

## English Language Education in Algeria: Hostage of an Exam-Centric Education System

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### Abstract

The present research paper is a plea for a reform policy of English Language Education in Algerian secondary-school education. It attempts to redraw the boundaries of English as a Foreign Language (EFL) from a teaching-testing perspective based on two fundamental questions: the 'what-to-teach' and the 'what-to-test', which represent the rationale of Algerian EFL classrooms. It also expands into a discussion of the discrepancies existing between stated objectives and classroom practice. This deviation from the prescribed syllabus is dictated by the Baccalaureate exam, a standardized test *par excellence* and the 'entry visa' to university. The study was carried out with a sample population composed of twenty-eight male and female students from the English Department of the University of Tlemcen, Algeria during the first term of the academic year 2018-2019. The data collected tools employed in this pilot experimental study, a pre-unit test (a pre-test), remedial activities, and a post-test, were conducted on the sample at the end of the experiment. The research paper culminates with a formulation of initial pedagogical steps that are likely to develop students' communicative abilities within an exam-centric education system characterized by a grammar-focused and vocabulary-building test-oriented teaching. Hence, to negotiate a balanced approach that would accommodate both effective teaching and efficient testing.

*Keywords:* Communicative abilities, English Language Education, high-stakes exam, teach-to-the-test pedagogy

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## Introduction

The increasing importance assigned to testing and assessment within a highly exam-centric education system has given birth to the proliferation of a pedagogical ‘malpractice’ which has *de facto* imposed itself in many EFL classrooms forcing, therefore, teachers, in the name of politico-educational considerations, to devote most of their teaching time to students test preparation. The term ‘malpractice’ is put between inverted commas for a good reason that is explicitly stated in many parts of this article. The overtly-manifested importance attached to scoring well in exams, be they low stakes or high stakes, has set the pace for the EFL teaching-learning process, as high scores have become indicative of high-quality schooling. The term ‘achievement’ has, thus, lost its intrinsic value in the sense that it means nothing more than scoring well on tests, deviating, therefore, teachers to teach for the test and students to learn for the test respectively. However, teachers ought to be able to show that students are learning English and in parallel inculcate in their learners that ability to use the language appropriately both receptively and productively in real situations, to use an alternative definition of communicative competence. Time and again, the teacher has proven to be the most influential school-related force in student achievement (Stronge, 2018).

Undeniably, English Language Teaching (ELT) may add something to the learners’ inheritance, [and the Algerian EFL learner is no exception] as familiarity with other languages might add something to ours (Barrow, 1990). Thus, English Language Education, in our opinion a more comprehensive term, will be used throughout this article as a substitute to both ELT and EFL teaching-learning. Yet how can English Language Education, as such, be reconsidered and appraised in the light of the 21<sup>st</sup> century communications schemes? The task does not seem to be an easy one. In Algeria, the French language still takes the lead in economic development, technological advancement and commercial expansion. What is more, the Francophone lobby and the ‘angel guardians’ of the French language are still out there blocking the road for the emergence of other languages, not least English.

## 1. Statement of the Problem

### 1.1. High Scores: High-Quality Schooling

Rightly or wrongly, grades and marks have always been used as signposts to learning and seemingly reliable pedagogical indices. Stiggins (2007) describes the use of standardized testing in the 1950s as a means to compare and rank schools, school districts, states and nations. This high-stakes testing results culture is still a commonplace heresy in the educational milieu in Algeria. Boards of Education, school principals and headmasters not only have recourse to results data to track the performance of their educational institution but compare their school’s performance with that of other institutions in the province or county.

Admittedly, if learners’ performance is viewed this way and hijacked for, non-elitist or at least non-meritocratic purposes, the Algerian education system ought, therefore, to go through a radical change and English Language Education a metamorphosis. However, how to avoid unintended consequences and resulting ‘side-effects’ when setting goals remains the crux of the matter to be documented in the present research work.

### ***1.2. Research Questions***

This pedagogical perspective reflects a serious endeavour to change the traditional relationship of assessment to learning in a probationary year where students are to sit for the Baccaalaureate exam. It is curious to note that at this level, paradoxically, formal examinations often hinder rather than help students learn English for communicative purposes. However, authentic and meaningful communication should be the ultimate goal of language activities in an English Language Education classroom.

