult to assess, while an extensive list of learning objectives will limit flexibility and adaptability in the curriculum, and make it difficult for students and instructors to effectively communicate an integrated understanding of the subject matter.
- Be concise and clearly stated.
- Be achievable given the time and resources available to both learners and instructors<sup>26</sup>.

Another scholar gave us the basic requirements of instructional goals and said: "*The instructional goals should be measurable, indicate what the student can reasonably accomplish and specify the context in which the behavior is to occur to make the behavior functional*"<sup>27</sup>.

In addition to the scholars who have been mentioned above others also worked on learning objectives such as Schloss & Smith who gave examples to better understand their importance as it is the case in the following passage:

A student may be out of his seat so often that he fails to complete his work. In addition, his out-of-seat activities may distract his classmates, making it difficult for them to finish their assignments. Another student may not follow reasonable teacher directives. She always seems to be testing your authority. Two other students may get in fist fights frequently. Finally, many students in your class may fail to turn in homework that is accurate or on time<sup>28</sup>.

In all of these examples, it is easy to identify what behavior should be changed and thus design new objectives which are more appropriate. Schloss and Smith added that:

A concise description helps students, parents, and other school personnel understand exactly what skill is being targeted. In addition, a concise description makes subsequent behavior changes easier to measure, which

is a valuable tool when evaluating the effectiveness of an intervention program<sup>29</sup>.

This quotation clearly states that writing clear objectives help students to give more importance and focus more on targeted skills and desired instructional goals.

### **1.2.1 Long-Term Objectives**

Schloss and Smith made a distinction between long and short term objectives and stated that primarily, an objective is a goal that should be achieved by students. It can vary according to their specificity and the required amount of time to attain it. This idea is best shown in the following terms:

Long- term goals are very broadly stated and generally require an academic year to master. Goal areas usually correspond to subject matter such as reading, mathematics, and written language. They should also include increasing appropriate behavior and decreasing inappropriate behavior. Short-term objectives (STOs) are derived from goals and are completed in a much shorter time span that can range from two weeks to three months<sup>30</sup>.

In other words, LTOs are reached during a long period of time whereas STOs are realized in a given period of time. For example, if the objective has to be reached in one week, the learner should acquire this objective in this period. Additionally, Wes Williams gave another explanation of what STOs are. Indeed, he argued that they are used so as to split goals into smaller parts for the instruction process and evaluating learners' improvement towards the target goals. Also, STOs are very helpful while students need to learn in small steps. In addition, a short term objective enables teachers to measure students' progress in a specific period of time<sup>31</sup>.

### **1.2.2. Short-Term objectives**

A definition of short term objectives has been clearly stated in Alberta:

Short-term objectives are the stepping-stones between the current level of performance and the annual goal. They are the pieces necessary to achieve the annual goal and act as indicators that the goal

is being achieved. Generally, each long-term goal would be supported by two to five short-term objectives<sup>32</sup>

It appears that the previous definitions given by Schloss and Smith, Wes Williams and Alberta suggested that STOs are sub goals used for the construction of LTOs; that is, they are key sub goals essential to the achievement of long term objectives.

Regarding LTOs they are objectives which will be useful for learners not only for educational purposes but they will allow students to face any situation in their everyday life. More importantly, they are part of the lifelong learning process. As it is said in Alberta (2006): *“Goals should be future-oriented and reflect actual skills that students will need in current and future learning and living environments.”*<sup>33</sup>

What should be mentioned here is that the former definitions attest that the two types of learning objectives are of importance and complementary. So, both kinds of objectives should be focused on and taken into account when testing the students’ performance.

According to Schloss and Smith an objective may be written correctly only if it includes four features which are cited as follows:

- ***Student orientation***: this means that the objective should basically have significance and relevance to the student.
- ***Behavioral Terminology***: this feature explains how students will be able to show performance concretely.
- ***Criterion Level***: this indicates how students work or operate.
- ***Condition***: or more precisely statement of the conditions identifies the recourses to which the student will have entry to or situations they will be viewed to<sup>34</sup>.

Afterwards, Schloss and Smith pointed to another important concept which helps to select long and short term objectives. The latter is known as the " *social validity of goals*". Schloss and Smith cited another author (Hawkins) who worked on this subject and who asked the following question "*Are the goals of our educational program what society really wants?*"<sup>35</sup>. In other words, do the goals designed by curricular developers in the field of education respond to the need of society? Are they appropriate? Van Houten claimed that: "*what can have a utility or profit to a child will automatically have utility to society in general*"<sup>36</sup>. This means that any society needs good instruction that allows its people and more specifically the young ones to progress and do what is beneficial.

Schloss and Smith gave the following example to explain what Van Houten meant:

A student who learns about the negative effects of drug use is more likely to avoid using drugs. Similarly, just as one student benefits when she or he is taught to locate and maintain employment, so too do other members of society benefit as fewer tax dollars will be needed to support her or him in the future<sup>37</sup>.

In other words, what the two previous scholars meant is that the designed goals should meet the needs of society, in addition to the fact that what students learn during their studies should be useful in their daily life. So, learning objectives will firstly meet the students' needs and at the same time will meet their society's needs in general.

Interestingly, the question that one should ask is who to ask in order to design those goals? Schwartz and Baer (cited in Schloss and Smith, 1998) suggested asking "direct" and "indirect" users in order to design those goals. According to Schloss and Smith direct consumers are the persons who are essentially concerned with the issue. In this particular case, we speak about the learners. On the other hand, indirect consumers are the persons who are closed to the direct consumers and who might be affected by them and who will deduce the changed behavior all through the school year<sup>38</sup>.

Moreover, Schloss and Smith supposed that if someone wants to develop a program and is well informed about what is essential, he/she should, nevertheless, ask for other opinions in order to make sure that the way he/she will proceed is the right way, especially if the time is limited and that by doing so will help saving time as far as money; that is, to avoid wasting time and spending money in teaching knowledge or skills that are not significant<sup>39</sup>. In other words, students should be requested and asked about the different learning problems they face and what they would like to learn. Also, asking students' parents permits getting several opinions for ameliorating the syllabus and designing good learning objectives.

Accordingly, what is important to mention is that the social validity of goals is a very important point that curricular writers should take into account when establishing goals; because as it is mentioned in Schloss and Smith's book that such validity "*reduces the amount of time and resources devoted either to teaching skills that are not important or to attaining an excessively high level of mastery*".<sup>40</sup> So, social validity is a very useful key to save time and money. In short, it guarantees an efficient job in designing and implementing learning goals.

Social validity of procedures is another significant concept to which we should pay attention when writing short and long term objectives. Indeed, according to Bailey:

Learning objectives encourage you to go beyond mere explanations of the relationship between instructional procedures and subsequent changes in academic and affective behavior. You must show how your instructional program will enable students to become more independent, mature, and self-confident; and show how your procedures will enhance the students' personal dignity and freedom<sup>41</sup>.

To make things clearer, Bailey meant that elaborating effective and good instructional objectives will improve and boost students' learning. Besides, it will make easier for teachers to follow their students' progress and see what skills and knowledge they need to acquire.

Moreover, it is worth mentioning that the “*social validity of effects*” is another important point that one should focus on when dealing with educational objectives; because, it gives a clear perception about the results of the educational program which prove or attest that the program has really contributed to the amelioration of the students’ knowledge which in its turn will permit the students to improve their lives.

Next, Schloss and Smith made reference to issues that we may face when writing instructional objectives because, even if they are very important, give great advantages such as defining clear and meaningful goals, they are not easy to write. Here are some points developed by Schloss and Smith with relation to the issue of writing instructional objectives:

### **1.2.3. The Relationship between Long and Short Term Objectives**

There is a close relationship between long and short term objectives. On the one hand, LTOs or lifelong learning objectives permit the students to overcome the difficulties that they may face while learning because, long term goals influence the behavior of students by enhancing them to succeed. On the other hand, STOs will help the students achieve their long term goals. For instance, if someone wants to postulate for a doctorate thesis he /she should firstly succeed the exams during the three years of the License degree and the exams during the two years of the master degree in order to get the access to the principal or to the long term goal; that is, of postulating for a Doctorate thesis. So, the license and the master exams represent the short term goals .The success on these exams is then the result of the enhancement that the long term goals brought about.

### **1.2.4. Issues when Writing Instructional Objectives**

Different principles have been developed with connection to writing learning objectives. Such principles help understand how learning objectives can be effectively designed and this by avoiding all that represents a threat to the effective construction of the instructional goals.

#### **1.2.4. 1. Writing Instructional Objectives is Time-Consuming**

Effective instructional objectives take time to build up and establish. Hence, the task will be more difficult to do and will take much more time especially with novice teachers. As a result in order to be effective in writing instructional objectives teachers need experience which they can't have as quickly as possible.<sup>42</sup> That is to say, teachers need some years of trail to become expert in establishing appropriate objectives.

#### **1.2.4.2. Not All Areas Are Easily Broken Down into Instructional Objectives**

Schloss and Smith noted that teachers tended to focus more on skills that represent the lowest levels of the cognitive domain and frequently neglect higher-order-thinking skills, something that does not suit the world where we are living nowadays; a world of innovations and of advanced technology.<sup>43</sup>

#### **1.2.4. 3. Instructional Objectives Are Not Related to Teaching**

To think that instructional objectives are not related to teaching is a big mistake as it has been affirmed by Schloss and Smith

Each feature of a correctly written objective has direct bearing on the teaching process. The condition statement assists in the selection of appropriate instructional materials; the statement of behavior is student- focused and clearly identifies a socially relevant skill in measurable and observable terms; and finally, the criterion statement should suggest a method of evaluation. Surely,

we can agree that materials, skills, and evaluation are directly related to teaching<sup>44</sup>.

#### **1.2.4. 4. Instructional Objectives Impose Values**

This claim is totally wrong. In fact, it has been emphasized in Schloss and Smith's book that attention should be paid to this particular point by making sure that the chosen objectives are socially pertinent and will bring about a positive change in the students' lives.<sup>45</sup> Said different, instructional objectives, if well designed, do not impose values. Instead, they make the students become aware of what to value and of what to consider as invaluable. In short, good instructional objectives are intended to develop the students' evaluation of things; that is, the students become able to distinguish between true and false, between good and bad, between right and wrong.

#### **1.2.4. 5. Not Using Behavioral Terminology**

To not use behavioral terminology is the mistake mostly done when writing instructional objectives as Mager claimed: *"have the appearance of objectives but contain no performances"*<sup>46</sup> (Mager cited in Schloss and Smith). Indeed, it is very important to verify that the learning objectives clearly indicate what the students will have to do at the end of the lesson. This point turns around the notion of procedural knowledge or "the know-how-to-do".

#### **1.2.3. 6. Using a Teacher Orientation**

Some teachers instead of writing objectives that portray what students will do they write what they will do themselves. That is to say, the goals should be concerned with what students will learn and not what teachers will do during the course<sup>47</sup>. The importance of this is that the students should be considered as active participants in the teaching/learning process and not only as passive elements whose main function is receiving information. In other words, the principles of the current teaching should be respected by teachers, namely the



principles of competency-based approach to language teaching, communicative language teaching. More importantly, the principles of constructivism as an educational philosophy need to be taken into account by instructors.

Many other scholars worked on learning objectives; beyond them we can cite the following authors (Bloom, B.S. (1956-1964). Adams, S, (2004). Bigges, J, (2003), Gosling, D. and Moon, J, (2001). Kennedy, D, (2006). Brown, F. Evans, I. Weed, K, & Owen, V.(1987).Giangreco, M.F Cloninger.C.J., & Iverson,V.S (1998).Guess .D.,& Helmestetter ,E (1986). Paul. A, Schutz. (1997).Raoul.A.Arreola and Lawrence.M.Aleamoni (1998), and Snell,M.E.,&Brown,F (1993).