Nonetheless, it is this growing interest in the teach-to-the-test approach that provides the basis for this article; it will address the following questions:

1. What are the main communicative deficiencies that first-year EFL students lack due to an intensive grammar and vocabulary-focused test-oriented teaching (See Appendix A) in secondary education, especially during their third probationary year?
2. How can teachers at university level help EFL students make up for that serious deficit in students' communicative abilities to achieve functional ability in English Language Education?

### ***1.3. Research Hypotheses***

In an attempt to provide satisfactory answers to the research questions mentioned earlier, we have constructed our hypotheses which formally stated are:

1. First-year EFL students display some serious deficiencies in terms of language use. This represents a major handicap affecting negatively their communicative abilities as a result of an English Language Education which draws heavily on the principles of the teach-to-the-test approach at the secondary education level as a preparation for the Baccaalaureate Exam.
2. First-Year EFL students can be offered supplementary learning sessions aiming to upgrade their communicative abilities. This compensatory language adjustment would consist of communication-based activities.

## **2. Literature Review**

### ***2.1. Genesis of a System***

The current positivist-oriented education system with its emphasis on the acquisition of facts is, in effect, a legacy of the French colonial times. The French education system, heavily imbued with the Napoleonic thought, was highly marred by hierarchical hurdles that had to be passed before moving up from a lower level to a higher one. This is how an exam-centric model of education works and this is the model which independent Algeria inherited from France and is being practised and perpetuated in post-independent Algeria. This state of affairs illustrates clearly that there has never been a deep concern among education policymakers about many aspects of education. Educationalists' attempts at reforms have always been well intended, but rarely have professionals had the opportunity to participate in the solving of background educational issues.

Worse still, attempts at reforming the education system have always moved in the reverse order, i.e. at the expense of academic standards. On the other hand, the pseudo-reform committee

meetings are deliberately orchestrated to gain the acceptance of what has already been taken before the meeting and allow only ‘cosmetic changes’. One may add for the purposes of this argument and making use of statistical evidence, that the success in the Bacca-laureate exam noticed a steep fall in its rate. In the 1970s, the rate of success was between 60% and 70% (Benghabrit-Remaoun, 1998); at present, it oscillates between 50% and 55% (2016: 49.79%; 2017: 56.07%; 2018: 55.88% Algérie Presse Service, July 2018).

Demands and calls for a global and profound educational reform and the inception of a quality-based education have always been the hobbyhorse of many opposition parties. Though the situation stands in a different light today, it is not likely to change soon. An exam-centric education system may be at odds with the requirements of the 21<sup>st</sup> century constructivist-oriented educational paradigms, and as Bolitho (2012) posits:

There is no doubt that in educating the citizens of tomorrow, we should be preparing them to cope with change in our increasingly globalised world. Among other things, this seems to mean laying emphasis on using language as a tool for communication and accessing information. These features should be in evidence in the curriculum and in textbooks as well as in classroom practices. (p. 35).

## ***2.2. Clearing the Ground***

The core of the issue in the present article is, in effect, an attempt to understand how a pedagogical ‘malpractice’, driven by high-stakes testing, influences stakeholders’ perception of English Language Education from a teaching-testing perspective. This approach to language teaching-learning-testing has led to the emergence of a number of alternative terms and phrases, *item teaching*, *curriculum teaching*, *test-oriented teaching* and *teaching to the test*, to refer to a classroom setting in which testing is regarded as an end in its self rather than a by-product which the student will take in his stride (Alexander, 1972). For the sake of methodological uniformity, the term *teach-to-the-test* approach will be used throughout this research work...

## ***2.3. Defining an Approach***

The term teaching to the test is used to refer to the implementation of an ensemble of in-class pedagogical practices and activities and out-of-school remedial coaching services aiming primarily to prepare learners for standardized tests and high-stakes exams, and by extension to cover all types of exams and tests. This approach to language pedagogy is very likely to lead to a type of teaching and learning which focuses on a mere reproduction of memorized isolated grammatical items, or at worse to outright and downright cheating. Therefore, in one way or another learners’ success becomes highly dependent on their ability to reproduce a fixed body of knowledge (Schweisfurth, 2011). This has always been the main argument made in pedagogical terms against the abuses of the teach-to-the-test approach at the expense of communication practices and high-order thinking skills. This question represents the fundamental paradox in English Language Education in the sense that, “If schools largely test and award grades for factual recall, teachers will, therefore, stress memorization and recall in their teaching, possibly at the expense of communication skills and critical thinking that are vitally important for students to possess” (The Glossary of Education Reform, 2013). Thus, the teach-to-the-test approach, as a teaching-testing procedure, has become both ‘carrot and stick’, dictating respectively what teachers ought to teach and what learners ought to learn.

### 3. Purpose of the Research

#### 3.1. Pilot Experiment

This research paper closely relates to a pilot experimental study which is part of an overall language research project, the Language and Culture Adjustment Programme, hosted by the ESP Teaching Laboratory at the Algerian University of Tlemcen. Since its inception in 2016, the programme has served a three-fold purpose: for one thing it aims to provide a linguistic support to students who suffer from a serious lack at the level of the communicative skills drawing on the principles of a communicatively-responsive pedagogy, for the other to help student whose knowledge about Anglo-Saxon culture, namely British and American, falls short of the level demanded to adopt a culturally-responsive pedagogy and thirdly, to invest in the rehabilitation of the ESP enterprise. In short, the programme is intended for university students, regardless of their specialism, who wish to develop their communicative abilities (communicative competence) and cultural competence in English and in ESP training. The programme is collegially run and is imbued with a good sense of teamwork. A group of EFL teachers and doctoral students offer those remedial courses on a regular basis and whose efforts, hopefully, will be validated. The first objective of the Language and Culture Adjustment Programme is our direct concern.

To limit the scope of the present research paper, no reference will be made to the culturally-responsive pedagogy, and the term communicatively-responsive pedagogy will be used throughout this article in its inclusive sense. It is hoped that it stands sufficiently following the different views to be ambivalent and cover all aspects of the models relating to the concept of communicative competence (Hymes, 1972; Canale & Swain, 1980, 1983; Bachman, 1990; Bachman & Palmer, 1996). Secondly, it is clear that an exhaustive survey of the different components of the communicatively-responsive pedagogy, though they are of value to EFL students, would be well beyond the scope of this research work.

#### 3.2. Participants

Twenty-eight EFL students, representing our sample population, were selected for the pilot experiment based on the results obtained in the English test in the Baccalaureate Examination (June 2018). Worth noting here is that the Algerian academic evaluation system follows the French numerical scale moving from 0 to 20. The students scored reasonably well in the English test (between 14/20 and 17/20). At this level, it should be noted that there is less need for pattern control, as the foundations have been laid. The students demonstrated a good working knowledge of the English language structures (usage); yet, unable to express themselves appropriately in terms of some language functions (use), to use Widdowson's (1978) dichotomy. In down-to-earth terms, their communicative skills leave a lot to be desired.

#### 3.3. Communicatively-Responsive Pedagogy

By way of introduction, it is worth noting that the term communicatively-responsive pedagogy is used as an extension to Ladson-Billings' (1994) term culturally-responsive teaching, i.e. the ability to develop one's cultural competence on a cross-cultural basis. In our very specific context, communicatively-responsive pedagogy recognizes the importance of the language functions the student will learn and the topics and notions he will learn to talk about.

### ***3.4. Description of the Course***

The communicatively-responsive pedagogy, as a course, tries as much as possible, to cover the four language skills, as well as improving pronunciation and building vocabulary. Particular emphasis is placed on listening and speaking as they represent the hallmark of any communicatively-oriented pedagogy. The language used in the course is predominately British English, however, reference is made whenever the difference between British English and American English is significant, especially at the level of vocabulary. As a syllabus, the course links communicative functions to topics through carefully graded grammatical structures that are needed for a basic level of proficiency. In this way, there is a link between grammatical form and communicative function.

As for the map of the course, in very broad terms, it is divided into six units each of which consists of three Parts. The units are preceded by a Pre-Unit Test (See Appendix B) and followed by a Consolidation. The searching test, based on an assumed knowledge, is administered to the students before they embark on the unit properly. The test aims to assess much more the students' communicative abilities before the course begins. It closely relates to the functions that subsequently the teacher is to deal with in the Unit. The Parts are interrelated based on a synchronic progression, and the consolidation closely relates to the language structures, words and expressions to remember from the different parts.