Having dealt with the two types of learning objectives, namely short and long term objectives and the different points relating to them, in the following paragraphs we are going to put stress on the notion of life-long learning.

### **1.3. Life-long learning**

It is important to keep in mind that it is thanks to a good learning process that the learning objectives can be attained as D.W. Livingstone said in *The Second International Handbook of Lifelong Learning* that learning involves the gaining of knowledge, skill or understanding any time and any where through individual and group process through our lives<sup>48</sup>.

Learning occurs at a very early age. Indeed, a baby has an innate capacity to acquire a language through different steps beginning from the early age and it last for a whole life. Also, as we know learning has no limits; that is, human beings are curious creatures who like discovering things, something which contributes to the development of the teaching/learning process. And with the emergence of technology such as the internet, people are able to create

things over the net as well as learning through it, that is, online courses. Said differently, learning does not occur just in schools, there are other different sources from which people can reach their understanding of life, but each person has his/her own way to master a given issue. In this context, Jean Visser said “*Learning is an integral aspect of what it means to live a fully human, it starts nine months before we are born and end when we die*”<sup>49</sup>. This process enlightens our understanding of the importance of learning in our life and we can call it “**life-long learning**”.

According to Christopher and Cropley “*lifelong learning is a natural part of everyday life*”<sup>50</sup>, this means that learning is carried out through life not just in a given period of time, learning can be found in different domains of life. Thus, lifelong learning is still an aspiration for the future for all people<sup>51</sup>.

Interestingly, Gilroy assumed that “*to learn is to take part in some sort of activities, physical or mental*”<sup>52</sup>. Said in other words, learning permits people to be active participants in different parts of life. To get the degree of a good learner and to reach a specific goal by being competent we need lifelong learning; as pointed by Gilroy “*a formal process taking part in an institution which results in a qualification*”<sup>53</sup>. Each institution has to create an environment where lifelong learning is the essential element that learners will develop in a good and easy way. Lifelong learning gathers different elements which have the same purpose, which is making learning more developed. At this point, it is important to mention that there is a complex relationship between three major outcomes of lifelong learning:

- Education for a more highly skilled workforce.
- Personal development leading to a more rewarding life.
- The creation of a stronger and more inclusive society<sup>54</sup>.

Life-long learning has been investigated by many other writers namely, (Mike Sharples (2000), Medel-Anonuevo *et al* (2001), Norm Friesen and Terry Anderson (2004), Kirsti Ala-Mutka *et al* 2008 and Norman Longworth (2003).

Having discussed the notion of life-long learning, the coming paragraphs are devoted to the explanation of life-long education and its relation to life-long learning.

### 1.3.1 Life-Long Education

Lifelong learning permits the emergence of the society and makes it more able to be among the developed ones. Another process that is included in learning is the “**lifelong education**”, Ruegg as it is cited in Knapper and Cropley’s book *Lifelong Learning in Higher Education* defined it: “*a utopian idea whose main function is stimulating people to think critically about learning*”<sup>55</sup>. This is why lifelong education completes the learning process by making the learners develop their thinking skills. Lifelong education can refer to:

- A set of goals for education.
- A set of procedures for realizing these goals.
- A set of values<sup>56</sup>.

Lifelong education refers to a set of goals and it provides very clear objectives for the learners, which is the mastery of what they have to learn. Also, it refers to a set of procedures by providing a map for the learners to follow in order to be successful and a set of values as it permits the learners get their status as future generation with a good background. With regard to this, it is useful to indicate that the central purpose of lifelong education is to promote learning with higher range of educational goals that are vital for the learning process.

According to Knapper and Cropley: *“lifelong education is a set of organizational and procedural guidelines for educational practice its goal is lifelong learning”*<sup>57</sup>.

This is why the two terms ‘lifelong learning’ and ‘lifelong education’ are complementary in the sense that each one completes the other. In other words, lifelong education is the system and lifelong learning is the content, the goals and the results<sup>58</sup>. To be clearer, lifelong learning is the realization and practice of what is contained in lifelong education, and if one of them is neglected the learning process may be effected in a negative way. The most important aspects on which this research is based are whether these different objectives implemented in the BAC examination papers reflect life-long learning and education or not.

## **Conclusion**

The review of the literature in this chapter gave an overview of the different concepts that are related to the learning objectives and showed that they vary in terms of their functions, and that are divided into long and short term objectives. Each category has specific principles that the learners need in their learning process. Long and short term objectives are the key elements in this research which are considered as important aspects in any educational system.

# Notes:

<sup>1</sup>Hughes Arthur, *Testing for language teachers*, 2<sup>nd</sup> ed, (UK: The press syndicate of the university of Cambridge, 2003), 2.

<sup>2</sup> Ibid.

<sup>3</sup>Hughes Arthur, *Testing for language teachers*, (University of Cambridge: Bell & Bain, Ltd, Glasgow, 1989), 09.

<sup>4</sup>Ibid:10.

<sup>5</sup>Richard, Jack C. and Schmidt, Richard, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, 2010), 06.

<sup>6</sup>Hughes Arthur, *Testing for language teachers*, (University of Cambridge: Bell & Bain, Ltd, Glasgow, 1989), 09.

<sup>7</sup>Ibid:05.

<sup>8</sup>Wynn Harlen, *Assessment of learning*, (London: Sage Publication, Inc, 2007).

<sup>9</sup> Hughes Arthur, *Testing for language teachers*, 2<sup>nd</sup> ed, (UK: The press syndicate of the university of Cambridge, 2003), 05.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup>Ryta Berry, *Assessment for learning*, (Hong Kong: Hong Kong university press, 2008), 06.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>18</sup>Boud & Falchikov, *Assessment & evaluation in higher education*, (2006).401.

<sup>19</sup> Ibid.

<sup>20</sup>Ryta Berry, *Assessment for learning*, (Hong Kong: Hong Kong university press, 2008),12.

<sup>21</sup> Ibid:14.

<sup>22</sup> Cook Vivian, *Second Language Learning and Language Teaching*, (Saffron House: Londo, 2008.), 09.

<sup>23</sup> Simon, B. and Taylor, J. *What is the value of course-specific learning goals* (2009).

<sup>24</sup>Wess Williams *special education program* (Burlington: University of Vermont, 2004), 4.

- <sup>245</sup> Simon and Taylor *what is the value of course-specific learning* (2009).
- <sup>26</sup> Soulsby, E, *How to write program objectives/outcomes*, accessed on July 2015, <http://www.assessment.ucinn.edu/Feb.9.2012> .
- <sup>27</sup> Ibid.
- <sup>28</sup> Wess Williams *special education program* (Burlington: University of Vermont, 2004), 5.
- <sup>29</sup> Schloss, P.J. & Smith; J.A. *Applied behavioral analysis in the classroom*, 2<sup>nd</sup> ed (Boston: Allyne & Bacon 1998) 35.
- <sup>30</sup> Ibid.
- <sup>31</sup> Wess Williams *special education program* (Burlington: University of Vermont, 2004), 4.
- <sup>32</sup> Alberta. Alberta Education. Learning and Teaching Resources Branch. Individualized program planning (IPP), Chapter 7: Making goals meaningful, measurable and manageable, accessed on July 2015, <<<http://www.education.alberta.ca/media/525540/ipp7> .
- <sup>33</sup> Ibid.
- <sup>34</sup> Schloss, P.J. & Smith; J.A. *Applied behavioral analysis in the classroom*, 2<sup>nd</sup> ed (Boston: Allyne & Bacon 1998), 36.
- <sup>35</sup> Ibid:44.
- <sup>36</sup> Ibid.
- <sup>37</sup> Ibid.
- <sup>38</sup> Ibid:44.
- <sup>39</sup> Ibid.
- <sup>40</sup> Ibid:45.
- <sup>41</sup> Ibid:46.
- <sup>42</sup> Ibid:48..
- <sup>43</sup> Ibid: 49.
- <sup>44</sup> Ibid:48-49.
- <sup>45</sup> Ibid
- <sup>46</sup> Ibid
- <sup>47</sup> Ibid
- <sup>48</sup> David.N.Aspin *el, Second International handbook of lifelong learning in higher education*, (London, New York: Springer, 2012), 270.
- <sup>49</sup> Ibid163.
- <sup>50</sup> Christopher, K, Knapper and Arthur Cropley, *Lifelong learning in higher education*, 3<sup>rd</sup> ed (Great Britain: clays Ltd, St. Ivs, plc, 2000), 12.

<sup>51</sup>David.N.Aspin *el*, *Second International handbook of lifelong learning in higher education*, (London, New York: Springer, 2012), 501.

<sup>52</sup>*Ibid*:54. .

<sup>53</sup>*Ibid*:52.

<sup>54</sup>*Ibid*:lii.

<sup>55</sup> Christopher, K, Knapper and Arthur Cropley, *Lifelong learning in higher education*, 3<sup>rd</sup> ed (Great Britain: clays Ltd, St. Ivs, plc, 2000), 07.

<sup>56</sup>*Ibid*:8. .

<sup>57</sup>*Ibid*:11.

<sup>58</sup>*Ibid*:8.

## **Chapter Two: Research Design**

### **Introduction**

This chapter deals with the description of the research design of the present study. It shows what kind of research techniques used in the analysis of the BAC examination papers so as to answer the research questions stated in the general introduction. In addition, this chapter is divided into two main sections that deal with the data analysis; the first one is concerned with the description of the corpus under investigation and discusses the different points related to our research. The second section explains the procedures of data analysis relating to the interpretation and explanation of the obtained results.

### **2.1. Procedures of Data Collection**

The corpus under investigation is composed of eight papers of the BAC examinations in Letters and Foreign Languages selected in a regular way starting from 2007 until 2014. Furthermore, to conduct this investigation Hauenstein's conceptual framework will be adopted.

### **2.2. BAC Exams**

- **Definition**

BAC exams are official exams that are designed by the Ministry of National Education each year to evaluate the third year secondary school students. The students who succeed in this exam will have the opportunity to carry on their studies at the university.

The English examination aims at evaluating the learners' ability to understand a reading passage. Accordingly, it is seen as an achievement test as it determines the extent to which the students have learned fundamental structures and vocabulary essential to express the main



functions of a language. Moreover, the candidates will be evaluated according to their mastery of language, namely syntax, morphology, and lexis. Besides, they are assessed on their capacity to produce written expressions which are whether guided or not.

BAC exam papers of English are divided into two parts. The first one is called “*Reading*” which contains two other sections; the first section is “*Comprehension*” which aims at evaluating the students’ comprehension of the text. The second section, on the other hand, is named “*Text exploration*” and it is related to vocabulary, grammar and other language forms. As for the second part, it is named “*written expression*”. This part is designed to assess the students’ competencies in writing. In this part of the exams, the students are given the opportunity to choose one of the two proposed subjects. Hence, the students can select the subject that seems to be the easiest for them.

### **2.3. Procedures of Data Analysis**

The BAC exam papers are analyzed according to Hauenstein conceptual framework. This theory is a composition of three domains: the cognitive domain, affective and psychomotor domain. These three domains are in fact sub-domains integrated in the main domain namely “*the Behavioral domain*” which contains five levels that are as follows (acquisition, assimilation, adaptation, performance and aspiration). The results of the BAC exams are analyzed following the mixed method that combines both quantitative and qualitative methods of analysis; the first one comprises the use of the descriptive statistical method which describes the obtained results in terms of numbers, and the second one relates to the interpretation of those results.

### **2.4. Descriptive Statistical Method**

We used the arithmetic mean, which is calculated as follows:

The arithmetic mean:  $X = (Z \times 100) / Y$

“X” is the calculated percentage.