### ***3.5. Pre-Unit Test***

At first sight, the activities in the Pre-Unit Test seem to be within the reach of an Algerian first-year EFL student who has a fair knowledge of the English language. A student who spent seven years of English Language Education, four years at the middle-school level and three years at the secondary-school level, i.e., (B1) intermediate level on the Common European Framework of References for Languages scale, (CEFR). A word of information is necessary here; the activities in Appendix B were chosen randomly from the Pre-Unit Test. Through the different exercises, our sample population was asked to perform specific language tasks:

- To provide suitable conversational expressions for specific purposes (opening conversation and expressing apologies).
- To complete the missing parts of a conversation while focusing on some grammar points, vocabulary, fixed conversational routines, and tag questions.
- To supply information following a model provided in the instructions.
- To read words (names of countries and their corresponding proper adjectives and occupations) aloud with the correct pronunciation.
- To behave linguistically in a socially appropriate way to the setting (formal/informal language).
- To correct language mistakes in sentences.

### ***3.6. Correction***

Two teachers, a doctoral student and a senior lecturer, were designated to correct (C1) and cross-correct (C2) the Pre-Unit test in accordance with a pre-defined correction grid. The students' exam copies were corrected anonymously, substituting, therefore, the names of the students by letters in a bid to avoid any subjective and biased evaluation (See Table 1). The marks were then compared to the marks previously obtained in the Baccalaureate EFL exam. This clearly showed discrepant

results. Six overall language remarks were made concerning the test's results. These remarks reflected the students' weaknesses at different language levels (each number referring to a specific remark), and were formulated as follows (See Table 2):

1. Inability to differentiate between formal and informal discourse.
2. Inability to select appropriate conversational routines.
3. Inability to provide suitable expressions.
4. Inability to complete the sentences with the correct word.
5. Inability to choose the word/phrase to complete the sentence.
6. Inability to supply information following a model.

Table 1: *Recap of the marks scored by the sample population in the Pre-Unit Test*

Student	C 1	C 2	Average	Student	C 1	C 2	Average	Student	C 1	C 2	Average
A	12	12.5	12.25	J	13	13.	13.25	S	10.	11	10.75
B	13	12.5	12.75	K	15	5	14.75	T	5	12	12.25
C	12.	12	12.25	L	14	14.	13	U	12.	13	12.75
D	5	11	10.75	M	11.	5	12.25	V	5	14	14
E	10.	13	12	N	5	12	13.5	W	12.	14	14.25
F	5	12	11.5	O	13.	13	12.75	X	5	11.	11.5
G	11	13.5	13.5	P	5	13.	11	Y	14	5	13.75
H	11	12	12.75	Q	13	5	14.75	Z	14.	14	13
I	13.	14	14	R	10.	12.	14.5	Z1	5	12	14.5
	5				5	5			11.	14	
	13.				15	11.			5		
	5				14.	5			13.		
	14				5	14.			5		
						5			14		
						14.			15		
						5					

Table 1 shows that the two corrections (C1) and (C2) do not differ greatly in most cases. Thus, this quasi-absence of significant differences between the assigned marks clearly indicates that the teachers in charge of the correction followed rigorously the correction grid instruction.

Table 2: *Interpretation of discrepant marks scored in Baccalaureate EFL exam and in the Pre-Unit Test*

Student	Mark Scored in Baccalaureate EFL Exam	Mark Scored in Pre-Unit Test	Overall Remarks on Students Language Area Weaknesses

A	15.5	12.25	1; 3; 5
B	14.5	12.75	1; 3; 5; 6
C	14	12.25	1; 3; 4; 6
D	15	10.75	1; 2; 3; 5; 6
E	14.5	12	1; 2; 4; 6
F	16	11.5	1; 3; 4; 5; 6
G	16.5	13.5	1; 2; 4; 5
H	14.5	12.75	1; 2; 4; 5
I	17	12	1; 3; 4; 5
J	15.5	11.5	1; 2; 5
K	15	12.5	1; 3; 4; 5
L	15	13	1; 2; 5
M	14.5	11.5	1; 2; 4; 5
N	14.5	11.5	1; 2; 5; 6
O	14.5	12.5	1; 4; 5
P	15	11.5	1; 2; 4; 5
Q	14.5	11.5	1; 2; 3; 5
R	14.5	12.5	1; 2; 3; 5
S	16.5	11	1; 3; 4
T	14.5	12	1; 2; 3
U	15.75	11.5	1; 2; 4
V	14	11.5	1; 3; 4
W	14.5	12	1; 2; 4
X	15.5	11.5	1; 3; 5; 6
Y	14.5	13	1; 4; 5
Z	17	12.5	1; 3; 4; 5
Z1	14.5	12	1; 3; 5

Table 2 confirms our first research hypothesis; most first-year EFL students at the Algerian University of Tlemcen, to some extent and by extension of our sample population, display serious weaknesses at the level of language use. When asked to perform communicative functions, they rely mostly on the Knowledge about Language (KAL) they have gained through an intensive learning of the English language which has always drawn heavily upon the basic principles of the teach-to-the-test approach. This is another way of saying that the marks obtained in the Baccalaureate English exam, somehow, do not faithfully reflect the students' real good command of the English language. Consequently, a compensatory language adjustment imposes itself to redress inefficiency in students' communicative abilities to hopefully entrench quality in English Language Education. This remedial work, an integral part of The Language and Culture Adjustment Programme, comes to confirm our second research hypothesis.

### 3.7. Recommendations

Arguably, it is high time teachers should realize the very limits of examinations-oriented teaching approaches on quality education, and account for the negative effects they yield on learning achievement among EFL students at different levels. Learning a language is not a matter of producing and reproducing, on the basis of a stimulus-response scheme, fixed bodies of knowledge

consisting of grammatical structures and lexicon for the purposes of scoring high and passing of exams. A language, not least English as a global language, ought to be learned not only of as systems of systems, phonological, grammatical, semantic, but also as a means of communication embodying a set of competences: linguistic, communicative, pragmatic, and cultural.

Within the globalization framework, a good working knowledge of the English language has become a *sine qua non*-condition to positively cope with the market demands and efficiently respond to the requirements of the communications schemes of the 21<sup>st</sup> century. In this very specific context, teachers and students should view the teaching-learning of the English language from three different yet complementary perspectives:

1. The pedagogical perspective in which English is seen as an important subject of the school curriculum, and, therefore, as an asset that can enrich the students' exit profile.
2. The educational perspective in which English is viewed as a sign of a well-rounded education.
3. The philosophical perspective in which English, as an international language, can help increase cultural awareness and cross-cultural understanding, which in turn help to promote international understanding, and ultimately develop the sense of tolerance vis-à-vis others' differences.
- 4.

However, these cannot be achieved without first and foremost a teaching-learning of English which moves beyond exam-oriented instructional models of English Language Education.

### Conclusion

This research paper is a report of a pilot experiment on the negative effects of the exam-centric education system, not least in English Language Education classrooms, on students communicative abilities. As teachers of English, we have always complained about this 'unhealthy' and 'unethical' and counter-productive system which has led to the proliferation of a type of teaching drawing extensively on the teach-to-the test principles. The immediate goal and the principle motivating drive for students are, therefore, to pass exams. We have always believed, and our experiment supports our opinion, that this shift in interest would lead to the emergence of successful learners on 'Exam English' seats but ineffective and very incompetent 'English users' in real-life context.

What is more, a discrete-item oriented teaching and the teach-to-the-test approach make a perfect marriage. The memorization of the grammar rules and the application of the deductive processing to the various English language tests are vivid illustrations of a harmonious union. Thus, by analogy with what was said more than fifty years ago by Rivers (1968), we can confirm that many a student well-taught Exam English and well-trained in exam-technique preparation will find himself at a loss in conducting a conversation with a native speaker of English. Such a student may be perfectly at home with the grammar of English and its meta-language, yet find his ears assailed by unfamiliar phrases as soon as he hears two Britons or Americans in a discussion. He may be able to talk fluently and prescriptively about tenses and prepositions, conditionals and the like, but unable to greet, introduce, begin conversations with strangers and foreigners or say goodbye according to the rules of speaking, to borrow Hymes' (1972) term. This is another way of saying that the teach-to-the test, the incarnation of an exam-centric education system *par excellence*, not

only does harm to the communicative abilities of EFL learners but in the long run to the promotion of lifelong English Language Education as well. However, in this very specific context, the equation between teaching and testing becomes more complex.