“Z” refers to long/short term objectives or both.

“Y” refers to the total number of activities.

The obtained results will be presented in percentages then displayed in tables and a histogram for a better understanding of the issue and for the sake of readability.

## 2.5. Content Analysis

The present study is based on the content analysis since we are going to analyze the BAC examinations. According to Klaus Krippendorff “*content analysis is a research technique for making replicable and valid inference from texts to the context of their use*”<sup>1</sup>. That is to say it is a technique that is based on written discourse which provides a clear explanation of a particular phenomenon.

The steps that we follow to analyze the BAC papers correspond to Hauenstein’s categories, which itself represent short or long term objectives as it has already been mentioned in the review of literature. So, we check each activity and see if it tests short or long term objectives. In brief, the way to conduct this investigation is as follows:

- Collecting BAC papers.
- Proceed in an in-depth analysis of the BAC papers.
- Transcribing the written results into percentages by applying the descriptive statistical method in order to see how many tasks assess short/long term objectives. Accordingly, to come to the conclusion if the BAC papers in general focus on short/long term goals or both.

## 2.6. The Approach

In the present research it is Hauenstein's abbreviated taxonomy of educational objectives which is used. More specifically, we use the "Behavioral Domain" of the taxonomy to figure out whether the BAC examination papers focus on long or short term objectives or both. At this stage, it is necessary to indicate that the central part of the approach that we used in our research is the behavioral domain followed by the other domains, namely the "*cognitive domain*", "*the affective domain*", and "*the psychomotor domain*" which in their turn include the sub-categories. For example, one of the main categories of short-term objectives is "Acquisition" that is a part of the "*Behavioral domain*" includes a number of sub-categories namely: "*receiving, perception and conceptualization*" which in their turn include sub-classes. Indeed "conceptualization" involves: "*identification, definition and generalization*", "receiving" involves: "*awareness, attentiveness and willingness*" and "perception" entails: "*sensation, recognition, observation and predisposition*".

It has been indicated that "*the Behavioral Domain framework provides a simple and useful general tool for understanding learning, while the Cognitive Domain framework is similarly useful for understanding thinking.*"<sup>2</sup>The following table presents Hauenstein's taxonomy:

Behavioral domain	Cognitive domain	Affective domain	Psychomotor domain
<u><b>Short-term objectives:</b></u> <u><b>1-Acquisition</b></u> <ul style="list-style-type: none"> <li>• Receiving</li> <li>• Perception</li> <li>• Conceptualization</li> </ul>	<i>Conceptualization</i> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Definition</li> <li>• Generalization</li> </ul>	<i>Receiving</i> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Attentiveness</li> <li>• Willingness</li> </ul>	<i>Perception</i> <ul style="list-style-type: none"> <li>• Sensation</li> <li>• Recognition</li> <li>• Observation</li> <li>• Predisposition</li> </ul>

<b>2- <u>Assimilation</u></b> <ul style="list-style-type: none"> <li>• Responding</li> <li>• Comprehension</li> <li>• simulation</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Interpretation</li> <li>• Exploration</li> </ul>	<b>Responding</b> <ul style="list-style-type: none"> <li>• Acquiescing</li> <li>• Complying</li> <li>• Assessing</li> </ul>	<b>Simulation</b> <ul style="list-style-type: none"> <li>• Activation</li> <li>• Imitation</li> <li>• Coordination</li> </ul>
<b>3- <u>Adaptation</u></b> <ul style="list-style-type: none"> <li>• Valuing</li> <li>• Application</li> <li>• conformation</li> </ul>	<b>Application</b> <ul style="list-style-type: none"> <li>• Clarification</li> <li>• Solution</li> </ul>	<b>Valuing</b> <ul style="list-style-type: none"> <li>• Accepting</li> <li>• Preferring</li> <li>• Confirming</li> </ul>	<b>Conformation</b> <ul style="list-style-type: none"> <li>• Integration</li> <li>• standardization</li> </ul>
<b><u>Long-term objectives</u></b> <b>4-<u>performance</u></b> <ul style="list-style-type: none"> <li>• Believing</li> <li>• Evaluating</li> <li>• Production</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Qualification</li> </ul>	<b>Believing</b> <ul style="list-style-type: none"> <li>• Trusting</li> <li>• Preferring</li> <li>• Confirming</li> </ul>	<b>Production</b> <ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Accommodation</li> </ul>
<b>5-<u>Aspiration</u></b> <ul style="list-style-type: none"> <li>• Behaving</li> <li>• Synthesis</li> <li>• Mastery</li> </ul>	<b>Synthesis</b> <ul style="list-style-type: none"> <li>• Hypothesis</li> <li>• Resolution</li> </ul>	<b>Behaving</b> Demonstrating Modifying	<b>Mastery</b> <ul style="list-style-type: none"> <li>• Originating</li> <li>• Perfection</li> </ul>

**Table 1: Hauenstein's Abbreviated Taxonomy of Educational Objectives<sup>3</sup>**

(For ethical considerations, it is necessary to mention that we adopted the theory in its integral text)

### **2.6.1.The Explanation of Hauenstein's Framework (The Behavioral Domain)**

The first point to bear in mind in order to understand the behavioral domain of the taxonomy is that the latter involves short term and long term objectives. The former include "Acquisition", "assimilation and "adaptation" whereas the latter include "performance" and "aspiration".

First of all, “acquisition” means reception, perception, and conceptualization of concepts and ideas in a particular context can be performed by the students. Next, assimilation relates to the fact of being able to understand and produce relevant responses *in a given context as well as transferring and transforming* “concepts, ideas and perceptions” in the same context. In addition, adaptation involves *“ability to modify knowledge, skills and dispositions which conform to ascribed qualities. “Ability to demonstrate intellectual and physical abilities and skills with desired qualities and characteristics”*, and this for the sake of solving a problem or performing a task in a given context. Moreover, performance turns around *“the ability to evaluate situations and be productive. Include the act of analyzing, qualifying, evaluating and integrating knowledge, values and beliefs to act in accord with the situation.”* Finally, aspiration indicates the extent to what the students *“can synthesize, hypothesize and solve complex problems and seek to originate and perfect their abilities and skills.”*<sup>4</sup>

These different categories serve to give an explanation about the types of activities used in the BAC examinations.

### **2.6.2. The Rationale behind the Application of Hauenstein’s Taxonomy in Testing**

It is important to note that the main objective of designing the taxonomy by Hauenstein is *“to improve instructional design, to help teachers be aware of learning levels.”*<sup>5</sup> This clearly means that the taxonomy covers both teaching and testing; because instruction is not only restricted to teaching. Indeed, it covers both teaching and testing. In addition, teachers cannot know the learning levels of their students without testing them. Moreover, it has been stated that the taxonomy’s is applicable in the educational context in which testing is included. Finally, the strongest argument which supports the idea of the applicability of Hauenstein’s taxonomy in testing is that any instructional objectives which are designed in a given

curriculum should be taught to the students who themselves should be tested on those objectives to make sure that the objectives have been learned.

## **Conclusion**

To sum up, this chapter focused on explaining in details the research design of the study. Indeed, it presented the procedures of data collection by showing how written data was gathered and transcribed into numbers to facilitate the analysis. Thus, the mixed method and the descriptive statistical method have been used. This permits us to confirm or disconfirm the hypotheses advanced in the general introduction, which consist of showing whether the BAC examinations focus on long/short term objectives or both. In addition, the chapter discussed the approach to be used in our study and the rationale behind its applicability in the field of testing.

## Notes

<sup>1</sup>Klaus, K, (2012) *Content Analysis: An Introduction to its Methodology*. Sage Publication.

<sup>2</sup>Mosley, D, *e al*, *Framework for Thinking: A Handbook for Teaching and Learning*,(USA: Cambridge University Press,2005),273.

<sup>3</sup>Ibid: 273.

<sup>4</sup>Ibid: 272.

<sup>5</sup>Ibid: 277

## **Chapter Three: Presentation and Discussion of the Findings**

### **III.1 Results**

#### **Introduction**

This chapter aims at presenting the different findings obtained through corpus analysis of eight BAC examination papers of the third-year secondary school in the English language. The examination papers under analysis include 96 activities. The main purpose of this chapter is to show if the BAC exam papers focus on the short or long term objectives or on both. For the sake of visibility and readability the results are presented in percentages, displayed in tables and highlighted in a histogram. Also, for a better understanding of our findings we used **Appendix One** which shows the description of the BAC activities and to which level they correspond in Hauenstein's framework.

#### **3.2. Presentation of the Results**

The following tables show the results obtained during our analysis of the BAC examination papers in relation to learning objectives. Thus we are going to design three tables. The first table is related to long-term objectives, the second table deals with short-term objectives, and the last and the third table presents the results of the activities involving both long-and short term objectives. The results are presented in numbers followed by percentages.

First of all, we proceed in the presentation of the results obtained from our analysis regarding short term-objectives.

<b>Learning objectives</b>	<b>Sub-categories</b>	<b>Number of activities</b>	<b>Percentage %</b>
Short-term	Short-term objectives are divided into:	44	45.83%



objectives	<ul style="list-style-type: none"> <li>• Acquisition: activities which require learners to identify given points in the text .</li> <li>• Assimilation: activities that require learners to comprehend what is said in the text.</li> <li>• Adaptation: activities that require learners in applying some aspects of the language such as to supply the capitals and punctuation.</li> </ul>		
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**Table 2: Short-Term Objectives in the BAC Examinations**

After having dealt with the presentation of the results about the inclusion of short-term objectives in BAC exams, the following table is devoted to long-term objectives.

Learning objectives	Sub-categories	Number of activities	Percentage %
long term objectives	<p>Long term objectives are divided into:</p> <ul style="list-style-type: none"> <li>• Performance: activities that require learners to produce knowledge.</li> <li>• Aspiration: activities that require learners to synthesize.</li> </ul>	24	25%

**Table 3: Long-Term Objectives in the BAC Examinations**

The two above tables deal with the presentation of the results with relation to the implementation of short and long term objectives in the BAC exams respectively. As regards

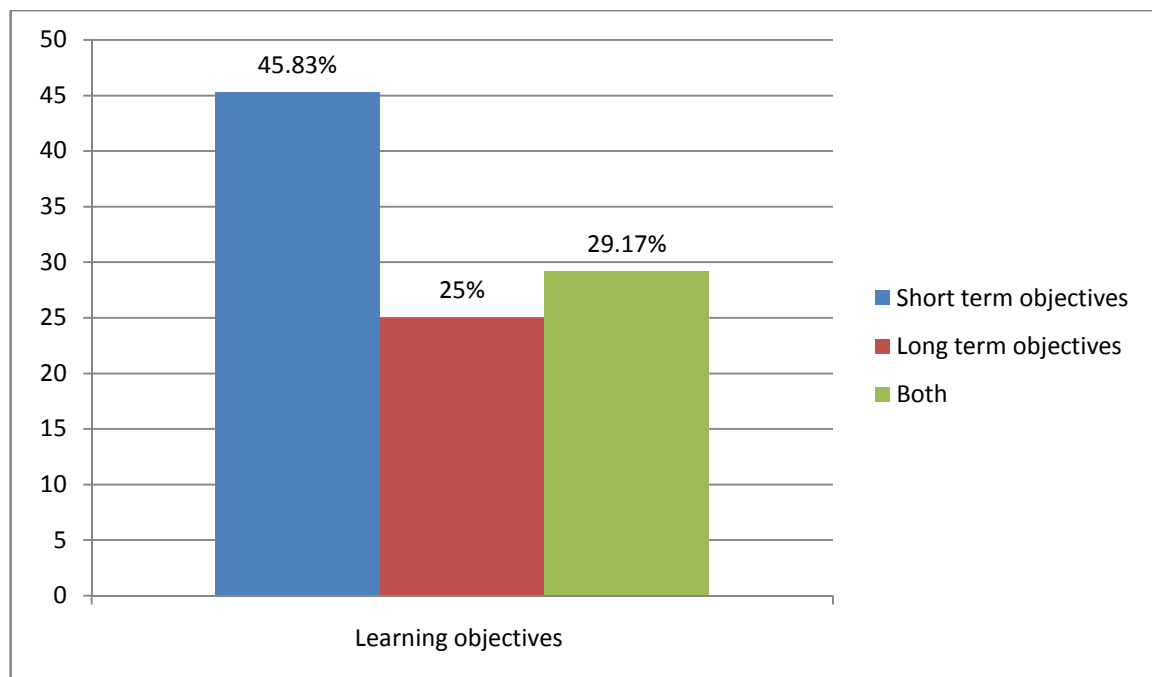
the implementation of the activities entailing both short and long term objectives, the results are to be presented in the following table