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## Appendix A

### Samples of Baccalaureate EFL Tests (June'18 Session)



الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للمسابقات والامتحانات

دورة: 2018



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 الآتيين:

الموضوع الأول

**Part one: Reading**

**A/ Comprehension**

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

Islamic Civilization enormously contributed towards the well-being of humanity through advancements in different fields including science and technology. But, the decline of Muslim scholarship coincided with the early phases of the European intellectual awakening.

The translation of most Islamic works into Latin during the 12th and 13th centuries had a great impact upon the European Renaissance. The 12th century was one of the most intensified traffic of Muslim learning into the western world through many hundreds of translations of Muslim works, which helped European seize the initiative from Islam when political conditions in it brought about a decline in Muslim scholarship. Most of the important Greek knowledge was preserved in Arabic translations. Although the Muslims did not alter the foundations of Greek science, they made several contributions within its general framework. When interest in Greek learning revived in Western Europe during 12th and 13th centuries, scholars turned to Islamic Spain for the scientific texts.

Working within a predominantly Greek framework, scientists of the Middle Ages reached high levels of sophistication and prepared the ground for scientific revolution of the 16th and 17th centuries. According to Will Durant, the Western scholar, "for five centuries, Islam led the world in power, order and extent of government, in refinement of manners, scholarship and philosophy."

*An extract from Encyclopaedia Britannica*

1- Say whether the following statements are True or False? Write T or F next to the letter corresponding to the statement and correct the false one(s).

- Islamic works translations into Latin were unbeneficial.
- The 12th century was marked by the transmission of the European knowledge to Muslims.
- Muslim scholars improved most of the important Greek works.
- Western scholars used to refer to Muslim works to improve theirs.

2- Identify the paragraphs in which the following ideas are mentioned.

- Muslim scholars did not make a radical change in Greek science.
- Muslim achievements' recognition by western scholars.

3- Answer the following questions according to the text.

- How did Islamic Civilization contribute to the European Renaissance?
- What caused the collapse of the Muslim scholarship?
- How did scientists pave the way to scientific major changes just after the Middle ages?

4- Find who or what do the underlined words in the text refer to.

- Which (§2)
- its (§2)

**(14 points)**

**(07 pts)**



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5- Give the general idea of the text.

**B/ Text Exploration**

(07 pts)

1- Find in the text words whose definitions follow:

- a) The conversion of a text from one language to another (§2)
- b) Make a change (§2)

2- Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	To contribute	contribution	contributory
	.....	civilization	.....
	.....	.....	intense
	To influence	.....	.....

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

- A) a- Greek scientific texts were preserved by Muslim translators.  
b- Muslim translators .....
- B) a- If Muslims didn't translate Greek works, western scholars couldn't study Greek science.  
b- Unless .....

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

political – Latin – civilization – revolution

1st syllable	2nd syllable	3rd syllable	4th syllable

5- Fill in each gap with the appropriate word from the list given.

developed - became - Indian - independently - contact - philosophy

The Muslims had come into.....1..... with Persian astronomy, history, and medicine; ....2.....mathematics; and Greek science and ...3..... They made significant contributions of their own in mathematics, medicine, astronomy, and other sciences. They also .....4.....literature of their own in Arabic.

**Part two: written expression**

(06 points)

Choose ONE of the following topics.

**Topic one:**

You visited the historical site of Timgad. You noticed that people ignore its value and write their names on columns, walls and throw trash everywhere. Write an article of about 80 to 100 words for the World Heritage Centre magazine in order to raise people's awareness about the importance of preserving such historical sites.

The following notes may help you:

- Mankind common property - Attract tourists - Cultivate pride / distinctive value -Preserve history/ deep understanding of identity

**Topic two:**

You are working for a private company and your manager is unscrupulous, corrupt and nepotistic. Write a letter of about 80 to 100 words to the workers representative to denounce his unethical behaviour. (N.B: sign as Mr Yasser)

انتهى الموضوع الأول



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### الموضوع الثاني

#### Part one: Reading

(14 points)

##### A/ Comprehension

(07 pts)

Read the text carefully then do the following activities.

Brain drain, which is the action of having highly skilled and educated people leaving their country to work abroad, has become one of the developing countries concern. More and more third world science and technology educated people are heading for more prosperous countries seeking higher wages and better working conditions. This has of course serious consequences on the sending countries.

While many people believe that immigration is a personal choice that must be understood and respected, others look at the phenomenon from a different perspective. What makes those educated people leave their countries should be seriously considered and a distinction between push and pull factors must be made. The push factors include low wages and lack of satisfactory working and living conditions. Social unrest, political conflicts and wars may also be determining causes. The pull factors, however, include intellectual freedom and substantial funds for research.

Brain drain has negative impact on the sending countries economic prospects and competitiveness. It reduces the number of dynamic and creative people who can contribute to the development of their country. Likewise, with more entrepreneurs taking their investments abroad, developing countries are missing an opportunity of wealth creation. This has also negative consequences on tax revenue and employment.

Adapted from Myenglishpages.com

1- Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement and correct the false one(s).

- Brain drain is a phenomenon related to the shift of uneducated people to wealthy countries.
- It has become a real issue for the developing countries.
- Low incomes are one of the causes of brain drain.
- People share the same opinion on brain drain.

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

- Brain drain drawbacks on economy.
- What brain drain refers to.
- The causes that make educated people leave their countries.

3- Answer the following questions according to the text.

- Why do intellectuals leave their countries?
- What is the difference between push and pull factors?
- How does brain drain affect employment?
- Do you agree with intellectuals who leave their countries? Justify your answer.

4- Find who or what the underlined words in the text refer to.

a- this (§1)

b- their (§3)

5- Give a title to the text.



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**B / Text Exploration**

(07 pts)

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

- a- host (§1) ≠ .....      b- joblessness (§3) ≠ .....

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

	Verbs	Nouns	Adjectives
Example	To differ	difference	different
	.....	freedom	.....
	.....	.....	prosperous
	to believe	.....	.....

3- Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

such....that - provided that - so that

- a) Highly educated people are heading towards Europe. They want to get higher wages.
- b) Intellectuals do not leave. The sending countries improve the socio-economic situation.
- c) Brain drain has a negative impact on poor countries. Therefore, it reduces their evolution.

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

prosperous - phenomenon - social - brain

One syllable	Two syllables	Three syllables	Four syllables

5- Fill in each gap with the appropriate word from the list given.

avoid - various - homeland - unrest - freedom - situations

People leave their ...1... and move to another country for ....2.... reasons. Some emigrate to ....3....starvation. Some seek adventure. Others wish to escape unbearable family ...4.... Still others desire to be reunited with loved ones.

**Part two : Written Expression**

(06 points)

Choose ONE of the following topics.

Topic one:

Your cousin is an intellectual who obtained a scholarship to the USA. He is planning to settle there. Write an e-mail of about 80 to 100 words to convince him to return to Algeria and benefit his country from his knowledge and skills.

The following notes may help you:

- far from family -Algerian scholarship -benefit/country/experience -create wealth
- help fellow citizens

Topic two:

You read an article in a newspaper about a person who was accused of bribery. However, the journalist presented no documents to support his allegations. Write an article of about 80 to 100 words for the school paper to inform your fellow students about the importance of taking into account the code of ethics and the humane qualities when journalists write articles about people.

انتهى الموضوع الثاني

## Appendix B

### Pre-Unit Test One: Assumed Knowledge

- Saying hello and goodbye (Formal-Informal)
- Asking and saying where people come from (Country-Nationality)
- What do people do? (Job-Occupation)
- How old are they? (Age-Numbers)

**If the students can do this test the teacher can go on Unit One**

#### 1. Supply the missing words.

1. Hello, ..... 's Peter Matt.
2. Is ..... Mary Brit? No, it isn't. .... Betty Taylor.
3. Is ..... Betty Taylor? Yes, .....
4. Betty is my ..... and Taylor is my .....
5. Can you spell your name, please? Yes, sure. B, ..., ..., ..., .., . T, ..., ..., ..., .., .....

#### 2. Complete the following sentences:

1. I have got three....., two boys and a girl.
2. .... many children have you got?
3. My father ..... got two brothers.
4. I haven't got ..... sisters.
5. .... you ..... brothers and sisters?