Learning objectives	Categories	Number of activities	Percentage %
Short and long term objectives	Both	28	29.17%

**Table 4: Short and Long Term Objectives in the BAC Examinations**

### **3.2.1. The Interpretation of the Results**

Relaying on Hauenstein's conceptual framework we have analyzed every single activity and managed to discover whether it focuses on short/long objectives or both. After a deep analysis we have noticed that the majority of the tasks focus on STOs with a percentage of 45.83%. In addition, the analysis showed that the BAC exams focus on both short and long term objectives with a percentage of 29.17%, finally, some tasks focus on LTOs with a percentage of 25%, as the following diagram shows:



**Diagram 1: The Percentages of Learning Objectives in BAC Exams**

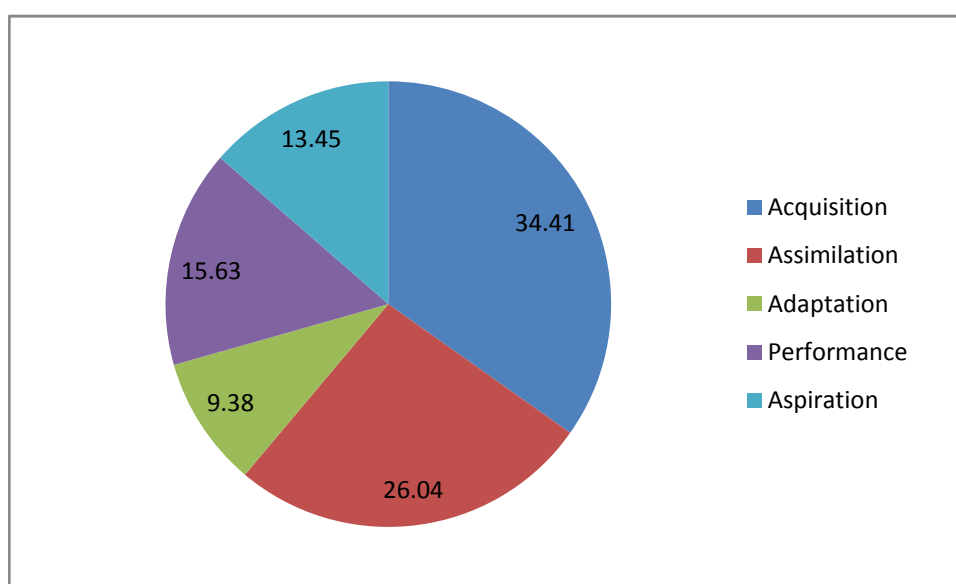
Having finished with the presentation of the main categories dealing with the learning objectives in the BAC exams the following table illustrates the results of the sub-categories.

Sub-categories	Number of activities	Percentage %
Short-term objectives:	34	34.41%
• Acquisition		
• Assimilation	25	26.04%
• Adaptation	9	9.38%
Long-term objectives:	15	15.63%
• Performance		
• Aspiration	13	13.54%

**Table 5: Sub-Categories of Hauenstein's framework**

### 3.2.2. The Interpretation of the Results (Sub- categories)

This table shows that “acquisition” activities are in the highest position with the percentage of 35.41% followed by “assimilation” with percentage of 26.04% and adaptation with the percentage of 15.63%, “aspiration” with the percentage of 13.54% then “adaptation” in the last position with percentage of 9.38%; from those results we conclude that BAC exam papers are based on STOs and for better understanding, the percentages are going to be presented in the following pie diagram:



**Diagram 2: the Percentages of the Sub-categories**

## III.2 Discussion of the Findings

### Introduction

The following section is devoted to the discussion of the findings. It is to be remembered that the primary goal of this research is to check if the BAC examination papers focus on short or long term objectives or both. Dealing with this analysis and relying on Hauenstein's theoretical framework, we aim at answering the research questions stated in the introduction. After a deep analysis of the BAC subjects, we concluded that there are some tasks which focus on long term objectives, others on short term objectives, as well as tasks that focus on both short and long term objectives. However, we discovered that BAC papers focus more on short term objectives.

In this section we will attempt to make things clearer by giving illustrations of how we proceeded to the analysis of the results. As it has already been mentioned above, the BAC papers stress STOs with a percentage of 45.83 %. That is to say, the candidates are supposed to answer questions that are concerned with the sub-categories stated by Hauenstein and which refer to short-term objectives, namely: acquisition, assimilation, and adaptation. As it is shown in the histogram in the "Results" section, we can conclude that the BAC examination papers focus more on short-term objectives. Also, all Hauenstein's categories and subcategories are included in BAC activities.

However, it should be mentioned and taken into consideration that the BAC papers should not focus just on one type of objectives. Rather, importance should also be given to long term objectives for the reason that they are helpful and constructive. That is, they permit the students to acquire knowledge and skills that they will need and apply in the future and in everyday-life situations, as it has been clearly stated in the review of literature within the Alberta website article: "*Goals should be future-oriented and reflect actual skills that students will need in current and future learning and living environments.*"<sup>1</sup> Said in other terms, the

importance of learning objectives is determined by their usefulness and applicability in the real world; because, one day the students should leave school and face real-life situations where they will be obliged to make recourse to what they have been taught and to what they can do with their knowledge.

It is worth mentioning that short term objectives are also important in the instructional process. Indeed, they are sub-goals which allow the construction of long-term objectives. In addition, it is useful to notice that achieving both objectives will show the different abilities, capacities, knowledge, and skills which have been acquired by the learners. So, both short and long term objectives will play an important role in the BAC exams.

Here are some examples which will illustrate the way we proceeded in order to conduct the analysis of the Baccalaureate examinations. The examples will be presented in accordance to Hauenstein's levels.

#### **4.1. Short -Term Objectives in the BAC Exams**

- **Acquisition**

*a-How many comparative forms are there in the second paragraph?*

(BAC, June 2007)

This type of questions requires the identification of the different forms of comparatives. That is, the task needs a deep analysis that the students should do in order to be able to pick out the comparative forms in a relevant way. And we came to the conclusion that this task focuses more on “acquisition” because simply it includes “identification”, which is a sub-category of “acquisition”. The importance of this task lies in the fact that mastery of comparison allows the students to describe things clearly by comparing and contrasting. That is, to know what things share as features and what aspects make things distinct and different.

Comparison can greatly help the students describe things in a more comprehensible and understandable way. It is, thus, a key to good communication and transmission of one's ideas.

In addition to the previous task, we can also mention the following activity which is different from the previous one, though it relates to "the acquisition" sub-category. The idea is to know that we may find diverse activities that focus the same category.

***b- Circle the letter that corresponds to the right answer.***

*The text is ...*

*a. an e-mail                      b. a speech                      c. an interview*

(BAC, June 2013)

This task asks the candidates to identify to what type the text belongs to; that is, the students are evaluated on their knowledge to recognize different types of texts and "identification" is one of the elements which compose the "acquisition" sub-category as it has been said in the previous example. This type of tasks gives an opportunity to the students to show their mastery of what they have been taught during their learning process. In addition, it is important to indicate that while analyzing we found another type of tasks, which mainly focuses on assimilation.

- **Assimilation**

***a-Reorder the following ideas according to the text.***

- a) Governments should protect people from counterfeit medicines.*
- b) Counterfeit medicines are not only inefficient but dangerous as well.*
- c) International organization has to make more efforts.*

(BAC, June 2008)

This type of questions asks the candidate to carefully read the text in order to understand it, and then to be able to organize its ideas according to their appearance. So, it tests the students' comprehension and their capacities to make the ideas arranged in the same way and

in the similar order in which they appear in the text. Another example concerning the same sub-category:

***b- Answer the following questions according to the text.***

- a- Why did the Amorites moves eastward?*
  - b- What made Damascus an important center of commerce?*
  - c- Why did the Aramaean business man invent a new alphabet?*
  - d- Give some reasons why Damascus hasn't disappeared and has survived the ages.*
- ( BAC, Jun2011)

This task calls on the learners to respond to questions about the text. That is to say, their answers depend on their understanding and comprehension of the text, as well as, on their intellectual capacities to comprehend what the questions mean in order to give the right answers. This type of task is important for the candidates; because comprehension is one of the most important aspects in learning languages. Accordingly, learners should show their capacities in reading which allows the candidates to have access to the meaning of different texts and thus to different contents.

The last sub-category that is included in short-term objectives is “Adaptation”:

- **Adaptation**

***a-Supply capitals and punctuation where necessary.***

*how are you still planning to come and stay with us*

(BAC, June 2007)

Learners are asked to apply the grammatical rules that are needed to make the sentence grammatically correct. Here, the BAC designers aim at assessing the learners' capacity to apply the different notions that they have been taught in the class. The task that the learners are going to do in this situation is related to adopt the sentence to grammatical standards; that is, to meet the criteria of capitals and punctuation. However, it is important to mention that



this activity does not require the students to solve a new problem. Instead, the students just deal with a problem to which they are familiar with. In addition, the following activity is an illustration:

***b-choose the appropriate connector to join following pairs of sentences to make meaningful statements.***

- a) as      b) while      c) although      d) then      e) so  
a- Parents have a little to pay. They always complain.  
b- Comprehensive schools take children of all abilities. Grammar schools are selective.

(BAC June 2008).

In this task, the learners are, first of all, asked to read the sentences in order to identify what they express; that is, whether a sentence expresses a cause, simultaneous action, concession or result. Hence, the activity aims at assessing learners' grammatical knowledge and mastery. In other words, in order to answer this question, learners should apply different grammatical rules that best fit the situation. And as Hauenstein's definition of "adaptation" means to do a task or solve a problem in practical or simulated contexts and exhibit a preference for certain values, the activity, then, correlates with "adaptation".

As it is mentioned above the three sub-categories included in short-term objectives are found during the analysis of the BAC examination papers. Afterwards, long term objectives have been also identified in various tasks in the BAC papers.

#### **4.1.1. Long Term Objectives in the BAC Exams**

- **Performance**

***a-Written Expression.***

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

- houses: built, clay-brick, stone, more than one room, a courtyard.*
- food: varied, fruit, vegetables, fish, rarely eat meat only in religious feasts*
- Clothes: home-made , decorated to represent their city-states*

*-entertainment: dance, music .....*

(BAC, 2014)

As we notice the students in this case are faced with an activity which principally involves “production”. The candidates are asked to write a short composition on a particular subject in order to test their abilities in written expression, and to see how they use grammar rules and vocabulary that they have studied. In addition, the students are intended to be productive through integrating their prior knowledge about the proposed topic. Furthermore, one of the activity’s main functions is to know more about learners’ beliefs, customs and values. As “production” is a sub-category of performance, Hauenstein identified it to belong to long-term goals. In fact, if the students are able to produce personal answers, this means that they have the qualities of independent learners. Hence, being as such the students become able to perform individually and without relying on their teachers’ assistance, and as we know independent learning is one of the features of twentieth century education. In brief, it’s the students who show personal production who are valued in the present days.