#### 3. Complete the following conversations:

**Peter:** Excuse me. .... your ..... Martin Luke?  
**Mary:** ....., I'm sorry. .... It's Henry James.  
**Henry:** .....?  
**Mary:** It's Henry James.  
**Henry:** ..... sorry.

**Peter:** Excuse me. Are ..... Martin Luke?  
**Martin:** Yes, I .....  
**Peter:** Oh, my ..... Peter Johnson.  
**Martin:** Oh, yes. .... do you .....?  
**Peter:** .....?

#### 4. Complete the following dialogue:

**Sam:** ....., Betty.  
**Betty:** Hi, Sam.  
**Sam:** How are you?  
**Betty:** ....., ..... And you?  
**Sam:** I'm fine.  
**Betty:** Sorry Sam, I have to go now. Bye Sam.  
**Sam:** ..... Betty. .... you.

**5. Complete the following dialogue:**

**X:** Good morning, Mrs Carter.  
**Y:** .....  
**X:** Please sit down.  
**Y:** .....  
**X:** ..... Mrs Carter?  
**Y:** I'm forty-nine.  
**X:** Are you married?  
**Y:** Yes, I .....  
**X:** What's your ..... 's name?  
**Y:** Peter.  
**X:** And you're Welsh, ..... you?  
**Y:** Yes, that's .....  
**X:** How ..... ?  
**Y:** fifty-two.  
**X:** Have ..... ?  
**Y:** Yes, ..... A boy and a .....

**6. Look at the following example:**

John has got a daughter. She is fifteen.  
*John's daughter is fifteen.*  
 1. Mrs Harris has got four children. They are students.  
 2. Mary has got a brother. He is an engineer.  
 3. My father has got a brother. He is a doctor.  
 4. Bob has got a son. He is a pilot.  
 5. My mother has got a sister. She is a nurse.

**7. Complete the table**

First Name	Surname
<i>William</i>	<i>Shakespeare</i> English poet and playwright (1564-1616)
.....	..... Britain's Prime Minister (1956-)
.....	..... US President (1946-)
.....	..... Austrian Neurologist (1856-1939)
.....	..... French microbiologist (1822-1895)
.....	..... English physician (1749- 1823)
.....	..... Spanish general and politician (1892-1975)
.....	..... Canadian singer (1968-)

**8. Complete the following sentences:**

1. Paul is from France. He's .....  
 2. Alice is from ..... She's British.  
 3. Harry is from the ..... He's American.  
 4. Shufiko from Japan. He's .....  
 5. Karima is from ..... She's Algerian.

- 6. Bob is from ..... . He’s Australian.
- 7. David is from Scotland. He’s .....
- 8. Jillian and Peter are from Wales. They’re .....
- 9. Samuel is from Ireland. He’s .....
- 10. Carlos is from ..... He’s Spanish.

**9. Read these words with correct stress.**

- |          |             |           |
|----------|-------------|-----------|
| England  | Japan       | Japanese  |
| China    | Chinese     | Austria   |
| Germany  | Italy       | Argentine |
| Britain  | Switzerland | Canada    |
| Wales    | American    | Canadian  |
| Scotland | Algeria     | Holland   |
| Ireland  | Australia   | Dutch     |

**10. Read these words with the correct stress.**

- |             |              |
|-------------|--------------|
| artist      | housewife    |
| electrician | doctor       |
| engineer    | Accountant   |
| architect   | dentist      |
| teacher     | photographer |

**11. Read the conversations and complete the table**

**Conversation 1**

- X:** Good morning, Mr Watson. How are you?  
**Y:** Oh good morning, Dr Harris. I’m very well, thank you. And you?  
**X:** I’m fine, thank you.

**Conversation 2**

- X:** Hello, Jillian.  
**Y:** Hi Bill. How are you?  
**X:** Fine thanks. And you?  
**Y:** Not bad, but my mother’s not well today.  
**X:** Oh, I’m sorry to hear that.

Conversation 1 (Formal)	Conversation 2 (Informal)
Good morning .....	Hello/Hi Jillian
How are you? .....	How are you? Fine/Not bad
.....	Thanks
.....	And you?