It is important to remember that written expression is related to testing which integrates various language items. Said differently, to write an essay the students are obliged to use and respect punctuation, spelling, coherence, cohesion, vocabulary, tense, and other language aspects. In short, written expression is principally production. However, in the example cited above the students have been given hints and this does not really encourage and challenge the students to be productive in the full sense of the word. Thus, it is important that the BAC exam designers avoid providing the students with hints in the written expression so that to incite the students to find the answers themselves.

Another example that can be used to better illustrate the performance level is the following activity:

***b-Complete the table as shown in the example.***

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
<b><i>Example :To reduce</i></b>	<i>Reduction</i>	<i>Reducible</i>
<i>To know</i>	.....	.....
.....	<i>Education</i>	.....
.....	.....	<i>Gradual.</i>

(BAC June 2012).

This task asks the candidates to give appropriate verbs, nouns and adjectives that they think will fit each word, so that to demonstrate their awareness of the vocabulary. This task turns around “believing” which is a sub-category of “performance”. More importantly, it is the candidates’ knowledge about word-formation and vocabulary which are tested. The significance of such kind of activities lies in the fact that they represent tools that can help the students enlarge their vocabulary by forming new words using a set of rules.

Having dealt with performance, the following section is devoted to the discussion of the “aspiration” level.

- **Aspiration**

***a-Ask the questions which the underlined words answer***

***a-*** *The headmaster is determined to ban cigarettes smoking in his school.*

***b-*** *Some teachers through cigarette ends on the class floor.*

(BAC June, 2014)

The candidates’ task in this case is to read the sentences and understand them, then, to ask the appropriate questions on the underlined words using correct question forms. BAC designers aim at assessing whether the students have knowledge and skill of asking questions on different items using the right conjunctions. What makes this kind of tasks belong to long term objectives is the fact of demonstrating student’s mastery of what they have learned during their learning process and “mastery” is a subcategory of “aspiration” that Hauenstein cited in his book and identified as being a part of long-term objectives.

In addition and as it is shown in the presentation of the findings, some BAC examination activities focus on both long and short term objectives, this means that the two categories are embodied in a single activity. In other terms, an activity may be classified as belonging to both short and long term objectives; because it has the traits of the two types of goals. The following tasks will illustrate the case

#### **4.1.2 Short and Long Term Objectives in the BAC Exams**

*a-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 measure are not taken , the educational system will deteriorate.*

*B- Unless .....*

*3-a- I have a strong desire that all government will ban cigarettes production.*

*B- I wish.....*

( BAC, June 2013 )

It seems clear that this task entails both long and short term objectives and this for two reasons. Firstly, the task needs some reflection and comprehension from the candidates and this in order to give right answers. We say comprehension because the candidates should understand what to do, that is, it is the work of the learners to discover, for instance, that it is a matter of changing the sentence which is in the active voice to the passive voice, or that it is the case of changing the “if” close with the conjunction “unless”. Therefore, the task principally involves “comprehension” which is an element of “assimilation” sub-category that has been identified in Hauenstein’s theoretical framework as being part of short-term objectives. Secondly, it is to be indicated that the activity puts stress on “application”. That is to say, the students are required to apply different grammar rules in order to relevantly transform the sentences. More importantly, it is to be noticed that the activity turns around “mastery” of grammar rules dealing with transforming sentences from one case to another,

and as we have already indicated “mastery” belongs to the “aspiration” sub category identified by Hauenstein as being part of long-term objectives. Accordingly, this task stresses both short and long term objectives. Here is another activity that includes both long and short term objectives:

***a-Choose a title that best suit the reading passage.***

*a- Education in the united kingdom*

*b- Mixed-sex school in UK*

*C- Public Schools*

*d- free Education*

(BAC 2008)

This type of task asks the candidates to read carefully the text and to comprehend what it speaks about, then to synthesize and choose the suitable title. Throughout this task, BAC designers combined the two categories of goals for the sake of evaluating students' competence to understand a written discourse at the same time to sort out its main idea. This means that such task is based on comprehension which is a sub-category of “Assimilation” and synthesis which is a sub-category of “Aspiration”. This means, on the one hand, that the students can give the suitable title to the text only if they have a clear understanding of it; that is, they should comprehend the message it conveys and the ideas it expresses. On the other hand, a text cannot be understood in an isolated way in the sense that it should be understood as coherent whole, and this by linking the meaning of its different parts; something which is closely related to synthesis.

Interestingly, the findings we obtained all the categories of Hauenstein's approach are included in the BAC papers. This means that the analysis of 96 activities extracted from English BAC papers revealed that both types of learning objectives namely, short and long term objectives as well as the five sub-categories which are acquisition, assimilation, adaptation, performance and aspiration are to be found in the BAC papers. This can be qualified as a positive point in the BAC examinations; because, the candidates have been

given the opportunity to show their knowledge with relation to both types of the learning objectives, and as such the BAC activities are diverse and do not only relate to one side of knowledge. However, this does not mean that the BAC exam papers are perfect. Rather, they have many weaknesses such as importance is given more to short term objectives and this does not reflect the principles of CBALT or CLT. Indeed, the investigation, too, demonstrates that the majority of the activities rely on short-term objectives, which means that; learners are tested just for the final exam so that to get accesses to University.

In addition, we can say that BAC papers are just tools in order to pass to a higher level, since the long-term objectives are to be found in the last position with the percentage of 25% as it is shown in the “Results” section. Hence, the effect of such focus does not permit learners to deal with activities which require higher-order thinking skills dealing with long term objectives. That is to say, the results clearly indicate that the BAC examination papers are not in accordance with CBALT which is said to be the most appropriate approach to the teaching and learning foreign languages, since it is defined as “*a teaching approach which focuses on the outcomes of the language learning. It emphasizes what learners are expected to achieve with the target language*”<sup>3</sup>. Among the most important aspects of CBALT is that it states clear expected outcomes. For more clarification, this idea suggests that it puts clear objectives that will enhance the quality of teaching and learning. That is, the quality of teaching and learning is determined by what benefit the students, as individuals and as members of society, in terms of knowledge and skills. For instance, good teaching prepares the students to become effective communicators, problem-solvers, and creative thinkers.

Moreover, relying on what has been said by Schloss and Smith in the “Review of the Literature” what learners will study should be useful in everyday-life situations and not to learn things just for the sake of learning and so to pass from a level to a higher one. That is to say, focus should not be only on short term goals but also on lifelong learning goals (namely

long term objectives); because the two kinds of objectives are complementary. To support our claim we refer back to what David Aspin *et al* said in the Review of the literature, lifelong learning leads to a more gratifying life, it helps to the creation of a better society and enable learners to be highly skilled.

Furthermore, the instructional goals designed by curricular developers should correspond to the learners' needs. For instance, if the assessment tools do not give importance to what the students are likely to use in the real world, the test designers in this case are required to stress the activities which make the teachers prepare their students to develop different skills and competences that are applicable in real-life situations. The idea here has been defined by Schloss and Smith in the Review of the literature as "*Social validity of goals*". That is, goals should answer the needs of society.

Interestingly, it is worth pointing out that the testing policy has a great effect on the teaching process. That is to say, if the testing system stresses short learning objectives, the teaching thus is going to be oriented to short term objectives. However, in the case stress is on long term objectives, the teachers, thus, are called on guide their students towards the mastery of such objectives. This point is closely related to what is called in the literature "washback" or "backwash" and which has been defined by Richard and Schmidt as "*the positive or negative impact of a test on classroom teaching or learning.*"<sup>4</sup> Consequently, testing of the students should correlate with the requirements of the society and should meet the students' needs as well.

Another example worth of mentioning is that the BAC exams do not include the oral testing and as we know speaking is one of the most important language skills; because speaking is closely linked to communication which is the central goal of language teaching in this century. Therefore, we can say that communication which deals with life-long learning

and which entails long-term objectives is totally neglected in the BAC exams. Such situation will undoubtedly affect the students' learning in a negative way. On the one hand, the students will not give importance to speaking, thus to communication and life-long learning. On the other hand, the students are going to finish their studies without mastery of the oral skills which are the mostly required in the daily life. As a result, it seems clear that the notion of "backwash" we mentioned above is applicable in such a situation.

After the analysis of the BAC exams, we answer the research questions asked in the general introduction "Do the BAC examinations require students to answer questions dealing with short or long term objectives or dealing with both objectives?" The answer is clear, since the results we have presented above mention that the majority of the questions are based on short-term objectives. Concerning the second and the third questions, BAC exams deal with declarative knowledge with a higher percentage. From this perspective the H1 stated in the general introduction is true because the BAC examinations do not stress long-term objectives.

#### **4.2.1. Suggestions to Improve BAC Examinations**

Indeed, what should be improved then is the design of the BAC papers, which is the work of the BAC designers. They should give importance to both short and long term objectives so that to set exam questions which assess both objectives and hence design well-balanced BAC exams. In other words, stress should not be only on short-term objectives, because those latter are just sub-goals used to full-fill long term goals as it has been stated in Alberta:

Short-term objectives are the stepping-stones between the current level of performance and the annual goal. They are the pieces necessary to achieve the annual goal and act as indicators that the goal is being achieved. Generally, each long-term goal would be supported by two to five short-term objectives<sup>5</sup>.

This means that the central function of instruction is to help the learners' master long-term objectives by going through the mastery of short term objectives.



In addition, stressing both objectives will give the opportunity to see if the candidates of the Baccalaureate acquired knowledge as well as skills that they will use at work, home or in any everyday situation, especially as they are almost in their way to adults life and hence, to work. So, they should be ready to react in relation to different situations by using the different notions and skills they acquired. This is why lifelong learning process is considered as very important in learners' life. So it is worthy to say that knowledge does not have an end and the learning process does not stop at a given level or age, people learn all their lives at any age.

Learners should develop critical thinking skills in order to be able to analyze difficult and complex tasks. This will lead them to develop their abilities to use the information learned correctly. This is why teachers should provide their learners with exams that contain a mixture of both long and short term objectives, so as to facilitate the lifelong learning process. Thus our suggestions can be summarized in the following points:

It is important for the BAC designers to stress both long and short term objectives.

Assessing procedural knowledge is of great importance, especially in the official exams as BAC.

If activities dealing with long-term objectives are given importance in the BAC exam papers; this will affect in a positive way the teaching/learning process (backwash).

Assessing students' oral skills in the BAC exam are central as it is directly related to communication and to life-long learning. Thus the oral exam should be included in BAC.

The BAC exam is the key to higher education. Thus, production rather than reproduction should be stressed.

## **Conclusion**

In this chapter we dealt with the presentation of the findings with relation to short and long term objectives. Indeed, we used tables and graphs for the sake of understanding. In addition, we analyzed the results relying on Hauenstein's framework. Finally, for the sake of improving the BAC exams we provided a set of suggestions.

# Notes

<sup>1</sup> Alberta. Alberta Education. Learning and Teaching Resources Branch. Individualized program planning (IPP), Chapter 7: Making goals meaningful, measurable and manageable, accessed on July 2015, <<<http://www.education.alberta.ca/media/525540/ipp7> .

<sup>2</sup> Mosley, D, *e al*, *Framework for thinking: A Handbook for Teaching and Learning*, (USA: Cambridge University Press, 2005), 273.

<sup>3</sup> Ruth Ming Har Wong *Competency-based English teaching and learning: Investigating pre-service teachers of Chinese's learning experience*, (Hong Kong Institute of Education, 2007).

<sup>5</sup> Richard, Jack C. and Schmidt, Richard, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, 2010), 632.

<sup>5</sup> Alberta. Alberta Education. Learning and Teaching Resources Branch. Individualized program planning (IPP), Chapter 7: Making goals meaningful, measurable and manageable, accessed on July 2015, <<<http://www.education.alberta.ca/media/525540/ipp7> .

## **General Conclusion**

This dissertation investigated the issue of testing in BAC examinations. It sought to figure out on which type of objectives the BAC exam papers stress on; on short or long term objectives or both. The study started with a general introduction in which different elements were developed, namely the aims and significance of the study, the research questions and hypotheses, and so on. Interestingly, our dissertation aimed at determining three main objectives. The first objective consisted in exploring the recurrence of the learning objectives on the activities in the BAC papers. The second objective consists on giving some explanations throughout the interpretation of the findings obtained, as for the third objective; it aims at attracting the attention of the readers of this work and particularly to the designers in order to reconsider their methods in designing the BAC papers and to focus on both objectives, because those latter are complementary.

Also, in our study as set of concepts such as testing, learning objectives, short and long term objectives, life-long learning and life-long education were developed and discussed in the review of the literature. In addition, to carry out our research we opted for Hauenstein's framework about learning objectives.

As regards the corpus of our investigation, it is composed of eight (8) BAC examination papers of Letters and Foreign Languages stream. Hence, we analyzed the whole activities and which are ninety six (96). And for the efficiency of our analysis, we used a mixed-research method combining both quantitative and qualitative methods. The quantitative method relates to statistics and the qualitative one to content analysis. In other words we combined between quantitative and qualitative methods for data collection as well as for data analysis.

The data composed of eight BAC papers in letter and foreign languages from 2007 until 2014. These were obtained using content analysis relying on Hauenstein's theoretical framework.

The exam papers used have been selected regularly from the beginning of the new educational system in the Algerian schools. For the quantitative part, we used a descriptive statistical method to generate statistical data to facilitate the analysis of the BAC papers and for the qualitative part, we interpreted and explained results obtained according to the framework we have chosen to follow.

The analysis of our corpus reported that BAC papers focus more on short-term objectives. In fact, forty-four (44) activities; that is, 45.83% correspond to short-term objectives and twenty-four (24) of the activities; that is, 25% correspond to long-term objectives. Finally, twenty-eight (28) of the activities; that is, 29.17% relate to both short and long term objectives.

As for the sub-categories, we have thirty-four (34) activities; that is, 35.41% relate to "acquisition" activities. Also, twenty-five (25) activities representing 26.04% deal with "assimilation". In addition, nine (9) activities with the percentage of 9.38% correspond to "adaptation". Moreover, fifteen (15) or 15.63% of the activities correspond to "performance". Finally, thirteen (13) activities; that is, 13.54% correspond to aspiration. Such a situation clearly shows that BAC examination papers are based on short term objectives and this confirms the second hypothesis set in our general introduction and which states that BAC exam papers do not stress long term-objectives. Accordingly, our results show BAC exam papers focus on short term objectives and the percentages above attest that they stress for the most part on "acquisition", stressing only on superficial information mostly concerned with

the immediate comprehension of the text as the majority of questions are related either directly or indirectly to the text.

We wish that our study will attract the attention of the BAC designers and will help in improving the way students are assessed by focusing on both objectives, and open opportunities for further research in this area of study.

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# Appendixes

## **Appendix One : The Overall Results**

BAC subjects	Activities	Description	The corresponding level in Hauenstein approach.
<b>June 2007</b>	Activity 1	Drawing comparison	Short term objective
	Act 2	Reading comprehension	Short term objective
	Act 3	Reading comprehension	Short term objective
	Act 4	Reading comprehension	Both
	Act 5	Giving synonymy	Both
	Act 6	Giving antonymy	Both
	Act 7	Supply capitals and punctuation	Short term objective
	Act 8	Fill in the gap by supplying verbs nouns and adjectives	Long term objective
	Act 9	Fill in the gap by adding words synonyms	Long term objective
	Act 10	Fill in the gap by putting words in a paragraph	Long term objective
	Act 11	Turning from the active to the passive voice and If clause	Both
	Act 12	Identifying number of syllables	Both
	Act 13	Written expression	Long term objectives
<b>June 2008</b>	Activity 1	Identifying the type of the text	Short term objectives
	Act 2	Reading comprehension( true or false)	Short term objective
	Act 3	Ordering ideas according to the text	Short term objective
	Act 4	Reading comprehension	Short term objective
	Act 5	Giving a title	Both
	Act 6	Giving synonymy	Both

	Act 7	Fill in the gap by supplying verbs nouns and adjectives	Long term objective
	Act 8	joining pairs of sentences by the appropriate connector	Short term objective
	Act 9	Classifying words according to their final “s”	Both
	Act 10	Completing a conversation	Short term objective
	Act 11	Written expression	Long term objectives
<b>June 2009</b>	Activity 1	Identifying what the text is about	Short term objective
	Act 2	Reading comprehension( true or false)	Short term objective
	Act 3	Reading comprehension	Short term objective
	Act 4	Ordering sentences according to the text	Short term objective
	Act 5	Choosing a title	Both
	Act 6	Giving synonymy	Both
	Act 7	Fill in the gap by supplying verbs nouns and adjectives	Long term objective
	Act 8	Joining pairs of sentences by the appropriate connector	Short term objective
	Act 9	Classifying words according to their final “s”	Both
	Act 10	Fill in the gap with appropriate words	Long term objective
	Act 11	Written expression	Long term objective
<b>June 2010</b>	Activity 1	Choosing a title	Both
	Act 2	Reading comprehension	Short term objective
	Act 3	Ordering sentences according to the text	Short term objective
	Act 4	Reading comprehension	Short term objective

	Act 5	Identifying a sentence in a paragraph	Short term objective
	Act 6	Giving synonymy	Both
	Act 7	Filling in the gap with nouns, verbs and adjectives	Long term objective
	Act 8	Asking questions	Long term objective
	Act 9	Turning from active to passive voice and from direct to indirect speech	Both
	Act 10	Completing a dialogue	Short term objectives
	Act 11	Classifying words according to their final 'ed'	Both
	Act 12	Written expression	Long term objective
<b>June 2011</b>	Activity 1	Reading comprehension (true or false)	Short term objective
	Act 2	Identifying in which paragraph is mentioned.....	Short term objective
	Act 3	Reading comprehension	Short term objective
	Act 4	Identify What or who do the underlined words refer to in the text	Short term objective
	Act 5	Choosing the appropriate title	Both
	Act 6	Giving synonymy	Both
	Act 7	Filling in the gap with nouns, verbs and adjectives	Long term objective
	Act 8	Joining pairs of sentences by the appropriate connector	Short term objective
	Act 9	Identifying number of syllables	Both
	Act 10	Ordering sentences according to the text	Short term objective
	Act 11	Written expression	Long term objective
<b>June 2012</b>	Activity 1	Choosing the general idea of the text	Both

	Act 2	Reading comprehension (true or false)	Short term objective
	Act 3	Identifying in which paragraph is mentioned.....	Short term objective
	act 4	Ordering sentences	short term objective
	Act 5	Reading comprehension	Short term objective
	Act 6	Identifying What or who do the underlined words refer to in the text	Short term objective
	Act 7	Find in the text definitions	Both
	Act 8	Filling in the gap with nouns, verbs and adjectives	Long term objective
	Act 9	Asking questions for the underlined words	Long term objective
	Act 10	Rewrite sentence 'b' so that it means the same as sentence 'a'	Both
	Act 11	Underline the silent letter	Short term objective
	Act 12	Ordering sentences according to the text	Short term objective
	Act 13	Written expression	Long term objective
<b>June 2013</b>	Activity 1	Circle the letter that correspond to the right answer	Short term objective
	Act 2	Reading comprehension( true or false)	Short term objective
	Act 3	Fill in the table with information from the text	Long term objective
	Act 4	Identifying in which paragraph is mentioned.....	Short term objective
	Act 5	Reading comprehension	Short term objective
	Act 6	Identifying What or who do the underlined words refer to in the text	Short term objective
	Act 7	Find in the text definitions	Both

	Act 8	Classifying words in the table	Long term objective
	Act 9	Rewrite sentence 'b' so that it means the same as sentence 'a'	Both
	Act 10	Classify words according to their stressed syllable	Both
	Act 11	Fill in the gaps with words from the list.	Long term objective
	Act 12	Written expression	Long term objective
<b>June 2014</b>	Activity 1	Reading comprehension ( true or false)	Short term objective
	Act 2	Ordering sentences according to the text	Short term objective
	Act 3	Reading comprehension	Short term objective
	Act 4	Circle the letter that correspond to the right answer	Short term objective
	Act 5	What or who do the underlined words refer to in the text	Short term objective
	Act 6	Giving a title	Both
	Act 7	Giving synonymy	Both
	Act 8	Giving antonymy	Both
	Act 9	Rewrite sentence 'b' so that it means the same as sentence 'a'	Both
	Act 10	Asking questions to which the underlined words answer	Long term objective
	Act 11	Classifying words according to the number of their syllables	Both
	Act 12	Ordering sentences according to the text	Short term objective
	Act 13	Written expression	Long term objective



# **Appendix Two: Bac Exams**

اختبار في مادة اللغة الإنجليزية (لغة اجنبية ثانية)

Read the text carefully then do the activities.

The authorities have just begun a new drive to encourage women to set up in business for themselves. There has been a 42 percent increase in women starting their own firms over the past three years and government studies have shown that they tend to stay in business more successfully than men. The failure rate for business started by men is one in three, but for women it is only one in four.

Women constitute more than half the British population and provide more than 40 percent of the working population. Also Britain is unusual in Europe in having a lower unemployment rate for women than for men. Of the million new jobs created since spring 1983, women have taken more than 60 percent and the 700,000 women now self-employed represent a quarter of the total. A third of them employ others as well.

The minister responsible for small firms has persuaded \*SHELL to fund jointly with the government a research study into the particular problems women find in setting up in business, why they tend to last longer at it than men, and why those who fail do so.

\*SHELL: British oil company

(7 points)

SECTION ONE: Reading Comprehension

- How many comparative forms are there in the second paragraph?
- Are these statements True or False?
  - The number of women starting their own business has increased recently.
  - The rate of unemployed women in Britain is bigger than that of the other European countries.
  - Of all the new jobs created, women have taken less than men.
- Answer the following questions according to the text.
  - Which authorities does the text speak about?
  - Have the authorities urged women to create their own business?
  - Why has the minister of small firms persuaded SHELL to finance a research study?
- Give a suitable title to the passage.
- Find in the passage words or expressions that are closest in meaning to the following.
 

a) create (§1)	b) firm (§2)	c) working for oneself (§2)	d) convinced (§3)
----------------	--------------	-----------------------------	-------------------
- Find in the passage words or expressions that are opposite in meaning to the following.
 

a) decrease (§1)	b) increase (§1)	c) common (§2)	d) large (§3)
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## SECTION TWO: Mastery of Language

(7 points)

1. Supply capitals and punctuation where necessary.

how are you are you still planning to come and stay with us

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
encourage	encouragement	encouraging
	constitution	
		travelling
persuade		

3. Add two more words to each of these lists.

firm	intention		
furious	terraced		

4. Fill in the gaps with 4 words from the list below.

was - know - tired - is - miss - good

Well, it's all right, I suppose. The job 1 OK and the people are really 2, but the problem is when I go home in the evening. The flat is nice and everything, but I just sit there and don't 3 what to do with myself. I write or watch TV, but I really 4 going out.

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

1a) Women are more successful than men.

1b) Men

2a) She is unemployed; she will leave the country.

2b) If

3a) Foreign companies are employing a lot of women.

3b) A lot of women

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

important - derive - teacher - languages

1 syllable	2 syllables	3 syllables

## SECTION THREE: Written Expression

(6 points)

Choose ONE of the following topics.

Either

Topic 1: Using the following notes, write a composition of about 150 to 200 words on the following topic.

A woman can do any job...

- to help her family / husband
- to have responsibilities
- to prove that she exists
- to justify her qualifications
- to seek equality with men etc.

Or

Topic 2: Which profession is more convenient for women according to you?

بالتفصيل

المستندة 2/2

المستندة



الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الدبوان الوطني للمسابقات والمسابقات

• دورة جون 2008 •

امتحان بكالوريا التعليم الثانوي

الشعبة : لغات أجنبية

المدة : 03 ساعات و 30 د

اختبار في مادة اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين :

الموضوع الأول

(14pts)

Part 1. Reading

7 points

A. Comprehension

Read the text carefully then do the activities.

In the UK 93% of the children in England and Wales go to "state schools". State schools are non fee-paying and organized by Local Authorities (LA).

Parents are, however, expected to pay for their child's school uniform and items of sports wear. Schools may ask for voluntary contributions for school time activities - but no pupil may be left out of an activity if their parents or guardian cannot or do not contribute.

7% of the children in England go to independent schools. Independent schools are known as private schools and public schools. Parents pay for their children to attend these schools.

In the UK, the first level of education is known as primary education. These are almost always mixed sex, and usually located close to the child's home.

Most children transfer at the age of 11 - usually to their nearest secondary school, though the law allows parents in England and Wales to express preferences for other schools too.

Nearly 88 % of secondary school pupils in England and Wales go to comprehensive schools. These take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18.

Grammar schools are selective; they offer academically-oriented general education. Entrance is based on a test of ability, usually at 11. Grammar schools are single sexed schools: children either go to a Boys Grammar School or a Girls Grammar School.

1. Circle the letter that corresponds to the right answer.

The text is ...

- a- prescriptive      b- argumentative      c- narrative      d- expository

2. Are the following statements true or false? Justify the false ones.

- a- Very few students in England and Wales go to private schools.  
b- In state schools, parents must pay for everything.  
c- Most of the primary schools are mixed sex.  
d- At the age of 11 children go to comprehensive schools or grammar schools.

3. Reorder the following ideas according to their occurrence in the text.

- a.. Few of the children go to private schools.  
b. Grammar schools are not mixed sex.  
c. Children go first to primary then comprehensive or grammar schools.  
d. The majority of the pupils in the UK go to state schools.

4. Answer the following questions according to the text.

- a. Is education in public schools free?  
b. Are comprehensive schools selective?  
c. What's the difference between primary and grammar schools?

5. Choose a title that best suits the reading passage.

- a- Education in the United Kingdom  
c- Public Schools

- b- Mixed-Sex Schools in the UK  
d- Free Education

**B) Text Exploration**

(7points)

1. Find in the text words closest in meaning to the following:

- a. donations (§2) b) be present at (§3) c) near (§4) d) choices (§5)

2. Fill in the table with the missing word category.

Verb	Noun	Adjective
.....	.....	oriented
To organize	.....	.....
.....	selection	.....
.....	education	.....

3. Choose the appropriate connector to join the following pairs of sentences to make meaningful statements.

- a) as b) while c) although d) then e) so

- a. Parents have a little to pay. They always complain.  
b. Comprehensive schools take children of all abilities. Grammar schools are selective.

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

- a. schools b. boys c. parents d. preferences

/s/	/z/	/ɪz/

5. Complete the following conversation between A and B.

A: Why do only few children go to school in poor countries?

B: .....

A: Is it the only reason?

B: .....

A: Could you give me an example?

B: .....

A: What can we do to help these children to go to school?

B: .....

A: That's a good idea.

**Part Two : Written expression**

(6points)

Write a composition of 100 words on one of the following topics.  
Choose

Either Topic one:

Education in poor countries is in a very bad situation. Write a composition explaining:

- a) the causes ( poverty, poorly equipped schools ...)  
b) the effects ( illiteracy, delinquency ...)  
c) suggestions ( collect money to build schools, recruit teachers ....)

Or Topic two:

A group of students from Great Britain are visiting your school soon. Your teacher of English has asked you to write a document to inform the visitors about secondary school education in Algeria: the different streams, the subject matters and exams...



الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للمسابقات والمسابقات

دورة: جوان 2009

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 3 ساعات ونصف

اختبار في مادة: اللغة الانجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: Reading

(14 points)

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

Counterfeit medicines are a threat to health, and the risks they pose have been largely underestimated. Counterfeits containing no active ingredient will fail to cure disease; those with wrong ingredients may cause mental and physical damage—and even death. No area of the world is unaffected, as exposed by the recent deaths in the United States.

Growing evidence shows that the problem is disproportionately severe in developing and emerging-market countries, which also have the highest burden of infectious diseases. National governments have the primary responsibility—both in stopping criminal manufacturing and distribution and in protecting their citizens from counterfeit products. The Food & Drug Administration (FDA) is highly active in fulfilling this responsibility, but this is not true in many other countries in the world.

Multilateral organizations such as the World Health Organization (WHO), the World Customs Organization (WCO), and the International Criminal Police Organization (Interpol) must do more to expose the problem and help countries tighten regulatory controls.

Companies affected by counterfeiting in developing countries are expending private resources to perform roles which should be carried out by police and regulators, including assisting multilateral organizations in building capacity among local customs and regulatory officials.

A) Comprehension

(7 points)

1-Circle the letter that corresponds to the right answer.

The text is about.....

- a. fake medicines      b. medicines      c. healthcare

2-Are the following statements true or false? Write "T" or "F" next to the corresponding sentence letter.

- a) The risks of counterfeit medicines are seriously taken into consideration.  
b) Developing countries are suffering a lot from infectious diseases.  
c) Governments should protect people from counterfeit products.  
d) The WHO, WCO, and Interpol efforts are insufficient.

3-Answer the following questions according to the text.

- a) Why can't some counterfeit medicines cure diseases?  
b) What can wrong ingredients cause?  
c) What must multilateral organizations do?

4-Reorder the following ideas according to the text.

- a) Governments should protect people from counterfeit medicines.  
b) Counterfeit medicines are not only inefficient but dangerous as well.  
c) International organizations have to make more efforts.

5-Choose a title for the reading text.

- a) International Cooperation      b) Medical Business      c) Counterfeit Medicines

**B) Text Exploration**

(7points)

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

- a-fake (§1)      b-illnesses (§2)      c-show (§3)      d-helping (§4)

2-Complete the chart as shown in the example.

Verb	Adjective	Noun
To manufacture	manufactured	manufacturer
To affect	.....	.....
.....	exposed	.....

3-Connect each pair of sentences using the connector in brackets. Make changes where necessary.

- a) Governments have made a lot of efforts. They have been unable to stop the import of counterfeit products. (although)  
b) Local authorities are encouraging citizens. They want them to be more active. (to)

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

[medicines — ingredients — controls — diseases]

/s/	/z/	/iz/

5- Fill in each gap with one word from the list below.

[counterfeiting — it — to — people]

Counterfeiting is not limited to medicines only. ...1... is also affecting other products like clothes and food. Thanks...2...some associations....3...have become aware of the dangerous effects of...4....

**PART TWO: Written Expression**

(6points)

Write a composition of about 100 words on one of the following topics.

Choose either

**Topic one:** Why do some people buy counterfeit products? The following notes may help you to answer the question. (cheap / easily found /no big difference /same shape...)

Or

**Topic two:** What can be done to fight counterfeiting? Make suggestions.



## الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

دورة: جوان 2010

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 3 ساعات و نصف

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأولPart One: Reading  
A/ Comprehension(14 points)  
(07 points)*Read the text carefully then do the activities.*

Each of the great civilizations of the past contributed some way or another to enhance the technical level of human communities. They all achieved realizations that gradually transformed the destiny of nations and turned them to highly organized groups, having in their hands more efficient means that enabled them to develop a better capacity in the fight for survival and therefore to lead a more comfortable life.

The Chinese, for example, were among the first people to show to the others how to combine intelligence and discipline in order to construct a dynamic society able to offer to its inhabitants prosperity and security. The Egyptians in their turn managed to bring considerable improvements in the branches of farming, architecture, medicine, writing and religion. Despite the hostile environment where they evolved they succeeded to impose their will-power and perseverance so as to win the respect of their neighbours and immortalize their name in history.

As regards the Babylonians, they devoted their skills to further the spheres of astronomy, law-making, building, cattle-breeding, and land-working. The Phoenicians, too, helped in accomplishing exceptional advances in matters connected with ship-building, international trade and sailing across seas. When the Greeks arrived, they promoted mathematics, philosophy, and democracy. They also gave a strong impetus to scientific research, rational thinking, mythology and artistic creations. In their wisdom they went as far as using sport as a channel through which to consolidate peace and harmony among tribes and races. The Romans as well applied themselves for elevating the fate of the human race. They dedicated their talent for the pursuit of art, the construction of towns and public works, the laying of rules and political bodies, the expansion of commerce and the introduction of more effective strategies in the military field.

1. Choose a title to the text.
  - a) Conflict of Civilizations
  - b) The Achievements of Past Civilizations
  - c) The Supremacy of the Egyptian Civilization
2. Say whether the following statements are 'True or False' according to the text.
  - a) Today's civilization does not draw any advantages from the cultures of the past.
  - b) The Phoenicians were expert at attacking the other nations in the sea.
  - c) The Greeks encouraged their people to practise sport to consolidate peace.
3. Classify the following ideas according to their occurrence in the text.
  - a) Games and sports were used to set up friendly relations among tribes.
  - b) The accomplishments of the ancient people helped in the progress of human societies in various fields.
  - c) Intelligence and discipline constructed a dynamic and secure nation.
  - d) The Greeks brought to mankind logical thinking.



4. Answer the following questions according to the text.
- List some of the main realizations of the Babylonian civilization.
  - How did the Chinese contribute in advancing mankind?
5. In which paragraph is it mentioned that civilizations influenced one another?

## B/ Text Exploration

(07 points)

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

a) accomplishments (§ 1)                      b) build (§ 2)                      c) extraordinary (§ 3)

- 2- Complete the following chart as shown in the example.

Verb	Noun	Adjective
Example: civilize	civilization	civilized
.....	introduction	.....
.....	.....	dedicated
persevere	.....	.....

- 3- Ask the questions that the underlined words answer.

- The Egyptians managed to bring considerable improvements.
- The Greeks brought artistic creations.

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

- The Greeks promoted mathematics, philosophy and democracy.
  - Mathematics, philosophy and democracy .....
- He admitted that they had succeeded to impose themselves.
  - ".....," he admitted.

- 5- Complete the following dialogue.

A: .....

B: Yes, I enjoy reading about ancient people.

A: .....

B: Well, I learn about their life-style, their myths and their realizations.

A: .....

B: No, books are not my only source; museums, ruins and the Internet also enrich my knowledge about history.

A: .....

B: The main thing that fascinates me is the success they realized despite the hardships they met.

6. Classify the following words according to the pronunciation of their final "ed".

achieved - developed - constructed - succeeded - transformed - helped

/t/	/d/	/ɪd/

## Part Two: Written Expression

(06 points)

Choose one of the following topics.

- Either Topic 1 :Expand the following notes to write a composition of about 150 words on the contributions of the Greeks in the universal civilization.

- mathematics, philosophy, democracy promotion
- scientific research, rational thinking ..... etc
- peace, harmony among tribes

- Or Topic 2: Write a composition of about 150 words explaining and illustrating how the ancient civilizations have helped humanity in its present life.

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة: جوان 2011

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 03 ساعات ونصف

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين :

الموضوع الأول

PART ONE: READING

(14 points)

A/ Comprehension

(07 points)

*Read the text carefully then do the following activities*

The old cities of Egypt have disappeared from the face of the earth. Nineveh and Babylon are deserted mounds of dust and brick. One city alone has survived the ages. It is called Damascus.

Damascus was a fortified frontier town of the Amorites, those famous desert people who had given birth to the great King Hammurabi. When the Amorites moved further eastward into the valley of Mesopotamia to establish the Kingdom of Babylon, Damascus had continued to be a trading post with the wild Hittites who inhabited the mountains of Asia Minor. Later, the earliest inhabitants had been absorbed by another tribe, called the Aramaeans. They were semi-nomadic and pastoralist people. The city itself, however, had not changed its character. It remained an important center of commerce thanks to its geographical situation. It traded with the entire world and offered a safe home to the merchant and to the artisan. Incidentally it spread its language all over western Asia.

Commerce has always demanded quick and practical ways of communication between different nations. The Aramaean business man found it difficult to use the elaborate system of nail-writing of the ancient Sumerians, so he invented a new alphabet which could be written much faster than the old wedge-shaped figures of Babylon.

The spoken language of the Aramaeans, Aramaic, became the language of the merchants and of the simple people of the old Mediterranean world. In most parts of Mesopotamia, it was understood as readily as the native tongue.

*Adapted from Ancient Man: The Beginning of Civilizations by H.W. Van Loon*

1- Say whether the following statements are True or False according to the text.

- a- Damascus has disappeared from the face of the earth.
- b- King Hammurabi was an Amorite.
- c- Damascus was an insecure city.
- d- Aramaic was widely used in Mesopotamia.

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

- a- Damascus was a well-protected town?
- b- The Aramaeans invented a new language?

3- Answer the following questions according to the text.

- a- Why did the Amorites move eastward?
- b- What made Damascus an important center of commerce?
- c- Why did the Aramaean business man invent a new alphabet?
- d- Give some reasons why Damascus hasn't disappeared and has survived the ages.

4- What or who do the underlined words refer to in the text?

- a- They (§2)
- b- The city (§2)
- c- he (§3)
- d- it (§4)



5- Choose the most appropriate title to the text.

- a- The Old Cities of Egypt
- b- Damascus: The City of Trade
- c- The Aramaeans
- d- The Amorites

B/ Text Exploration

(07 points)

1- Find in the text words that are closest in meaning to the following.

- a- vanished (§1)
- b- lived in (§2)
- c- secure (§2)
- d- very old (§3)

2- Complete the following chart as shown in the example.

	Verb	Noun	Adjective
Example	to establish	establishment	established
	.....	.....	safe
	.....	commerce	.....
	to move	.....	.....

3- Choose the appropriate connector to join the following pairs of sentences. Make changes where necessary.

if - despite the fact that - while - therefore

- a- Damascus was a fortified town. It was conquered by Alexander the Great.
- b- They invented a new alphabet. They could not use the Ancient Sumerians' writing.

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

- a- desert
- b- mounds
- c- difficult
- d- another

One syllable	Two syllables	Three syllables

5- Reorder the following sentences to make a coherent paragraph.

- a- They established the water distribution system of the city
- b- When the Aramaeans entered Damascus,
- c- by constructing canals and tunnels.
- d- they noticed the agricultural potential of the area.

PART TWO: WRITTEN EXPRESSION

(06 points)

Choose ONE of the following topics.

**Topic one:** Using the following notes, write a composition of about 120 to 150 words explaining why Damascus was an important city.

near the river / near the trade routes / centre of commerce / safe town...

**Topic two:** Write a composition of about 120 to 150 words on the following topic.

A number of clothes manufactures are developing exploiting children (physically, mentally, morally, having no respect for their rights).

Would you boycott their products even if you know they are the cheapest on the market ?

## PART ONE: Reading

(14 points)

## A) Comprehension

(07 points)

*Read the text carefully then do the activities.*

Dr Gerald Gary is the principal of Jackson school in Camden, South California which has a high number of students receiving free and reduced-price lunches, an indicator of low-income families. He found that parents and the community did not have the same expectations for their children as those in other schools. Gary knew his students could do better; he had just to convince them and their families. He improved student achievement and changed the school's culture by setting high expectations for everyone in the building.

Concerned that his students' parents had lower expectations for their children than parents in other communities, Gary introduced parents at his school to research about the effect of parental involvement on student achievement. Soon parents began to take more than an interest in what students were learning at school and at home.

Gary began holding meetings for parents during which he presented data showing that when parents get involved with their children's education, achievement increases. He talked about the importance of reading to children at home and checking their homework regularly, noting that these efforts have a positive effect on students performance. He showed them data from schools with the same background as theirs and how they could get similar results. The Jackson school parents couldn't say their children were not doing well because of poverty.

After about a year, the school staff started seeing gradual achievement growth, and now the school holds parent workshops six or seven times a year on topics such as how to help children with reading, maths and science.

Adapted from Article by Ellen .R. Delisio."Education World" .2009.

## 1. Choose the general idea of the text.

- a. Applying high expectations to Jackson students.
- b. Parents' work in South California.
- c. The principal describes the curriculum of Jackson school.

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

- a. The principal Dr Gerald Gary received free lunches at Jackson school.
- b. Thanks to principal Gary, parents started to show more interest in their children's studies.
- c. Checking homework doesn't have any effect on the student's performance.
- d. Parents are convinced that their children's bad results were due to poverty.

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

Gary urged parents to help their children at home?

## 4. Read the text and put the following sentences in the order they appear in the text.

- a. The students' results at Jackson gradually got better.
- b. Students in Jackson school come from poor families.
- c. Parents were actively involved in their children's studies.

## 5. Answer the following questions according to the text.

- a. What did the principal Gary do to reach his objective?
- b. Why did Gary have to convince the parents to get involved in their children's education?
- c. How can the parents help their children at home?

## 6. What or who do the underlined words refer to in the text?

- a. them (§1)
- b. which (§3)



## B) Text Exploration

(07 points)

- Find in the text words whose definitions follow.
  - to study carefully to find out new facts (§2).
  - process of teaching, training and learning (§3)
  - details of a person's family, education, etc ... (§3).
  - team working together in an organization (§4).
- Complete the table as shown in the example.

	Verb	Noun	Adjective
Example	to reduce	reduction	reducible
	to know	.....	.....
	.....	education	.....
	.....	.....	gradual

- Ask the questions which the underlined words answer.
  - Three years ago, Gary held meetings for parents in his school.
  - Parents have to check their children's homework regularly.
- Rewrite sentence (b) so that it means the same as sentence (a).
  - "Parents must focus on positive things," Gary said.
    - Gary said that .....
  - The school holds parents workshops.
    - Parents workshops.....
  - Jackson school students were of low-income but they managed to get high scores.
    - Although .....
- Underline the silent letter in each of the following words .  
knew - higher - honesty - talked
- Reorder the following sentences to make a coherent paragraph.
  - Some of them succeed and access to various universities.
  - In Jackson school, children follow a compulsory education till the age of sixteen.
  - or simply become delinquents.
  - However, others fail and, either go to a technical training

## PART TWO: Written Expression

(06 points)

Choose ONE of the following topics.

**Topic One:** Write a composition of 120 -150 words on the following topic. Use the notes below:

Failure at school has become a world wide issue. What are its consequences and what solutions do you suggest?

Consequences: - delinquency/ increase in the rate of crimes  
 - unemployment/ exploitation/ child labour  
 - no future prospects / illegal immigration  
 - family, society deeply worried

Solutions: - improve educational system  
 - rehabilitate school leavers  
 - build more schools, training centres, youth clubs

**Topic Two:** Suppose you were a historian, write a composition of 120-150 words stating how most ancient civilizations rose, flourished and declined.

## الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

دورة: جوان 2013

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: لغات أجنبية

المدة: 03 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

### الموضوع الأول

#### PART ONE: Reading

(14 points)

##### A. Comprehension

(07 points)

Read the text carefully then do the activities.

I think that ethics of social media is a sensible topic. For journalists, it is the making of great effort to be accurate, to offer a diversity of viewpoints and to check the news sources.

Journalistic ethics is pretty much the same online as in print or broadcast: don't use sources illegally, tell readers how you got your information, don't accept gifts or money for coverage, tell the truth, be honest and be accurate. Besides, journalists online mustn't copy others' work and pretend it is theirs. But one of the key questions is: if a journalist offers an opinion on Twitter, is that unethical? Does that violate some type of rule?

Personally, I think that journalists must follow a basic code of ethics. First, you mustn't harm your audience and try in every part of your life to avoid doing anything that would hurt another person. To me, this doesn't mean writing only good or happy news. But it does mean getting as many sides of the story as possible before writing about something that could put anybody in a bad light. It also means giving a source an adequate chance to respond, not just calling once. Don't put anything on the Internet (*Twitter, Facebook*) that you'd be embarrassed to see on the front page of *The New York Times*. That means nothing "inappropriate", nothing that accuses another person of something without verified support. If you make a mistake, admit it. If you accidentally hurt someone, say you're sorry and try to fix it. To me, this doesn't mean you pretend you don't have opinions. You're just honest with yourself about how what you're thinking shapes your worldview.

By Graig Newark – Ethics Journalism (A lecture about the ethics of social media)

#### 1. Circle the letter that corresponds to the right answer.

The text is...

a. an e-mail.

b. a speech.

c. an interview.

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

a. Journalists have to make little effort to check their news sources.

b. Journalists must vary their viewpoints.

c. Journalistic ethics online differs from journalistic ethics in print.

d. Honest journalists should not deny their mistakes.

#### 3. Fill in the following table with information from the text.

Journalists must be	Journalists mustn't do
1.	1.
2.	2.

#### 4. In which paragraph is it mentioned that accusing people without proof is unethical?

#### 5. Answer the following questions according to the text.

a. What are the different types of journalism mentioned in the text?

b. According to you, why mustn't journalists accept gifts or money for coverage?

c. When must a journalist apologise to another person?



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

a. theirs (§2)

b. that (§3)

c. it (§3)

**B. Text Exploration**

(07 points)

1. Find in the text words whose definitions follow.

- The means of communication that reach or influence people widely (§1)
- The reporting of an important event or subject (§2)

2. Classify the following words in the table.

diversity - coverage - illegally

prefix	root	suffix

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

- The writer said, "You may harm your audience with unchecked information."
  - The writer told the journalists.....
- If he does some serious research online, he will write interesting articles.
  - Unless .....
- Journalists should tell the truth to people.
  - Journalists .....
- He was elected journalist of the year because he writes good articles.
  - He writes good articles.....

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

accuse - information - honest - newspaper

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

5. Fill in the gaps with only Four words from the list.

various - listen - make - communities - events - important

Every day exciting things happen. For example, there might be an ..... 1..... meeting in your town or a special event at your school. Journalists cover these..... 2..... and report them through the media. The audience can follow what is going on in.....3.....parts of the world. It is important for them to..... 4..... sure the facts are accurate.

**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 on:

**The unethical practices of some journalists.**

- unethical journalism / growing concern
- use unfair / unbalanced reporting of news
- report false / harmful information / pictures
- quote a source without prior consent (plagiarism)
- don't verify news sources

**Topic two:** Write a composition of 120 to 150 words on the following topic:

Experts in education have witnessed a lack of discipline in schools nowadays. What impact does this have on teachers and pupils? Suggest concrete actions to solve this problem.

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.